



WESTERN
MARYLAND
COLLEGE
1985/86

*Undergraduate
Catalog*

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"The purpose of a liberal arts college is not just to give you the tools of future employment and enjoyment—though these we surely will offer you in abundance. No, our finest task is to liberate you—or, better, to help you learn to liberate yourselves. And that

can be a frightening process, for in following the path towards your own truths you will surely find



unsettling challenges thrown up to virtually everything you hold dear. Be ready for them . . . and relish them."

*Robert H. Chambers,
Professor and
President of
Western Maryland
College*



WMC Facts Up Front...



The College:

Western Maryland College is a private, independent four-year liberal arts college offering both undergraduate and graduate programs. A residential college, over 90 percent of the undergraduate students live on campus.

Location:

Western Maryland College is in Central Maryland, in the city of Westminster, about 40 minutes from Baltimore by car. It is *not* located geographically in Western Maryland.



Our Name:

The College was named for the Western Maryland Railroad by John Smith, president of that company and one of the founders and chief benefactors of the College.

History:

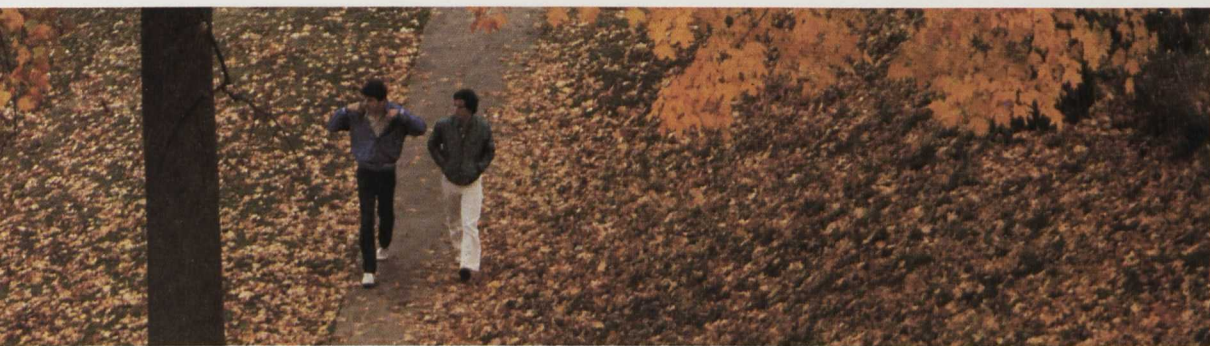
Founded in 1866, Western Maryland was the first coeducational college south of the Mason-Dixon Line. There have been but seven presidents during its 119-year history.

Affiliation:

A voluntary affiliation with the United Methodist Church existed from 1868 until 1974; today there are no denominational ties.

Alumni:

There are today over 14,000 living graduates; although scattered throughout the world, thousands of these loyal and dedicated alumni maintain close relationships with the College.



The Campus:

The College's 160 landscaped acres are spread across a scenic hilltop overlooking Westminster and miles of fertile farmlands rolling toward the Catoctin Mountains. There are 35 buildings clustered on "The Hill," ranging from nineteenth century Baker Chapel to the Physical Education Learning Center completed in 1984. A nine-hole golf course wraps around the playing fields.



Student Body:

Of the approximately 1,300 undergraduate students, 45 percent are men and 55 percent are women. While the majority are from the Mid-Atlantic Eastern Seaboard states, there are many students from other states and several foreign countries. Since its founding, WMC has offered admission to any qualified student regardless of race, religion, sex or ethnic origin.



Faculty:

The student/faculty ratio is 14:1. There are 83 full-time undergraduate faculty members, and over 87 percent hold the doctoral degree or its equivalent. All courses and labs are taught by regular faculty, not by teaching assistants.

Calendar:

The academic year is organized on a 4-1-5 basis, with the one-month January Term devoted to concentrated study on a single topic, an internship, or group travel.



Costs:

Average expenses for the Academic year 1985-86:

Tuition	\$7,275
Room and board	2,680
	<u>\$9,955</u>

Western Maryland is one of 221 colleges featured in **The Best Buys in College Education**,

© 1985 by Edward B. Fiske, (Times Books, a division of Random House, Inc., New York).

Financial Aid:

Western Maryland awards financial aid on the basis of both need and merit. Approximately 80 percent of the student body receives financial aid.

Major Fields:

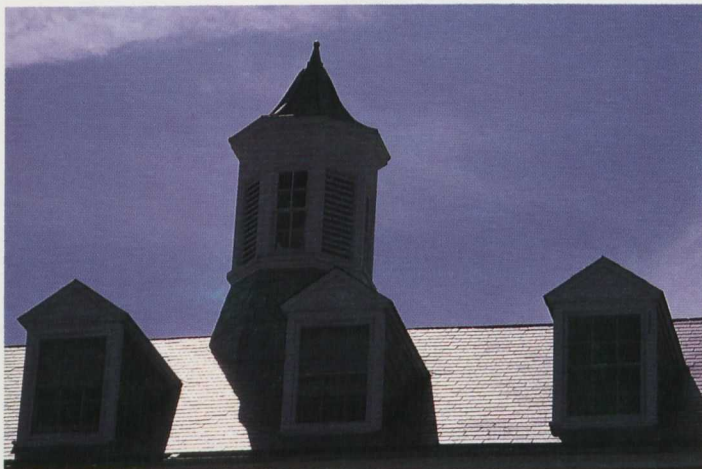
American Studies, Art, Biology, Business Administration, Chemistry, Communications, Comparative Literature, Dramatic Art, Economics, English, French, German, History, Mathematics, Music, Philosophy, Physical Education, Physics, Political Science, Psychobiology, Psychology, Religious Studies, Sociology, Spanish. Students may also design their own majors.

Pre-Professional Programs:

Pre-Professional programs are offered for the Health Sciences, Museum Studies, Legal and Ministerial fields and Teacher Certification (Elementary and Secondary). Pre-Engineering, Pre-Forestry and Pre-Nursing are offered with subsequent transfer to cooperating universities after basic work is completed at WMC.

Teachers For the Deaf and Deaf/Blind:

Western Maryland College is internationally recognized for its graduate programs in training teachers for the deaf and deaf/blind. Undergraduate students may take courses in this field and many choose to learn sign language.



First Principles

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.

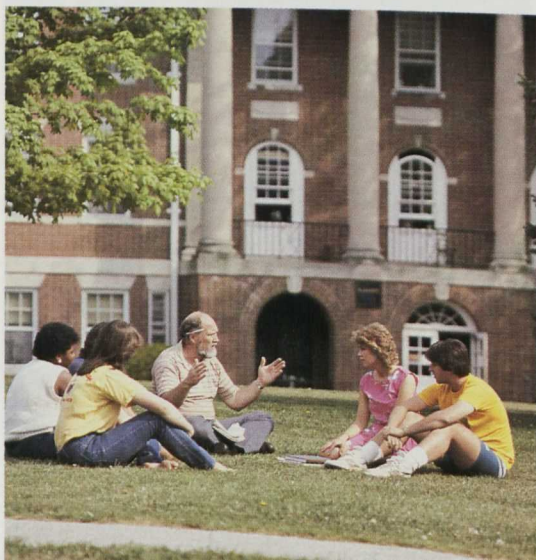
We provide a foundation of knowledge about the past and present so that students may be informed about the world.

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.

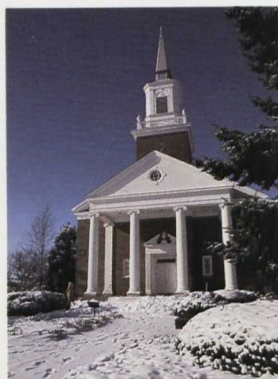
We provide instruction in fundamental skills so that students can express themselves for their own satisfaction and to the larger community.

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.



A Sampler of What's Happening



Academic Departments Have:

- Added new courses in Photography and Commercial Art, (Art); Public Relations and Journalism, (Communications); Greek, (Foreign Languages); American Women, 1607–1980, (History); Music History and musical ensemble opportunities, (Music); God, Human Suffering and the Holocaust, (Religious Studies); and Human Relations and Management, (Sociology/Social Work).
- Established new majors in Music and Arts Management, (Performing Arts); and new minors in Accounting, (Business Administration), and Sports Communications, Athletic Training, Aquatics, Outdoor Education and Sports Coaching, (Physical Education).
- Added new student internships at the Frederick Cancer Research Center, (Biology); in industry, (Business Administration); in television and other media, (Communications); with the Western Maryland College Summer Theatre, (Performing Arts); in political areas, (Political Science); and at social agencies, (Sociology/Social Work).
- Opened a word processing center for students in writing classes and for other interested students, (Computer Science).
- Received awards for the most innovative teacher education program in Maryland, (Education).





Faculty Members Are:

- Consulting in Chemistry at the Naval Weapons Research Laboratory and at the National Institutes of Health; with CBS Publications and Walt Disney Productions on educational projects, and with PBS on a 13-part television series on Maryland Writers, among others.
- Conducting biological research at the Savannah River Ecological Laboratory.
- Making a film on French archaeological sites.
- Receiving a grant from the National Endowment for the Humanities.
- Spending sabbaticals and holidays studying subjects as varied as Islamic Art in the Near East, Ancient Games of Greece, and Deafness.
- Worked side by side with volunteers from the business community as advisors to Junior Achievement companies funded by a grant from the Shelby Cullom Davis Foundation (NY).
- Collaborated with faculty in research on enzymology of birth defects, cystic fibrosis, and cancer.

Students Have:

- Placed in graduate school 75 percent of the Chemistry Department's graduating seniors.
- Consistently scored in the 83rd percentile or better on the Undergraduate Record Examination in Economics.
- Studied in Switzerland sponsored by a Fulbright grant.





Graduates Achieve:

- Dr. Joseph E. McDade, '62, research microbiologist at the Center of Disease Control (Atlanta, GA), isolated the organism causing Legionnaires Disease.
- George A. Gipe, '55, is a Hollywood screenwriter and author of Steven Spielberg's release "The Gremlins."
- Dr. Bessie Lee Gambrill, '02, associate professor emeritus, Graduate School, Yale University was the first woman faculty member to receive tenure at Yale in a field other than nursing. She was cited on her 100th birthday in 1983 by American Association of University Women as a "pioneer in the concept of child development."
- 1948 graduate and trustee, M. Lee Rice, is renown for his accomplishments in the field of applied science and his co-invention of the solid propellant system for the Polaris Missile.
- Nominated for the Presidential Award for Excellence in Mathematics Teaching, Audrey Myers Buffington, '52, has served as senior mathematics editor for Ginn and Company (Lexington, Mass.), and has authored ten books on the metric system.

Meanwhile the College Has:

- Placed the new Physical Education Learning Center in full service.
- Continued an ambitious program of gradually renovating and modernizing the Residence Halls.
- Substantially expanded Student Services.
- . . . and inaugurated a new President.



We Call It "The Hill"



"Western Maryland College is justly boastful of its proud past. But this is also a dynamic and changing institution, one confident in its sturdy present and eagerly looking to a future of very great promise. "We should, I think, thank our lucky stars for the fact that we happen to be coming together in this particularly lovely place, a fine old school distinguished by more than a century of offering the best in education to generations of bright, sometimes brash, but always choosy and challenging students."

*Robert H. Chambers
President of
Western Maryland
College*

We Call It "The Hill"

Our Location

Situated in Central Maryland 30 miles northwest of Baltimore and 56 miles north of Washington, Western Maryland College overlooks the city of Westminster, Carroll County's largest town and county seat. The College is advantageously located for enjoying the pleasures of small town college life, proximity to scenic open space and parklands, and ready access to the attractions and facilities of metropolitan life.

The campus is approximately 30 minutes from Gettysburg, 40 minutes from Baltimore, one hour from Washington, 2½ hours from Philadelphia, 3½ hours from Richmond and 4 hours from New York by car.



Our Heritage

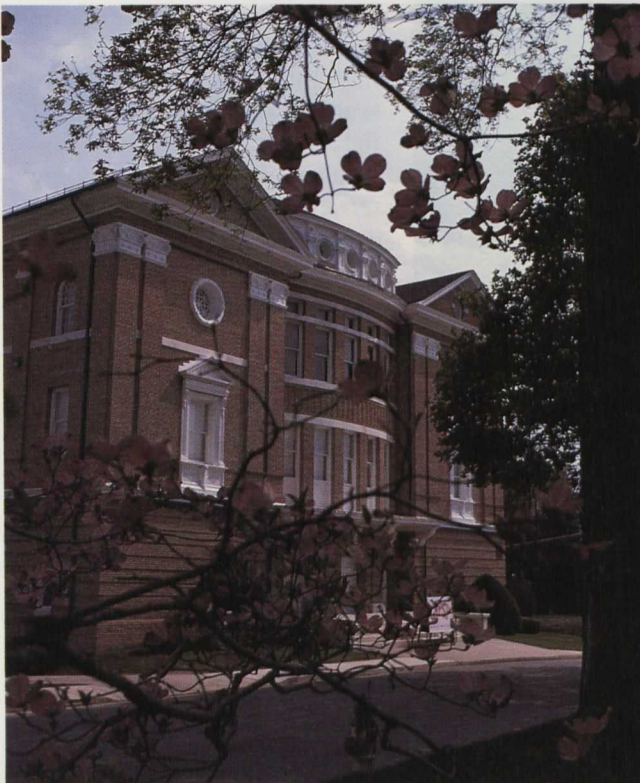
Shortly after the Civil War, Fayette R. Buell, a teacher in Westminster, advanced his dream of founding a small private college by purchasing the "College Hill" tract and issuing a prospectus seeking support. He received encouragement from the Methodist Protestant Church and the Reverend J. T. Ward, who was to become the College's first president (1867–1886), but financing materialized slowly. One substantial loan came from John Smith, president of the Western Maryland Railroad and a resident of nearby Wakefield Valley. Mr. Smith, who became the first president of the board of trustees, suggested that the College be named after the railroad, which maintained an important terminal in Westminster. On the day in 1866 when the cornerstone was laid, Mr. Smith granted free rail passage to anyone who wished to attend the ceremonies. Although the company has since merged with the Chessie System, for well over 100 years the Western Maryland Railroad was a major transportation and economic factor throughout this region.

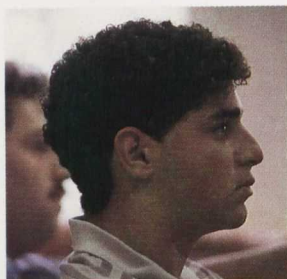


In September 1867, the initial building on College Hill was ready for occupancy, and 37 men and women enrolled in eight areas of study. It was the belief of the founders and first board of trustees that the College was ahead of its time in various ways. Their intentions were clearly stated in the original *Charter* granted by the State of Maryland in 1868, which Western Maryland has continuously followed:

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.





Western Maryland was, in fact, the first coeducational college south of the Mason-Dixon Line, and among the first in the nation. It has been since its inception an independent liberal arts college with an autonomous self-perpetuating board of trustees. A voluntary fraternal affiliation with the United Methodist Church existed from 1868 until 1974; today there are no ties to any denominational body. Control and ownership are fully vested by the *Charter* in the trustees, under the laws of the State of Maryland.

Western Maryland College in its 118 years 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), and Dr. Robert H. Chambers, (1984–present). Under their distinguished guidance, the College has assumed a place among the quality liberal arts colleges in the nation, developing programs and material and physical assets that generously fulfill the vision of its founders.

The Campus

The Western Maryland campus is centered on the crest of a high hill, with buildings, landscaping, roadways and playing fields taking architectural advantage of the varied, sloping terrain. Its 35 buildings fan out across 160 acres overlooking the rooftops of Westminster and some of the richest and most productive farmlands in Maryland. Although the predominant architectural influence is Georgian, an eclectic and interesting variety has been added by the presence of Classical, Victorian, Dutch and more modern





styles. There is almost always a breeze on “The Hill,” as the campus is referred to affectionately, and the ever-changing vistas across to the blue silhouettes of the Catocin Mountains add to the sense of community and perspective of college life.

WMC is within walking distance of Westminster’s department stores, drugstores, restaurants, antique and specialty shops, churches, film theaters, banks and other amenities. A number of attractive parks, and recreational areas are just a few minutes away by car.

Academic Facilities

The academic buildings contain resources appropriate to the special needs of the various disciplines, from classrooms and science laboratories to galleries for art exhibits. These include among others Fine Arts, Levine Hall, Lewis Hall of Science, Lewis Recitation Hall and Memorial Hall. Students have ready access to equipment and other resources. Special facilities include:

Hoover Library, a media resource center containing 131,000 volumes plus periodicals, microfiche, college archives, a collection of rare books and other reference materials. There are also individual study carrels on several floors; during the academic year the library is open seven days a week with extended hours.



Alumni Hall—one of six campus structures on the National Register of Historic Places—which was renovated in 1979 and rededicated to the performing arts. Numerous cultural events are held here, including musicals staged by the WMC Theatre On The Hill summer program.

Winslow Center, a recently modernized classroom and laboratory building housing the Education for the Deaf program and the Psychology department. Instruction in training teachers for the deaf and deaf/blind is augmented with video equipment, an audiology lab and other specialized resources.

The Physical Education Learning Center, a comprehensive sports, fitness and health learning complex completed in 1984. Facilities include a state of the art weight training center, four basketball courts, human performance laboratory and saunas.

Computer Centers—to meet various needs of students. In addition to microcomputers located in several academic departments, four computer labs are available to students and faculty on a first-come, first-served basis: At Hoover Library a lab is equipped with Apple microcomputers, and in Memorial Hall there are three labs, one a new word processing facility containing Macintosh microcomputers, and two equipped with terminals hard-wired to a PRIME superminicomputer. Lab assistants are available to provide assistance at posted times.





Additional Facilities

Decker College Center, opened in 1978, is the hub of college life, with its information desk, lounges, meeting rooms, game room, snack bar, pub, post office, bank, college store, Health Services Center, student government and other student organization offices, and immediate access to Englar Dining Hall.

In addition to the new Physical Education Learning Center, there is Gill Gymnasium, the indoor Harlow Swimming Pool complex, a nine-hole golf course, the Scott S. Bair stadium, the Frank B. Hurt tennis courts, numerous athletic fields and Harvey Stone Park.

Two chapels, the President's House and a gazebo are prominent features of the central campus area. Residence halls are discussed below in the section on Student Life.

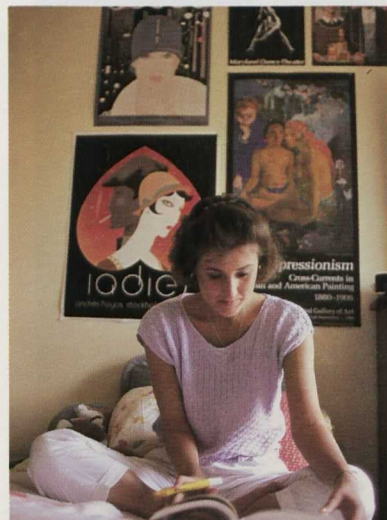
The College Community

A basic purpose of a Western Maryland Education is to give students the opportunity to achieve an understanding of other people through relationships within the academic community. This comes about in a number of natural ways, two of which are of primary importance:

Faculty members willingly tutor, counsel, assist and simply talk with students. Staff members are equally accessible; however, students must be aware that *it is they who must take the responsibility for initiating such contact*.

Because we assume that better interchange of ideas and greater understanding are achieved when students live on campus, *all undergraduate students are required to live in residential housing*, except those who are officially designated as commuting students.

Students, in turn, are encouraged to participate in the governance of the College through the Student Government Association and various College committees.



The Honor System

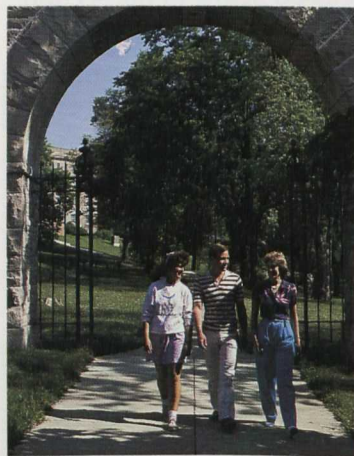
Students at Western Maryland subscribe to an Honor Code governed by an Honor Board on which both students and faculty serve. This code incorporates standards of conduct related specifically to course work, as distinguished from social regulations for the community at large. The purpose by making all students responsible for their own actions. Each person is required to accept the academic honor system, to assist in making effective, and to participate, as do faculty members, in reporting all instances of academic violations.

The Honor Board, consisting of six students and six members of the faculty, investigates all alleged infractions and, as necessary, holds hearings and prescribes penalties.

The College is proud of the tradition of honest and vigorous intellectual inquiry that our students, faculty and alumni have supported.

Accreditation

Western Maryland College is accredited by the Middle States Association of Colleges and Secondary Schools, and its undergraduate programs in teacher education are approved for certification by the Maryland State Department of Education. In addition, the College holds membership in the American Association of Colleges for Teacher Education and the National Association of Schools of Music, with the approval of the latter association for a Bachelor of Arts degree in music. The College is also on the approved list of the American Association of University Women and the American Chemical Society, and it is accredited by the Council on Social Work Education.



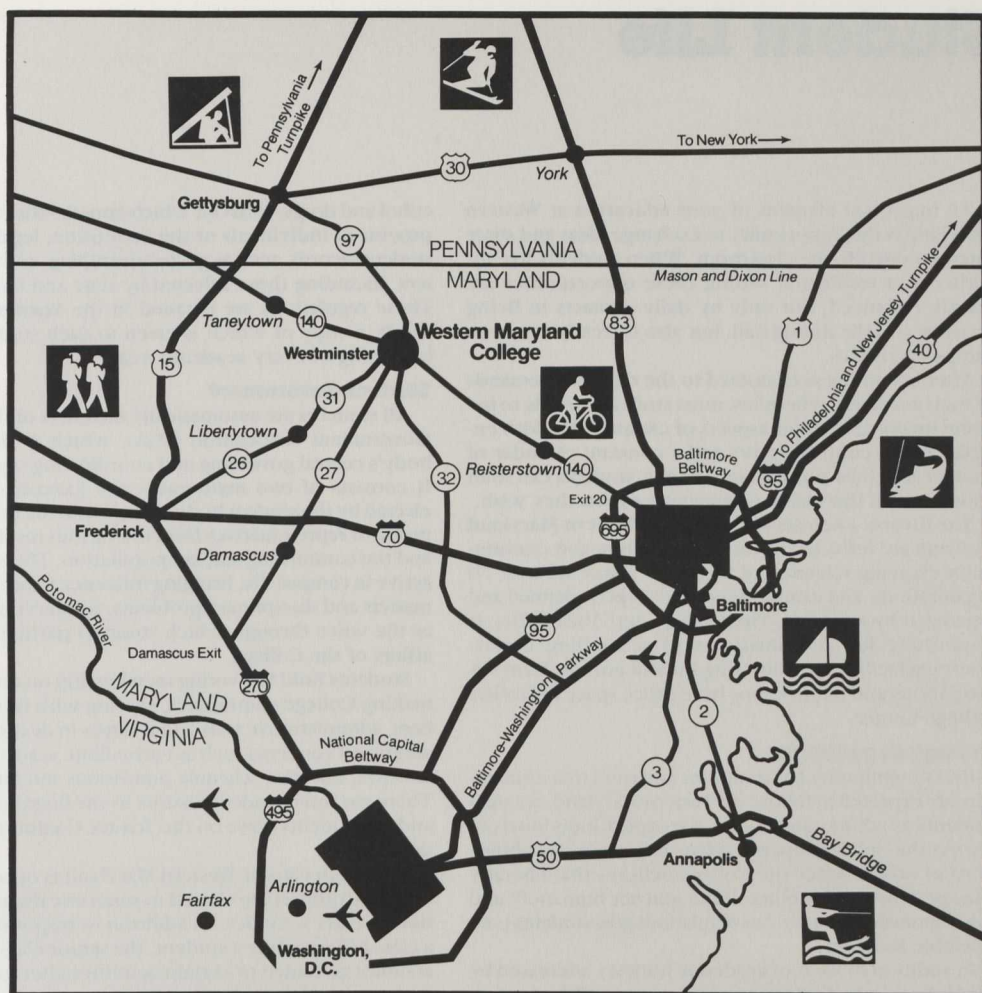
"The options facing you—and how you react to them—will determine what you are to become and to continue becoming all of your lives.

"Our success as teachers and administrators will inevitably play major roles in

helping you shape yourselves and your futures of unlimited possibility. But make no bones about it—you will be the greatest shapers of your own destiny."

*Robert H. Chambers,
President*





DISTANCE TO WESTERN MARYLAND COLLEGE FROM:

Baltimore—31 miles
Columbia—36 miles
Washington—56 miles
Gettysburg—24 miles
Philadelphia—136 miles
Wilmington—100 miles
New York—218 miles
Northern Virginia,
Fairfax/Arlington—70 miles
Richmond—186 miles

FROM BALTIMORE:

Take the Baltimore Beltway (I-695) to Exit 20, Pikesville, exiting northwest onto Route 140 (Reisterstown Road). Continue 20 miles to Reisterstown and 10 miles to Westminister. Continue on Route 140 around Westminister and turn left exiting onto Route 31. Drive $\frac{1}{4}$ mile (with the WMC golf course on your left) and turn left at red light onto Route 32. Route 32 is Main Street, Westminister, and the campus visitor entrance will be the second entrance on the left.

FROM WASHINGTON:

Take the Washington Beltway (I-495), exiting onto I-270 toward Frederick. Exit onto Route 118 East (Germanstown/Damascus), and take Route 27 to Westminister. Turn left at the intersection of Route 27 and 32, drive $\frac{1}{2}$ mile and the campus visitor entrance will be the second entrance on the right.

FROM THE NORTH:

From U.S. 15 at Gettysburg, exit onto 97 South. Follow Route 97 to Route 140 going North. Continue on Route 140 around Westminister and turn left, exiting onto Route 31. Drive $\frac{1}{4}$ mile (with the WMC golf course on your left) and turn left at red light onto Route 32. Route 32 is Main Street, Westminister, and the campus visitor entrance will be the second entrance on the left.

Student Life

An important element of your 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 over 70 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 al-

cohol and drugs; behavior which impedes the educational process of individuals or the institution; legal access to student records, such as grades and billing; and other matters, including those affected by state and federal laws. These regulations are detailed in the ***Student Handbook***, a copy of which is given to each student at the beginning of every academic year.

Student Government

All students are automatically members of the Student Government Association (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 various residence units and the commuting student population. The SGA is very active in campus life, bringing influence to bear on social matters and disciplinary problems, and serving generally as the 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, 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.



CAPBoard

Social, cultural and educational activities for the campus community are coordinated by the College Activities Programming Board (CAPBoard). With more than 70 student members, CAPBoard is organized into seven committees, each specializing in one area of programming: cultural arts, lectures, films, May Day, Mainstage, coffeehouses and publicity. These committees plan a full calendar of entertainment and educational opportunities. CAPBoard participation also provides valuable leadership experience and training.

Honor Societies

In addition to Phi Beta Kappa, the national honor society which recognizes liberal arts scholarship of a high order, there are eleven other honorary societies on campus. Two 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 or international honor societies recognizing achievement in specialized fields are Beta Beta Beta (Biology), Kappa Mu Epsilon (Mathematics), Lambda Iota Tau (Literature), Omicron Delta Epsilon (Economics), Phi Alpha Theta (History), Phi Sigma Tau (Philosophy), Pi Gamma Mu (Social Sciences), and Psi Chi (Psychology). The honorary chemical society, Phi Lambda Upsilon, shares a joint relationship with the Johns Hopkins University.

Student Publications

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

Cultural and Special Interest Organizations

There are a substantial number of organizations which offer students the opportunity to become more knowledgeable and more involved in a field of particular interest. Examples of these are foreign language clubs, College Hosts and Hostesses, the Green Key Society (tours of the College), Cheerleaders, Pom-pom Squad, Commuter Students, Ranger Platoon and the WMC Investment Club.

The Arts

While co-curricular 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, College Choristers, College Concert Band, College Community Orchestra, College Jazz Ensemble, College Singers and Pep Band. Those interested in dramatic arts may participate in both the technical production and performing aspects of several major plays and musicals planned by the Performing Arts Department, in less formal presentations of dramatic scenes, and in the Western Maryland Dance Troupe. 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 Minority Student Association, the "Sounds of Silence" Club, and the International Relations Club work to enhance social interaction and understanding between people from diverse

backgrounds. Two organizations work with elementary school children in Westminster: Hinge assists children with schoolwork and provides cultural and recreational activities not otherwise available, and members of Youth College Arts teach art to young people in the community.

Religious Life

Seven active student religious organizations on campus represent Catholic, Jewish, Protestant and other faiths. There are two chapels, Baker Memorial Chapel, which is a prominent landmark, and Baker Chapel, a lovely old stone chapel which dates back to the early days of the College. The Chapel Committee organizes Sunday morning services. Students are also welcomed at the many churches in Westminster.

Reserve Officer Training Corps

The Reserve Officer Training Corps offers an academic military science program through which selected WMC students can qualify at graduation for commissions as officers in the United States Army. Through a cooperative program with the University of Maryland at College Park, Air Force ROTC is also available to WMC students. Additional information may be found under Military Science and Financial Aid.

Social Fraternities and Sororities

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

Approximately a third of the students join the Greek letter social organizations. Male students become eligible for membership after passing nine academic semester hours with at least a 2.0 (or "C") average. Women with at least a 2.0 average are eligible beginning in their sophomore year. Members of each organization have the option of living together in a section of a Residence Hall designated by the College.

The Interfraternity Council and the Intersorority Council work 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. With the opening of the new Physical Education Learning Center in 1984, the College is now providing vastly expanded programs in both Physical Education courses of study and recreational opportunities.

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)	Raquetball
Volleyball courts	2 Saunas
Basketball courts	Weight room
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, lacrosse, soccer, swimming, tennis, track and wrestling. Teams for women include basketball, cross-country, field hockey, lacrosse, softball, swimming, tennis, track and volleyball. In addition, WMC sponsors a coeducational golf team.

Western Maryland is a member of the National Collegiate Athletic Association and the Middle Atlantic States Collegiate Athletic Conference. In football, the College is a member of the Centennial Conference. The school colors are green and gold. The mascot is the Green Terror.

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 35 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 fifteen 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 members of his staff are readily available to talk with individual students and groups, and they are committed to helping students make the best use of the College's and students' own resources and opportunities.

Residences

A student's residence experience is one of the most important facets of attending college, and the "dormitory" 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 are assigned campus housing unless they are living with parents or guardians or are granted exemption from this policy by the Dean of Student Affairs.

Housing

The College offers a variety of living arrangements. There are six traditional residence halls which include both single-sex halls and coeducational halls in which men and women are separated by floors. These are Albert Norman Ward Hall, Blanche Ward Hall, Daniel MacLea Hall, McDaniel Hall, Rouzer Hall and Whiteford Hall; they contain single and double rooms and, in some instances, suites. Students may apply to live on study floors where extended quiet study hours are enforced. Other areas are reserved for members of a particular fraternity or sorority to live together as a group. Upperclassmen may live in the Garden Apartments, each of which is shared by four students and has its own kitchen. All rooms are wired for telephones. A hall council in each residence provides for governance of the hall; the council also arranges educational and social programs. Each hall may determine open visitation hours to suit the preference of the majority of residents.

Resident Staff

There is a Resident Assistant (RA) assigned to a particular area in every residence hall. 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 counseling individuals, assisting in health or safety emergencies, communicating campus policies to students, and reporting student concerns to administrative staff.

Resident Assistants are supervised by the Associate Dean of Student Affairs and two Assistant Directors for Residence Life who are responsible for both the day-to-day operations of the residence halls and handling whatever special student needs that may arise.

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 Associate Dean of Student Affairs 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 90 percent of the undergraduate students live in the residential 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 extra-curricular activities on campus. (See also Continuing Education and Nontraditional Students in the Admissions section, page 26.)

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 being assigned faculty and peer advisors 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 you in settling into campus life successfully. Placement tests are given during this period. There are also parties, 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 on the lawn of the President's House. An orientation program designed especially for parents is presented at Alumni Hall.

Food Service

All residential students other than those living in the Garden Apartments 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 Marriott Corporation, and menus include many alternate selections for the diet conscious. Commuting students, parents and visitors are welcome 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. The Pub serves beer and wine to those persons who are over 21, the legal age for consuming alcohol in Maryland.

Health Services

The Student Health Center, located on the lower level of Decker College Center, provides free, confidential medical treatment for minor injuries and illnesses. 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. A GYN clinic is offered weekly by appointment for a special fee. The Health Center is directed by

a Registered Nurse; the College physician visits the Center daily during the week. 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 non-traditional 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. Each student must complete the Health Insurance Coverage form before entering, and the College strongly urges that the health of every student be insured.

Conveniences

Western Maryland maintains several services for the convenience of students and faculty in Decker College Center. A branch of Union National Bank provides check cashing and other routine banking services. The College Store sells textbooks and other books, general college supplies, imprinted sports clothing, health aids, records, greeting cards, gifts and many other items. The Post Office supplies each student with an individual mailbox; stamps and money orders may be purchased, and packages mailed and received. The Campus Security Office is also located on the lower level.

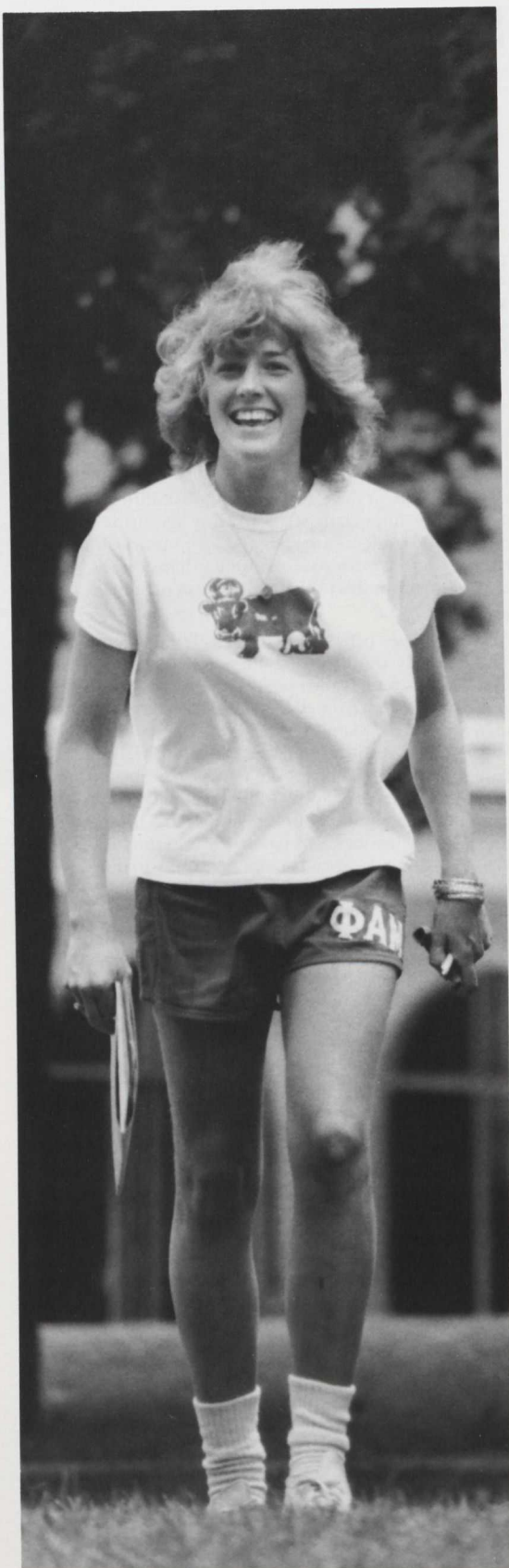
Counseling and Career Services

Recognizing the advantages of addressing students' personal and career-related counseling needs as a whole, Western Maryland has established the comprehensive Center for Counseling and Career Services. Located in Memorial Hall, the Center is designed to help students with both their present needs and their future plans. All services are free and confidential.

Addressing immediate and continuing student needs, individual and group counseling sessions focus on such topics as stress management, examination anxiety and problems in group living. The counselors' skills range from helping with study problems to crisis intervention. While students generally choose independently to make use of the Center, occasionally they are referred by faculty or administrators.

A second focus is career planning and job placement. The Counseling and Career Center maintains a complete career library and a computerized career guidance system. There is a popular three-credit course on career and life planning; workshops on resume writing, job interviewing and seeking employment; and a credentials service. Students may sign up for interviews with recruiters from business and industry who visit the campus at regular intervals, and the "Job Bulletin" lists vacancies and other opportunities.

Additional information about Student Services can be found in the *Student Handbook*.



Admissions

Western Maryland College welcomes applications from men and women who desire an excellent liberal arts education and display a willingness to apply themselves to the task of acquiring it. Every year the College enrolls a freshman class of approximately 350 students. In addition, transfer students from community colleges and other four-year colleges and universities are a significant part of the Western Maryland student body. The College also encourages adult students who have delayed college studies either to begin or to continue their academic programs.

The College uses "modified rolling admissions," with three acceptance dates throughout the academic year. (See Entrance Decisions.) Students may begin at Western Maryland in September (first semester), in February (second semester) or in June (summer session).

Financial assistance is available on the basis of both need and merit. (See Financial Aid.)

Campus Visits and Personal Interviews

A visit to the college is an important step for prospective students. Seeing the campus, speaking with students, faculty members and administrative staff, perhaps eating in the dining hall (as our guest) after a student-conducted tour of the facilities that interest you most, can lend valuable perspective to your understanding of Western Maryland. Personal interviews, although not required of all students, are highly recommended.

To Obtain Information

Prospective students may schedule interviews, campus visits and tours, obtain applications for admission and financial aid, request view books, catalogs and materials on specific majors, and receive other College information by writing to the Office of Admissions and Financial Aid, Western Maryland College, Westminster, Maryland 21157, or phoning 301-848-7000 in Maryland, 876-2055 from Baltimore, or Toll Free 800-638-5005 from out-of-state. Appointments for personal interviews are available Monday through Friday from 9:00 a.m. until 3:30 p.m. Campus tours are conducted twice daily at 10:30 a.m. and 2:30 p.m. Office hours are 8:30 a.m. to 4:30 p.m. weekdays all year.

Entrance Decisions

Admissions policy is determined by the faculty and is administered by the Director of Admissions and Financial Aid and her staff, in cooperation with the Admissions, Financial Aid and Standards Committee, which is composed of students, faculty and members of the administrative staff. The Office of Admissions carefully examines each applicant's credentials as described below.

Entrance decisions are made three times a year: The dates are December 1, February 1 and April 1. Decisions are made only after all required materials as listed on the application form have been received.

Students are urged to apply early in the academic year preceding the year when they desire entrance. No application should be submitted later than one month prior to the desired date of entry.

Application For Admission

Western Maryland College is a member of the Common Application Group. In applying for admission to the College, candidates may use either Western Maryland's special application form or the Common Application. Both may be obtained as described above.

Completed applications must be returned to the Office of Admissions and Financial Aid accompanied by the \$25 application fee, which is not refundable. Checks should be made payable to Western Maryland College.

Admission From Secondary School

Applicants must show evidence of a broad secondary school program. Sixteen high school units of work are normally considered minimum preparation for college, and students capable of carrying heavier academic loads, or enriched and accelerated courses, are strongly encouraged to do so. It is recommended that the high school program include four years of English, three years of social studies, three years of one foreign language (although two years are acceptable), two years of work in laboratory sciences (biology and chemistry), and three years of mathematics. Additional studies should be selected on the basis of the abilities and interests of the particular student.

The College evaluates the potential academic success of each candidate by means of the following criteria.

1. Subjects and grades (special consideration is given to accelerated and enriched courses).
2. Secondary school class rank, when available.
3. Aptitude and achievement test results.
4. Personal traits, goals, and motivation.
5. Recommendations and evaluations by principals, counselors and teachers.
6. Participation in activities of a non-academic nature.

The level of academic competition found within the particular secondary school attended by the applicant is also a factor in the evaluation.

Examinations

All candidates for admission must take either the College Board Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment Test. Western Maryland recommends that secondary school students take these tests at the end of their junior year, so results will be available for completing applications early in their senior year. Those who wait until their senior year should take the test early in the fall.

All students seeking exemption from the College's foreign language requirement, and all students desiring to continue a language studied in secondary school, must take the language achievement test given by the College Board. Those seeking exemption should take the test either at the end of their senior year or at the close of the final year of language study. Those planning to continue studying a language can take the test just prior to college entrance, thus enabling the Department of Foreign Languages to place the student properly. When used only for placement, this test is not required at the time of admission.

Candidates should consult their high school counselors about the dates, times and locations for these tests, or write to the College Board, Box 592, Princeton, New Jersey 08540.

Advanced Standing and Placement

The College makes decisions on advanced placement in specific academic areas based primarily on the student's high school programs. Although College Board achievement tests are not required, they often assist in determining placement.

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

- 5 or 4 Student will receive advanced placement plus six hours credit (except Calculus AB—three hours credit).
- 3 Student will receive advanced placement plus three hours credit (except Calculus AB—credit determined by Mathematics Department).
- 2 The department concerned will determine placement, but generally there will be no advanced placement. No credit given.
- 1 No advanced placement or credit given.

Some students entering Western Maryland from high school seek credit for courses taken at a college while still attending high school. They will be notified about transfer credits by the Office of the Registrar either when they are offered admission or after final transcripts are received. The amount of credit allowed will be based on the guidelines discussed below under "Transfer Students."

Also, some applicants have had non-school or irregular experiences that may have resulted in knowledge equivalent to that acquired in regular college courses. They may establish their claim to credit for such knowledge by taking either the Advanced Placement Test or the College Board's College Level Examination Program (CLEP) examination appropriate to the subject matter. CLEP scores in Liberal Arts subject areas will be accepted by the College. Placement and credit will be granted to those whose scores are equal to or above the American Council of Education's recommended minimum scores. These scores are listed in the College Board publication *College Placement and Credit by Examination*.

Admission of Transfer Students

About ten to fifteen percent of the new students matriculating each year are transferring to Western Maryland from two- and four-year colleges and universities. These students should submit the application with \$25 non-refundable fee and the following credentials:

- 1. Official transcript of college record sent directly from *each* college attended.
- 2. Official high school record sent directly from the last high school attended.
- 3. Official record of College Board Scholastic Aptitude Tests scores, if taken.

Students will be considered for transfer from another accredited college only if the transcript shows a satisfactory record and honorable dismissal. A maximum of 64 semester hours of credit may be transferred from a two-year college.

Transfer Credit

Transfer credit will be granted for courses that are standard Liberal Arts courses or that compare to the offerings of WMC if the institution is accredited and if the grade conditions are appropriate. Courses meeting Major requirements, including courses listed as required in the WMC Guidance Bulletin, are transferred after consultation with the appropriate academic department.

The Registrar's Office will evaluate transfer credits and notify applicants of the acceptability of their credits.

Transfer students are eligible to receive financial aid and are encouraged to make use of Western Maryland's Financial Aid Counseling Service.

Continuing Education and Nontraditional Students

Western Maryland welcomes and encourages the growing number of students who are choosing to begin or continue their college educations at times later in their lives than the period immediately following graduation from high school. These nontraditional students attend the College both part-time and full-time. The College recognizes that a varied student body enriches the education of all and is increasingly providing recognition of and services for this important group of students through the Office of Continuing Education. This office serves three primary functions:

- 1. It develops policies and procedures which are responsive to the needs of nontraditional students.
- 2. It helps meet the continuing educational needs of local business, industry, and professional groups.
- 3. It offers noncredit courses and courses which carry credit through continuing education units (CEUs).

Facilities for nontraditional students include: a lounge in Baker Memorial Chapel to give them a comfortable place to meet and relax; additional financial aid options; and support groups to provide group counseling.

International Students

International students are encouraged to apply for admission. The application must be accompanied by the \$25 non-refundable application fee in U.S. funds. Before the application can be considered, however, the student must submit official copies of the Test of English as a Foreign Language (TOEFL), official records listing courses taken and examination results from all secondary schools and universities which have been attended, results of all national examinations, copies of diplomas or certificates, and the "Certification of Finances" form. Limited financial aid is available to qualified international students.

Student who fail to meet the English Language requirement may enroll at an English Language Services language center (ELS). Proficiency certification at the 109 Level by ELS meets the English language requirement for admission.

Students With Special Needs

Western Maryland College wishes to make programs and activities on campus available to every enrolled student. We admit qualified students, and we believe that no one should be barred from an education, because of his or her handicap. Where physical barriers exist, accessibility will be attempted by means of reasonable accommodation. Where academic adaptations are necessary, the possibility of individual adjustments will be considered based on appropriate diagnostic data. For assistance, contact the Coordinator of 504 Services at college extension 504.

Special Students

Secondary school students, students from other colleges, and nontraditional students are welcome to enroll for specific classes without completing the regular admissions application or enrolling as degree candidates. A special student may take a maximum of six credits per semester and a total of fifteen credits without seeking additional approval. A special student may become a degree candidate only by completing the regular admissions procedures. Special student registration forms may be obtained at the Office of the Registrar.

Summer School

Western Maryland College operates a summer program which welcomes special and degree-seeking students. Information about the summer program is available from the Office of Registrar.

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 80 percent of the current student body receives financial aid. 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 criteria *prior* to consideration of their applications for financial aid.

Students who have been accepted by the College and can demonstrate financial need may be eligible for assistance in the form of scholarships, loans, and opportunities for student employment. Frequently an award is a "package" of these three resources 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 if you are eligible for financial aid, ***you must apply***.

The Application Process

The first step is to obtain a Financial Aid Form (FAF) from any secondary school guidance office and submit it to the College Scholarship Service (CSS) in Princeton, New Jersey. You can also write directly for the FAF to the College Scholarship Service, Box 176, Princeton, New Jersey 08540. The FAF should be filed no later than February 15. (Students who wish to complete their applications early may need to request an Early Version Financial Aid Form.) The CSS generally requires three to four weeks to evaluate the financial data and forward the results to the College. The Office of Admissions and Financial Aid will then evaluate all information and make awards accordingly. Awards are generally announced between January 30 and April 1. This is the only College office empowered to make official offers of financial aid.

Since the total amount of College financial aid available in a given year is limited, it is to a candidate's advantage to apply for admission early in the academic year, following up with early application for financial aid. Those who apply after March 15 run the risk of receiving no aid, because by that time most awards may have been made.

Each student is urged to contact his or her high school counselor regarding state and local sources of aid, such as service club scholarships, to supplement the possible aid from the College.

Financial Aid Counseling Service

The College maintains a counseling service for students who desire assistance and information on Financial Aid. Located in the Office of Admissions and Financial Aid, the Financial Aid Service reviews a student's eligibility for aid of various types, describes applicable alternatives, and explains the process involved. This service is provided at no cost.

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

NOTE: Students must file the Financial Aid Form by the appropriate deadline prior to each academic year in order to have their financial aid renewed. Also, students who have matriculated at Western Maryland but were refused financial aid for that year may apply again each year. Similarly, Western Maryland students who have never applied for financial aid may do so by filing the FAF at the appropriate time. Students whose financial circumstances change should be aware that financial aid can change accordingly.

Merit Scholarships

Merit scholarships are available and are awarded to new students on a competitive basis. To be considered for these scholarships, freshmen must have a minimum secondary school grade point average of 3.5 on a 4.0 scale and minimum combined SAT scores of 1100. Transfer students with at least one year of college work and a grade point average of 3.2 or higher are also eligible. High school transcripts of transfer students may be considered.

Awards include:

Dean's Scholarships, valued up to \$2,000.

Presidential Scholarships, valued up to \$3,000.

Trustee Scholarships, valued up to full tuition.

Students who apply for admission prior to March 1 receive maximum consideration for these merit scholarships, which are renewable.

College Grants

A substantial number of scholarships and special grants, valued from \$200 to full tuition per year, are awarded to worthy students by the College. Endowed and special scholarships that are a portion of these awards are listed at the end of this section.



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 \$500 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 our undergraduate program. If more than two members attend WMC simultaneously, the tuition reduction will apply for each additional person.

Satisfactory Progress

All Western Maryland students who have been granted financial aid must make satisfactory progress in order to continue receiving aid each year. Full time students must successfully complete the appropriate number of credits and maintain the required Grade Point Average (GPA) for the grade level listed below:

	Number of Credits	GPA
Freshman	24	1.50
Sophomore	48	1.75
Junior	72	2.00

The U.S. Department of Education mandates that standards of satisfactory progress be set and maintained by all students receiving federal funding.

Federal Grants

Pell Grants (Basic Educational Opportunity Grant Program) are based solely on need. The amount of the grant is established by the government 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 Pell Grant, a student must be enrolled as at least a half-time undergraduate in an institution of higher learning and must be a citizen or permanent resident of the United States. Every student interested in financial aid *must* apply for a Pell Grant. Applications are available in secondary school guidance offices and through the Office of Admissions and Financial Aid. Alternately, students may apply by completing the appropriate portions of the Financial Aid Form (FAF).

Maryland State Grants

Any Maryland resident who intends to apply to the College for financial aid *must* apply for the Maryland State Scholarships. The scholarships listed below require the student to take the November or December Scholastic Aptitude Test (SAT). A Financial Aid Form (FAF) or other designated form *must* be filed with the College Scholarship Service, Princeton, New Jersey, by February 15. Applications may be obtained from high school guidance offices. Recipients of the scholarships must first be admitted to the College through the Office of Admissions.

Senatorial Scholarship Appointments

An act of the General Assembly of Maryland enables each of the local State Senators to award a minimum of 145 scholarship units per year. Each unit is valued at \$100, and a recipient may not hold more than 15 units of aid (\$1,500) in any one academic year. These scholarships may be held for four years, and interested students are urged to contact their local State Senator for additional information and possibly a personal interview.

General State Scholarships

These scholarships are awarded by the State Scholarship Board using the Scholastic Aptitude Test (SAT) and the Financial Aid Form (FAF). Half of the scholarships in

each political subdivision of Maryland will be awarded to students showing the greatest financial need, and the other half will be awarded to meet the needs of those students having the highest aptitude (SAT scores). Scholarships may range from \$200 to \$2,000 for the 1985-1986 academic year. This type of scholarship does not restrict the recipient to any particular academic field of study or vocational choice.

Reciprocal State Scholarships

The states of Connecticut, Delaware, Massachusetts, Pennsylvania, Rhode Island and Vermont, and the District of Columbia, allow their state scholarships to be brought to Maryland colleges. Separate applications for state grants are required by the District of Columbia, Pennsylvania and Vermont. Application deadlines vary.

Loans

The National Direct Student Loan Program enables the College to assist many needy students. The typical student loan granted is in the range of \$300 to \$1,500 per year. The NDSL presently carries a simple interest rate of 5 percent starting at the time of repayment of principal and interest, which commences six months after the student ceases to be enrolled at least half time in college. In the future this interest rate may be raised through legislation.

The Guaranteed Student Loan Program also makes low-interest loans available to students. The maximum loan per academic year is \$2,500. Information on the current interest rate is available at the Office of Admissions and Financial Aid. These funds are available from most banking institutions in the student's state of residence and require a separate application. While the student is enrolled at the College, the federal government pays the interest on the loan. Repayment begins six months after the student graduates or ceases to be a student on at least a half-time basis.

The Maryland Higher Education Supplemental Loan Authority (MHESLA) has established a new loan fund in order to help students and parents beyond the Guaranteed Student Loan Program. Availability begins in July 1985 for the 1985-86 academic year. Need is not a requirement; however, a credit check is necessary to assure ability to repay the principal balance plus interest. Information on the current interest rate is available from the Finance Office.

Separately, parents may also borrow up to \$3,000 per academic year per student through a program generally available from banking institutions in the parents' state of residence. Information and current interest rates are available from the Office of Admissions and Financial Aid.

Campus Employment

Many students hold part-time jobs on campus during the academic year. Students who have been awarded financial aid packages which include campus employment are given priority in the assignment of jobs. Students participating in these opportunities may earn approximately \$1,000 a year. Job openings are listed in the Office of Admissions and Financial Aid.

Typical student employment includes positions such as Resident Assistants in residence halls; library aides; dining hall workers; assistants in the offices of Public Information, Finance and the Registrar, and monitoring campus parking. 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 sports department range from life guarding at Harlow Swimming Pool to managing admission at varsity events.

Army ROTC Scholarships

The Army Reserve Officer Training Program (ROTC) at Western Maryland College offers four-, three- and two-year full scholarships to qualified applicants. Army ROTC scholarships are awarded by a national board based on academic merit and leadership potential. These scholarships cover full tuition, textbooks, laboratory fees and other purely educational expenses, plus \$100 per month for up to ten months of each academic year and an initial mileage allowance from home to college. In addition, four-year scholarship recipients receive free room from the College. Four-year scholarship applications must be submitted by December 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, Virginia 23651. Students who are enrolled in ROTC and those planning to enroll may apply for the three- and two-year full scholarships through the Professor of Military Science each February.

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, Maryland. Students at Western Maryland are eligible to compete for all AFROTC scholarships; the 7, 6, 5 and 4 semester scholarships pay for total tuition at both the University of Maryland and Western Maryland College, pay for all required books, provide a \$100 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 Air Force ROTC, Cole Fieldhouse, University of Maryland, College Park, Maryland 20742.

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 Admissions and Financial Aid for current information.

Endowed Scholarships and Loans

Alumni and friends of Western Maryland College have presented gifts that have been placed in the endowment for a variety of uses. The following endowed scholarships are designed to assist the financial needs of students enrolled at Western Maryland. Full information is available at the Financial Aid Office.

The William G. Baker, Jr. Scholarship Fund: Established as a memorial to Mr. William G. Baker, Jr., for many years a devoted trustee of the college.

The Barnes Scholarship Fund: Established in 1981 by the will of Vivian Englar Barnes, Class of 1921, to provide scholarships for students to learn how to teach the deaf.

The Wilmer V. 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. He was a past president of the Alumni Association and long-time, devoted trustee of Western Maryland College and an outstanding Washington, D.C. businessman. This scholarship is to provide financial aid for outstanding, academically qualified students in the humanities.

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 by the will of Bessie C. Branin, Class of 1924, for scholarship aid to a music major.

The Franklin L. Byers and Louise C. Byers Memorial Scholarships: Established in 1984 by the will of Louise C. Byers because of the family's long-time interest in Western Maryland College to provide scholarships for students demonstrating financial need and excellent scholarship.

The William W. Chase Scholarship: Established by the late William W. Chase, M.D., of the Class of 1923.

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 to be awarded annually to a returning student (sophomore, junior, or senior) from the Eastern Shore with at least a B average on the basis of the student's financial need.

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 friend of Western Maryland College and former member of the department, remembered for his outstanding teaching. This scholarship will be awarded annually, and is renewable, to an entering mathematics major selected by the Mathematics and Computer Science Department.

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 Joseph Englar Scholarship Fund: Established under a bequest of the late Joseph Englar, a trustee of



the college from 1897 until his death in 1924. The income from this fund is to be used to assist needy students in pursuing their education.

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 Lowell S. Ensor Scholarship Fund: Established by faculty, students, alumni, and friends to honor Dr. Ensor at the time of his retirement in 1972 as president of the college.

The Dr. Page Etchison/Dr. Willis Morse Memorial Scholarship: Established by the Organized Bible Class Association, of Washington, in memory of Mr. Page McKendree Etchison.

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 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 Dr. Grace E. Fox Scholarship Fund: Established in 1984 by the will of Grace E. Fox. This scholarship, administered by Western Maryland College, is to be 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, and a self-made entrepreneur with great concern for people. The scholarship is to be awarded to students demonstrating financial need and great potential for success in their chosen fields.

The Eleanor B. Gaither Memorial Scholarship Fund: Established under the wills of Mr. and Mrs. James H. Gaither in memory of their daughter who was 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 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 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 who was a member of the Class of 1897.

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 will be 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 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 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 Alvey Michael Isanogle Scholarship: To a student with a true interest in academic pursuits as witnessed by both attitude and scholastic achievement. Created in memory of Dr. Isanogle, long-time Dean of the School of Education.

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 Philip J. and Doris L. Jenkins Scholarship Fund: Established by Mr. and Mrs. Jenkins in 1974, this fund provides scholarship assistance for five to ten students each year.

The Florence Johnson Memorial Fund: Established by Mrs. George S. Johnson in memory of her daughter 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 by the bequest of Prof. Harry C. Jones, a scholarship 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 to be 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 Emma Bowen Kistler Scholarship Fund: Established by her sister in memory of Emma Bowen Kistler of the Class of 1897.

The Leon F. Lamb Memorial Scholarship Fund: Established by the friends of Mr. Lamb, long-time Washington, D.C. resident, as a tribute to friendship and to assist a worthy student in completing an education.

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: Through a bequest of Miss Grace Lee.

The Eva L. Lewis Memorial Fund: Established under the will of Dr. E. Ralph Lewis, 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, qualification for the Christian ministry, and financial need.

The Frank C. Marino Scholarship: Under the provisions of this contribution, \$250.00 is available annually to give scholarship aid to needy and deserving students. No discrimination is to be made against any person because of religious faith.

The William McCormick, Jr. Memorial Scholarship Fund: Established by family, friends, colleagues, and former students of Dr. William McCormick, Jr., Vice President: Dean of Academic Affairs from 1973 until his death in 1983. It is to be awarded annually to a returning student who has attended WMC for at least one year and 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 Mund Scholarship: Established by Dr. and Mrs. Allan W. Mund. Dr. Mund was acting president of Western Maryland during 1970.

The Nichols Scholarship Fund: Established by Mrs. Laura Wilson Nichols as a memorial to her husband, The Rev. James L. Nichols, of the 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, of the Class of 1927, and John Wilson Nichols, of the Class of 1948. The scholarship is to be used to assist a worthy student 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, who was a trustee of the college from 1929 to 1947.

The Helen E. Porter Scholarship Fund: Established in 1983 by the will of Helen E. Porter, Class of 1917. Awarded annually to students from Wicomico County.

The Queen Anne County Scholarship: 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, of the 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 will be 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 Anne Dexter Randle Memorial Scholarship Fund: Established by family and friends in memory of Anne Dexter Randle, Class of 1941.

The Ridgeway-Knott Scholarship Fund: A gift by Ethel Grace Ridgeway, who created this fund in 1978 for a deserving pre-ministerial student, in consideration of the wishes of her nephew, Clarence Knott.

The Reverend Russell Wells Sapp Memorial Scholarship Fund: Established in 1979 by the family and friends of Russell Wells Sapp, Class of 1923. Ordained a minister in the Methodist Protestant Church in 1925, he served a number of churches until his retirement in 1961.

The Agnes B. and Robert D. Schreck Memorial Scholarship: Established by family and friends in 1969.

The Stone Scholarships: 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 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 Dr. Charles Roberts Thomas Scholarship Fund: This fund, established in 1968, provides scholarship assistance to needy students at the discretion of the Board of Trustees of Western Maryland. Dr. Thomas was a member of the Class of 1911.

The G. Frank Thomas Scholarship Fund: In memory of Mr. Thomas who graduated from Western Maryland in 1908 and was a trustee from 1951-1965. Awarded annually to residents of Frederick County.

The Theron Barker Thompson Memorial Scholarship Fund: Given 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. He retired in 1974, after a distinguished career in education in New England and at Western Maryland.

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 Maud Brown Uhrig Memorial Scholarship Fund: Established in 1980 in memory of Maud Brown Uhrig, Class of 1927, by her family and friends.

The Maurice S. H. Unger Memorial Fund: Established by the will of Miss Eleanor DeForest Boteler of Baltimore, as a tribute to a prominent Carroll County, Maurice S. H. Unger, who was a Carroll County Educator and Superintendent for 19 years. The scholarship is awarded to Carroll County residents who have a financial need and demonstrate a strong moral character.

The C. Harry Wahmann Memorial Scholarship Fund: Established in 1984 in memory of C. Harry Wahmann, devoted trustee of the college. It is to be awarded annually to students demonstrating financial need and with superior academic credentials.

The Margaret Wappler Memorial Scholarship for Applied Music: 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: 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 College who died in action during World War II.

The Western Maryland College Endowed Scholarship Fund: Established in 1985 by the family and friends of Western Maryland College to honor family and friends. Contributions to this fund form a principal from which the income is used to provide need-based scholarships. These scholarships are to be awarded to outstanding Western Maryland College students.

The Western Maryland College Student Foundation Scholarship Fund: Established in 1985 by the members of The Student Foundation. The scholarships are to be awarded to Western Maryland College students based on leadership and 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 W. Wilson Wingate Memorial Scholarship Fund: Established in 1981 by his sister, Carolyn, in honor of his self-sacrificing devotion to his family and his concern for and support of all young athletes.

The William R. Winslow Scholarship Fund: The income from this fund provides three full tuition scholarships. It is the further stipulation of the donor that the recipient of the scholarship must be willing to earn money to pay for his room and board.

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 surgeon in Osteology or Geriatric Medicine.

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 John P. Barthel Memorial Poetry Competition: Established in 1985 in loving memory of John P. Barthel, Class of 1948, by his wife, Mildred L. Barthel, Class of 1946. This annual poetry competition among students at Western Maryland College on the topic of "The Home and Family" is administered by the English Department.

The F. Murray Benson Memorial Fund
The Dunning Memorial Fund

The John T. and Birdie S. Ensor Memorial Fund
The Maude Gesner Professor of Music Endowed 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 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 Margaret Reisler Kishbaugh Memorial Fund
The Makosky Book Collection Fund: Created 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 Corinthia Caldwell Meyls Memorial Fund
The Sally Bridges Meyls Memorial Fund

The Oscar Lafayette Morris Library Memorial Fund: By the will of Oscar Lafayette Morris, the college came into possession of a bequest which has been set apart as a special endowment for the library.

The Col. Harry A. Patterson Memorial Fund
The Duane L. Peterson Memorial Fund
The William Ridington Library Fund

The E. McClure Rouzer Memorial Fund: Established by E. McClure Rouzer, a member of the Class of 1907 and long-time benefactor and trustee of Western Maryland College.

The Frank E. Shipley Memorial Fund

The Laura F. Stalnaker Scholarship Loan Fund: Established in memory of Miss Laura F. Stalnaker of the 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 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 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 Whitfield History Scholarship Fund

The Jacob O. Williams Memorial Fund

The Mr. and Mrs. William R. Woodfield, Sr. Fund



College Expenses

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 221 colleges featured in Fiske's book *The Best Buys in College Education*, Times Books, 1985.

The regular academic year for undergraduates consists of a fall semester, the January Term, and a spring semester. The January Term is considered part of the fall semester for financial purposes. Students enrolling for nine or more semester hours in the fall semester are charged tuition as full-time students. This entitles them to attend January Term without extra charge. If they choose not to participate in the January Term, however, there is no tuition refund.

Payment of Bills

The College divides basic charges into two half-year billings, the first payable by August 23, 1985 and the second by January 20, 1986. 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 Cashier. No student will be permitted to enter class, advance from one class to another, or be graduated until all financial obligations are met.

For the convenience of parents desiring monthly payment arrangements, a Western Maryland College Tuition Contract is available; there are also several commercial tuition payment plans. Information describing these plans is mailed to parents annually and may be obtained from the Finance Office upon request.

Average Undergraduate Student Expenses

College Year 1985-1986	Resident	Non-resident
Tuition per semester ¹	\$3,637.50	\$3,637.50
Dormitory rooms per semester ²	545.00	
Board per semester ³	795.00	
Total per semester	\$4,977.50	\$3,637.50
Total per year	\$9,955.00	\$7,275.00

- 1. Comprehensive fee. See Tuition below.
- 2. Two persons per room in Residence Halls.
- 3. Board is optional for residents of Garden Apartments.

Tuition

The College attempts to make the tuition charge comprehensive; thus, it includes Student Health Service fees and Student Activities fees. In a few cases there is an extra tuition fee where individual instruction is necessary, such as in the Education and Music departments, or added fees for travel or special materials. These fees are listed under the course descriptions.

The tuition for part-time and special students is \$243 per semester hour. Students who have been out of school for two or more years are eligible for a reduced tuition

rate of \$109 per semester hour for the first 15 hours at WMC. To apply for this grant students should contact the Admissions Office.

Room Fees

Room charges for two or more students per room per semester are:

Residence Halls	\$545.00
Garden Apartments	660.00

There are a limited number of single rooms in the residence halls, for which there is an additional charge of \$100 per semester.

All students desiring college housing must make a deposit of \$100 in the spring before room assignment will be made for the following fall. This is subsequently credited toward the room charges when billed.

A security deposit of \$100 is required from all resident students before matriculation. This fee will be refunded after the end of the term in which the student graduates or withdraws, but any unpaid charges for damage to a student's room, or prorated charges for damage to residence halls, will be deducted from the deposit. This deposit is not applied toward any other college charges.

Board Fees

The board charge of \$795 per semester is for a comprehensive plan which provides 20 meals a week in Englar Dining Hall when college is in session. Students living in the residence halls are required to participate in the board plan. The board plan is optional for residents of the Garden Apartments and selected houses that have kitchen facilities.

Books and Supplies

Books and general supplies average \$150 to \$200 per semester. Some specialized courses may require additional materials. In most cases these charges are detailed with the course listing.

Refund Policy

The College must make financial commitments to its faculty, staff and service contractors on an annual basis. It is assumed that 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:	
Less than 2 weeks	80%
Between 2 and 3 weeks	60%
Between 3 and 4 weeks	40%
Between 4 and 5 weeks	20%
5 weeks or more	no refund

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

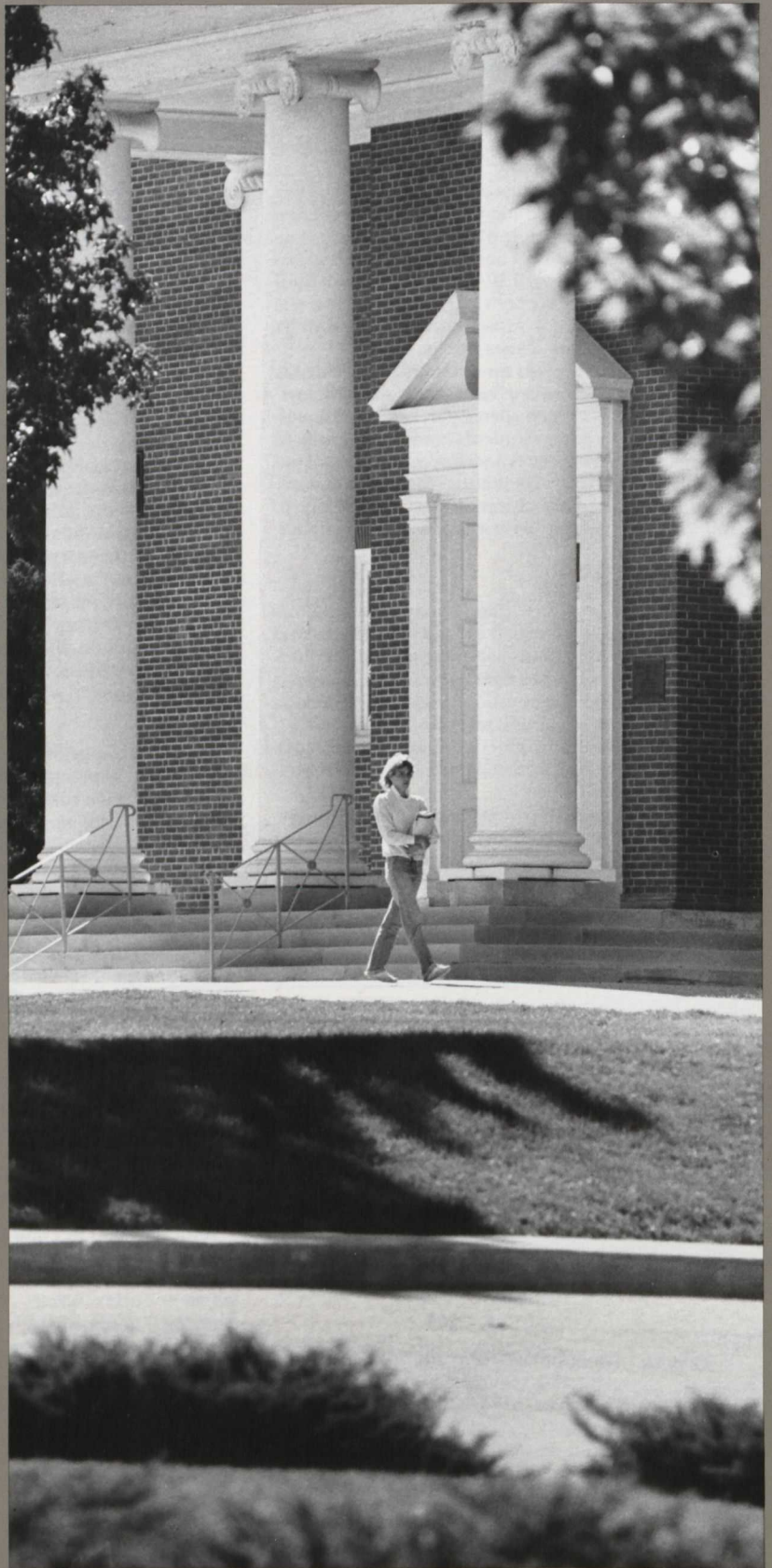
Board: A pro rata refund will be made from date of withdrawal.

The effective date of withdrawal is the date of completion of all stages of the withdrawal process, with final approval by the Counseling Center.

"When I speak of a Western Maryland education as practical, I do not have merely the marketplace in mind—though our students do very well, indeed, in the marketplace.

"No, I mean practical in a far more profound sense. A liberal education of the sort we provide can kindle a desire to make learning a life-time process. This is the path to selfhood and freedom . . . liberating the soul as well as the mind, setting both free for continual exploration of the glories that lie all about us."

*Robert H. Chambers,
President*



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. No one course may be used to satisfy more than one liberal arts requirement, and each must be at least a three-credit course.

A. Heritage Sequence

This two-semester sequence may be chosen from the following: Comparative Literature 114 and 115, History of Art 113 and 114, History of Music 203 and 204, History of Philosophy 113 and 114, History of Political Thought 321 and 322, History of Theatre 225 and 226, or Western Civilization 105 and 106.

B. Distribution Requirements

Distribution requirements cannot be satisfied or reduced by examination.

1. Cross-Cultural Studies

One course that explores a culture other than Euro-American, Judeo-Christian, and Greco-Roman.

2. Fine Arts

One course from these offerings: Art History and Appreciation, Performing Arts 119, Studies in Communications 124, or Music History and Literature.

3. Humanities

Three courses, each from a different department or area among the following: American Studies; History; Literature: American, British, Comparative, French, German, or Spanish; Philosophy; and Religious Studies.

4. Natural Science

Two courses from offerings in Astronomy, Biology, Chemistry, General Science, and Physics. (*At least one laboratory course.*)

5. Quantitative Analysis

One course in Computer Science, Mathematics, or Statistics. (*Note: Computer Science 104, Mathematics 101 or 141 will not fulfill this requirement.*)

6. Social Sciences

Two courses from offerings in Economics, Political Science, Psychology, and Sociology.

C. Competence Requirements

Competence requirements may be satisfied or reduced by examination.

English Composition

Students who have not demonstrated a high level of proficiency in writing skills will be expected to demonstrate an acceptable level of proficiency in English 101. Certain students may be required to complete a second course in writing (English 100) to attain an acceptable proficiency. Upperclass students whose proficiency in writing falls beneath standards acceptable to the College may be referred to the Writing Center and must attain satisfactory progress before graduation.

Foreign Language

Students are required to give proof of competence equal to one year of college study. This may be demonstrated

by passing the second semester of the first year of a foreign language course or by achieving a satisfactory score on a competence test.

Mathematics

Students are required to demonstrate competence in basic arithmetic operations and algebra. This must be demonstrated by passing at a stated level a standardized test given by the College in arithmetic operations and by a standardized test or approved course in basic algebra. A more complete description appears in the *Student Handbook*.

Physical Education

Students must present evidence of an acceptable level of knowledge and skill proficiency in the following areas: two life-time sports activities, one team activity, and one fundamental movement activity. This proficiency can be satisfied by acceptable performance on proficiency tests, by participation in the intercollegiate athletic program, or by satisfactory completion of appropriate activity courses as listed under Physical Education Activity in the Courses of Instruction section of the catalog (see page 78). Students may be exempt from this requirement because of age or physical disability. Students seeking such exemption must apply to the Dean of Academic Affairs.



Educational Programs

Western Maryland College offers the undergraduate degree of Bachelor of Arts, which is normally earned in four years. Students may work at their own speeds toward completing degree requirements. The College also offers three graduate degrees: the Master of Education, the Master of Liberal Arts, and the Master of Science.

While there are certain basic liberal arts requirements that must be met, students have a great deal of freedom in choosing their own paths toward earning the Bachelor of Arts degree. Western Maryland believes that studying one field or concentration in depth gives a focus and thereby a framework to a student's educational program. The College offers 24 major academic areas of study, 28 dual majors, 34 academic minors, pre-professional programs, and the option for students to design their own majors. Academic advisers and other members of the faculty, career counselors and peer advisers are readily available to help students think through and evaluate options. However, responsibility for selecting a challenging, meaningful and intellectually rewarding program that meets the requirements of the College rests solely with the student.

The student who arrives at Western Maryland with the goal of studying a specific major, preparing for a career in a particular field, or taking a pre-professional program, can begin immediately planning a course of study to work toward that end.

The more typical student, who has not yet made a specific commitment to a major or is entering college undecided, can begin by taking basic requirements and choosing from a diverse selection of courses on an elective basis. It is neither necessary nor even always advisable for students to make a decision on a major until their second year. While seeking and evaluating options, over a period of time, students can gain fresh perspective about an already established area of interest, discover and ignite enthusiasm for previously unconsidered disciplines, test and rule out subjects which are found to be less attractive than once supposed, and even satisfy simple curiosity. Thus when the time for the formal declaration of a major arrives, the decision can be made with confidence.

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 120 semester hours, the last 30 of which must be taken at Western Maryland. (The 30 hour WMC requirement does not include student teaching for the Education minor.) The 120 semester 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, as outlined in the accompanying table.
3. Completion of at least one of the academic majors offered by the College.
4. Completion of at least one January Term.
5. A grade point average of 2.00 ("C") or above *on all work taken at Western Maryland*. (See Grades and Records below.)

Transfer students and others seeking advanced placement should consult their academic advisers and a faculty representative of their major department to determine applicable requirements.

Western Maryland reserves the right to alter programs and requirements when such alterations seem desirable to fulfill the objectives of the College.

Majors

American Studies

Art

Biology

Business Administration

Chemistry

Studies in Communications

Dramatic Art

Economics

English

French

German

History

Mathematics

Music

Philosophy

Physical Education

Physics

Political Science

Psychobiology

Psychology

Religious Studies

Sociology

Social Work

Spanish

Major Requirements

For the basic major, departments specify certain courses both within the major department and from supplementary disciplines. No more than 48 semester hours in any one department may be counted toward the required 120 hours. A student must have a 2.0 or better average (on a 4.0 scale, equivalent to a "C") in courses from each sponsoring department and an actual grade of "C" or better in at least 30 of the total number of hours required for the major. A description of each major is given under Courses of Instruction, with additional information available in the *Guidance Bulletin*, a copy of which is given to each entering student during the New Student Orientation period.

In addition to the basic major, many departments offer areas of concentration that involve additional courses to help students achieve specific goals.

Dual Majors

Many departments offer students the option of combining work from two majors to achieve a program with a

broader perspective. Usually a dual major requires more hours than a basic major in a single department. The requirements for dual majors are detailed in the *Guidance Bulletin* under departmental listings.

Art

- Art History—History*
- Art—Communications

Business Administration

- Business Administration—Economics*

Studies in Communications

- Communications—Dramatic Art*
- Communications—Political Science*
- Communications—Psychology*
- Communications—Systems Analysis

Computer Science

- Computer Science—Mathematics*

Economics

- Economics—Business Administration*
- Economics—Foreign Language*
- Economics—Political Science*
- Economics—Mathematics*

English

- English—Comparative Literature
- English—History*
- English—Political Science*
- English—Theatre*

History

- History—Art History*
- History—English*
- History—Foreign Language
- History—Political Science*

Mathematics

- Mathematics—Biology
- Mathematics—Computer Science*
- Mathematics—Economics*
- Mathematics—Philosophy*
- Mathematics—Physics*

Dramatic Art

- Dramatic Art—Communications*
- Theatre—English*

Music

- Music—Theatre
- Music or Theatre with Arts Management Concentration

Philosophy

- Philosophy—Religious Studies*
- Philosophy—Mathematics*

Physics

- Physics—Mathematics*

Political Science

- Political Science—Communications*
- Political Science—Economics*
- Political Science—Foreign Language
- Political Science—English*
- Political Science—Social Work Emphasis
- Political Science—History*

Psychology

- Psychology—Communications*

Religious Studies

- Religious Studies—Philosophy*

Social Work

- Social Work—Elementary Education
- Social Work—Spanish

*Duplicate Listings

Student-Designed Majors

Most students find a satisfying fit with one of the existing programs. For those whose academic interests and goals cannot be served by an existing program, however, there is also the option of a student-designed major, which provides an opportunity to investigate and to apply the relationships of several areas of knowledge. The program is proposed by the student to meet particular goals, and as such it must be comparable in size and expectation to the conventional major—cohesive, integrated, and demonstrating significant depth. The initial proposal should be submitted in the sophomore year. Detailed guidelines for student-designed majors can be found in the *Guidance Bulletin*, which is distributed as mentioned above and is also available in the Registrar's Office.

Examples of Approved Student-Designed Majors

- Biology/Journalism
- Bio-Cultural Anthropology
- Theatre Arts Management
- Medical and Biological Illustration
- Criminal Psychology
- Sports Journalism/Publicity
- Public Relations/Publicity and the Performing Arts
- Communications/with various subtitles
- Contemporary Writing and Communications
- Social Sciences
- Classical Civilizations
- Linguistics and Communications with Sign Language
- Recreation
- Religious Studies/Social Welfare
- Pre-Medicine (Sports)

Pre-Professional and Dual Degree Majors

Western Maryland College has a strong tradition of supplying pre-professional education to students interested





in pursuing professional studies. A recent survey of Ph.D. productivity during the period 1951 to 1980 found that Western Maryland College ranks in the top 50 institutions in the country in the percentage of its graduates who went on to earn Ph.D.'s in the Life Sciences. The requirements of pre-professional programs vary greatly; students should discuss their goals with both their academic advisers and the specific faculty adviser who coordinates the desired pre-professional program. This should be done as early in a student's college career as possible to assure that appropriate requirements are met within the designated time frame.

The following brief descriptions of Western Maryland's pre-professional programs should be supplemented with information from the **Guidance Bulletin** and consultations as suggested.

Pre-Engineering Studies

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 the Bachelor of Arts degree from Western Maryland together with the Bachelor of Science degree in Engineering from the engineering school.

Pre-Forestry Studies

Western Maryland participates in a cooperative program with the School of Forestry and Environmental Studies at Duke University. Through this 5-year program, students can earn a bachelor's degree from Western Maryland and a master's degree from Duke. Students spend their first three years at WMC fulfilling the basic liberal arts graduation requirements and other specific pre-forestry requirements and then transfer to Duke.

Pre-Professional Programs for the Health Professions

- Pre-Medicine
- Pre-Dentistry
- Pre-Optometry
- Pre-Pharmacology
- Pre-Physical Therapy
- Pre-Podiatry
- Pre-Public Health
- Pre-Nursing¹
- Pre-Veterinary

Admission standards of health professional schools in general are very similar to the graduation requirements

of Western Maryland College. Professional schools either require or encourage entering students to have fulfilled the requirements of some academic major and to have studied a wide range of subjects, including non-science subjects. These standards are met by all Western Maryland College graduates.

Professional schools require in addition that students achieve well above average grades in their studies, and, usually, that students sit for an entrance examination.

Because professional school entrance standards vary widely, individual guidance is necessary. Students who wish to enter health professional schools should notify the health professions adviser as early as possible in their college careers. Further, students who are undecided may discuss their options with the adviser, who may be reached by contacting the Department of Biological Sciences.

Pre-Law Studies

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

Pre-Museum Studies

This program is for students planning careers in the areas of museum curatorship, management, public education and administration. Students major in Art and complete a program which includes Business Administration, Computer Science, an internship and foreign language study.

Pre-Ministerial Studies

A pre-ministerial student can major in any one or a combination of several departments, such as English, History, Philosophy/Religion, Psychology, and Sociology. The student should map out an appropriate four-year program with the assistance of advisers from the appropriate departments and the pre-ministerial adviser.

Teaching Certification

Western Maryland College does not offer a major in Education; however, the College does offer minors in elementary and secondary education to students majoring in a wide variety of subjects. 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. Various requirements must be met and examinations passed, and work should be planned so that the spring semester of the senior year may be kept entirely free for student teaching. Teacher certification is addressed in detail in the **Guidance Bulletin**.

¹Pre-Nursing students may participate in a 4-year cooperative nursing program with Emory University by attending Western Maryland for two years of basic liberal arts study and then transferring to Emory to study nursing for two years, thus earning both the B.A. and R.N. degrees.

Minors

Accounting
American History
Aquatics
Art History
Athletic Training
Biology
Business Administration
Chemistry
Classical Civilization
Studies in Communications
Comparative Literature
Computer Science
Cross-Cultural Studies
Dramatic Art
Economics
Elementary Education
English Literature
European History
Foreign Languages
Mathematics
Music
Outdoor Education
Philosophy
Physics
Political Science
Psychology
Religious Studies
Secondary Education
Sociology
Sports Coaching
Sports Communication
Studio Art
Writing
Women's Studies

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. Additionally, a minor also encourages students to group some elective courses into a well-designed whole.

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*.

Electives

The additional courses to total 120 or more semester 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 provides both students and faculty with an unusual educational opportunity. After a student completes the fall semester and the holiday break, the January Term provides for a period of concentrated study normally beyond the range of the course experience. This special program can provide a useful and welcome change of pace before the spring semester. During this month students pursue one course or project in depth, and instructors make available to students some of their special knowledge and personal interests in a particularly conscious and sustained manner.

The January Term takes several directions. For some students it is the opportunity to pursue independently, in an organized and guided way, a project or area of study which deeply interests them. For others it is an opportunity to enroll in a course even though they have no previous background in the field or to attempt to master a subject or skill for which they might lack natural aptitude. For still others it means a time for exploration of an area of interest, such as music or art, unrelated to their regular academic program. Increasingly, students are spending January Term as interns, exploring and testing a vocational interest; and for students interested in travel, it is a fine opportunity to join with others in a study tour of another country or another area of our own country, learning something of the geography, history, language and culture of other people.

Students are required to complete one January Term program successfully and may choose to participate each year they are enrolled.

January Term courses are described in a separate publication available from the Registrar's Office after September 1.

Special Studies

Special studies courses 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. Students must apply for special studies on forms available in the Registrar's Office. The reverse side of the form contains complete guidelines. Individual departments may formulate additional policies for special studies; they may also have additional guidelines on special studies for candidates for departmental honors.

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 of the College, and each internship must be sponsored by a member of the faculty. Students may apply for internships on forms available in the Registrar's Office.

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, and the Appalachian Semester, offered in cooperation with Union College in

Kentucky, gives mature students an opportunity to study the Appalachian region.

International Studies

Western Maryland College is committed to the value of foreign study. Recognizing widespread student interest, the College works cooperatively with the Central University (Iowa) International Studies Consortium to arrange foreign study opportunities. This arrangement benefits our students by enabling them to attend established study centers in England, Wales and Mexico for students who prefer to study abroad using the English language; and Paris, Vienna and Granada for language majors and others who are able to study in another tongue.

The College screens, selects and recommends the students, helps arrange integrated academic programs, plans financial assistance when necessary, and arranges for the transfer of credits earned back to the Western Maryland campus. As a member of the consortium, Western Maryland is assured priority placement for its students at one or more of Central University's international centers. Students may enroll in these programs either for a semester or for an academic year.

The three foreign language centers provide students with the opportunity to perfect their mastery of language and to engage in a comprehensive cross-cultural experience. The three foreign study centers where instruction is in English give students opportunities to study other cultures and people, while pursuing a variety of courses.

There is a similar consortium arrangement with the University of Maryland Center in London. Students may select from a variety of courses, including internships.

For further information about these programs and other international study opportunities, please contact the Office of Academic Affairs.

Continuing Education

Western Maryland welcomes the growing number of students who are choosing either to begin or continue their college studies at a point later in their lives than do freshmen who enroll directly after high school. Recognizing that these nontraditional students have special needs, the College has established the Office of Continuing Education to assist them academically and to provide several special conveniences. For information please contact the Office of Continuing Education, and see also under Admissions the entry on Continuing Education and Nontraditional Students, page 26.

Second Bachelor's Degrees

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

Students may elect any major offered at the College and must meet all requirements for that major. A minimum of 30 semester hours beyond the first degree must be taken at Western Maryland; if the new major requires more than 30 hours, the additional credits must be taken before the degree is awarded. A second degree requires a minimum grade point average of 2.0 computed on all work attempted at Western Maryland. The College's basic liberal arts requirements are assumed to be met, and 90 credits are automatically transferred from the original degree program.

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

Academic Regulations and Procedures

For a full discussion of academic regulations and proce-

dures including information on semester hours, academic loads, change of courses, change of academic advisers, minimum scholastic requirements, class absences, residence requirements and related topics, please see the *Student Handbook* and the *Guidance Bulletin*.

Grades and Reports

For each course, the instructor determines the progress of the individual and the class by means of class work, tests, special assignments or papers, 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, B, C, D, F and I. Plus and minus grades (e.g. an A- or a B+) may be assigned and will appear on the student's transcript. They do not, however, affect a student's grade point average (e.g. an A- is considered an A for calculating grade point average).

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 I (Incomplete) who wish to receive credit for the 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 Standards Committee.

Qualified juniors and seniors may elect certain courses under the Credit-No Credit option. To receive credit 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.

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 grades on the following 4-point scale: A = 4; B = 3; C = 2; D = 1; F = 0. A student earns quality points for each course completed equal to the number of semester hours for the course multiplied by the point value for the grade. Then, the grade point average for one semester is calculated by dividing the total quality points achieved by the number of semester hours attempted.

Thus, a student taking 5 three-hour courses (totaling 15 hours) who received one A, two Bs and two Cs would have earned a GPA of 2.80 for the semester.

$$(3 \times 4) + (6 \times 3) + (6 \times 2) = 42 \div 15 = 2.80$$

Similarly, an overall GPA for all work attempted at Western Maryland is calculated by adding the quality points for each semester and dividing by the total number of semester hours attempted.

To maintain class standing, students must complete successfully the normal program of semester hours with at least a 2.0 or C average. Any student whose cumulative grade point average is less than 2.0 will be placed on academic probation.

The standard rate of progress is 30 semester hours a year, but students should undertake programs they can handle successfully, no matter what the hour total. The number of semester hours that each course carries is stated after its title in the section on Courses of Instruction, which begins on page 45.

Auditing

Students may choose to audit a course by registering for it as an Audit. By auditing a course, a student attends classes but does not have to complete the course's requirements. Audited courses appear on student transcripts but do not carry grades or credit. For further details on Audits, see the *Student Handbook*.

Withdrawal

A student who withdraws from a course before the date specified for withdrawal cutoffs receives a grade of W, and the course is not counted in figuring the student's grade point average. After the stated date, failure to meet a course obligation will be graded F and so recorded; exceptions to this rule may be permitted only by the Dean of Academic Affairs and only in cases of genuine emergency, such as protracted illness late in the semester. In such cases, a grade of W or I 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) or WF (withdrawn failing.)

Reports

Reports are sent to students at the end of each semester. During the freshman year, students may receive reports at mid-semester also. Academic records are reviewed each semester by the Dean of Academic Affairs in consultation with the Dean of Student Affairs and the Committee on Admissions, Financial Aid, and Standards. A student may be dropped from the College when the student's scholarship record is so low as to justify such action.

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 Office of Student Affairs. 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 Handbook*.

Requirements for the Master's Degree

Western Maryland offers graduate studies leading to the Master of Liberal Arts degree, the Master of Education degree and the Master of Science degree to individuals who have a baccalaureate degree. Courses are taught primarily in late afternoon and evening during the regular school year, and during the day during Summer Session. Dormitory accommodations are available for summer terms and, to a limited extent, during the regular school year. Courses are also offered at other locations in Maryland.

Master's programs require the completion of 30 to 33 semester hours, depending upon the options selected by the student.

Master of Liberal Arts

The Master of Liberal Arts requirements total 30 semester hours, 21 of which are specified by area as follows: 12 hours in courses dealing with cultural heritage, 6 hours in courses focusing upon contemporary society, and 3 hours in creative applications in the fine arts or related fields.

Master of Education

The Master of Education requirements include 30 semester hours with a thesis, or 33 semester hours with a comprehensive examination in lieu of the thesis. The program involves a minimum of 9 hours in three areas: an area

of concentration (chosen from Administration, Education of the Deaf, Elementary Education, Guidance and Counseling, Media, Physical Education, Reading, Secondary Education, or Special Education); Education; and other supportive courses. State certification involves additional work beyond the M.Ed. in some fields.

Master of Science

The Master of Science program, designed to accommodate students without background or goals in public education, is available in all fields listed above for the M.Ed. (The Education of the Deaf program includes an M.S. option to prepare workers with the deaf/blind.) The Master of Science requirements are 33 semester hours plus a comprehensive examination. These include 18 hours in the area of concentration, 9 hours in supporting electives, and 2 required courses.

Course descriptions, requirements for matriculation in each program, and details of specific program requirements are published in the *Graduate Catalog* available through the Office of the Dean of Graduate Studies.



Recognition of Academic Achievement

Phi Beta Kappa Society

The United Chapters of Phi Beta Kappa, the national honor society which recognizes high academic achievement in liberal arts, established the Delta of Maryland Chapter at Western Maryland College in 1980. Members are selected by the Delta Chapter each year on the basis of academic standing in accordance with regulations of the national society.

National and international honor societies which recognize academic accomplishment in specific fields are listed in the Student Life section of this catalog under Honor Societies. (See page 21.)

Dean's List

The Dean's List recognizes students with outstanding academic performances each semester on the following basis:

1. Highest honors, requiring a grade point average of 3.80–4.00.
2. High honors, requiring a grade point average of 3.60–3.79.
3. Honors, requiring a grade point average of 3.40–3.59.

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:

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

Eligibility for honors requires a minimum of 60 semester hours at Western Maryland College.

Departmental Honors at Graduation

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

1. Have a grade point average of 3.2 in all courses taken in the major.
2. Satisfy any departmental requirements, such as engaging in seminars or in individual directed study, submitting an essay, or passing with distinction a comprehensive examination in the major field.
3. Be recommended by the department.

Endowed Annual Prizes and Awards

Each year Western Maryland College honors outstanding students for both academic and other achievements by awarding a number of endowed prizes and other awards. These are made possible by the generous gifts of alumni and other friends of the College. They are presented during the Honors Convocation, Commencement, or on 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 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 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. The award, established in 1983, 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. Dr. Earp, known for his qualities of character and leadership, provided the foundation for the strong Sociology Department of today. 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 Lowell Skinner Ensor Memorial Award for Graduate or Professional Study: Presented annually to that member of the graduating class whose excellence while at Western Maryland College best predicts success in attaining a graduate or professional degree. Excellence shall be based on scholarship, character, and contributions to the life of the college.



Nominations for the award shall be submitted each spring by Department Chairpersons with final selection by the College Awards Committee. This award was established by family and friends in memory of Lowell Skinner Ensor, fifth President of 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, given 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 Undefeated 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 Makosky Award for Excellence in English: Created 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 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 by his or her development on the Hill 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: Created in 1979 by Philip Myers in loving memory of his wife Azalea (Sally) Myers, Class of 1914, 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.

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 M. Louise Shipley Art Award of Excellence: Given to the outstanding graduating senior art major, the award recognizes the services of the long-time chairman of the Art Department.

The Esther Smith Award: 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 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., of the 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: Income from the fund is to provide a trophy to the outstanding football player as voted by his teammates. Named in honor of James C. Stephens, Class of 1964.

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 United States History Award: Established through a bequest of Mr. H. Peyton Gorsuch for students excelling in United States history.

The Michael L. Waghlestein Memorial Award: To that male 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. Waghlestein, Class of 1967, who during his student days and as a Regular Army officer, demonstrated and was recognized for these characteristics.

The Kathryn E. Wentz Art Awards: Established in 1984 by Mr. Harold F. Wentz in honor of his loving wife for all the understanding and encouragement she has provided to his art career. Cash awards and ribbons will be given at the Kathryn E. Wentz Art Show held each spring for the students of Western Maryland College. The show will be arranged and juried under the direction of the Art Department.

The Barry A. Winkelman Memorial Award: Granted to a male 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, who was 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.

The Bates Prize: 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 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 member of the graduating class who has made the best record during her undergraduate course as a college woman.

Courses of Instruction

Key to Finding and Interpreting Course Descriptions

Departmental Listings

The academic departments are generally listed in alphabetical order. Each department has a code number which appears in parentheses at the head of the listing, for example American Studies (01) and Computer Science (19). All courses are listed under the department which offers them.

Course Designations

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

Courses generally for freshmen are numbered in the series beginning 101. Freshmen may not register for any course numbered 201 or above, except with the permission of the Dean of Academic Affairs.

Similarly, **sophomores may not register for courses numbered 301 or above, nor juniors 401 or above**, with exceptions permitted only by the Dean. No credit toward the baccalaureate degree will be given for courses numbered for graduate study.

Single numbers (e.g. 101) designate courses which are completed in one semester.

Double numbers (e.g. 101, 102) designate courses which are completed in one academic year, or two semesters.

A comma placed between the numbers (e.g. 103, 104) indicates that the work of the first semester is prerequisite to that of the second; however, credit may be received for the first semester without completing the second semester.

A semicolon is used to separate the course numbers (e.g. 105; 106) when each of the two courses making up one academic year's work may be taken independently of the other, and either may be taken first.

A course title in parentheses, e.g. (Seminar in American Studies), indicates a course whose topic may vary from year to year.

The number of credits per course is indicated to the right of the course title. Normally, each course meets the same number of periods per week as the number of credits unless otherwise specified.

The department head is the first faculty member listed within each department section unless otherwise indicated.

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

The courses listed below are usually offered each year unless otherwise specified. The College reserves the right not to offer any particular course, however, when the demand is limited or instructional time is not available.





American Studies (01)

Professors Richwine (Director) and Phillips; other faculty members from the departments involved

The American Studies major is an interdisciplinary program that can be tailored to fit the educational and vocational needs of a wide variety of students. First, the major, because of its depth and breadth, can form the core of an ideal liberal arts education; second, it can be designed to provide excellent pre-professional training for law school, government service, journalism, graduate work in city planning, museum and archive management, and library science. Combined with designated education courses, American Studies also furnishes an excellent background for those planning to teach high school English or social studies.

A major completes a basic program of two introductory surveys of American literature, two in American history, and one in American government. After selecting an area of concentration, the major then designs a program from courses focused on America offered by many departments, such as: Art 239, 240; English 235, 237, 263, 281, 282, 284, 285, 286; History 225, 226, 229, 247, 249; Performing Arts 110; Philosophy 116; Religious Studies 210, 241, 328; Political Science 202, 207, 305, 307, 308, 319, 403; Sociology 104, 203, 245, 328; and many January Term offerings.

Basic Major:

Required courses:

American Studies 201, 301, 302, 451 or 452; English 113, 114; History 107, 108, or two advanced courses in American History; Political Science 201.

In addition to these requirements, students must complete the courses listed under the areas of specialization in the *Guidance Bulletin*.

Areas of Concentration for American Studies:

Literature, Teacher Certification Secondary (5-12) English (Literature emphasis), History, Sociology, Social Sciences.

201 Issues in American Studies 3 credits
An introduction to the interdisciplinary study of American culture through the reading and discussion of selected significant primary works. *Alternates with American Studies 301 and 302. Offered in 1986-87.*

301 (Seminar in American Studies) 3 credits
A survey of American culture with particular emphasis on the relationships among social conditions, intellectual history, and literature. In 1985-86, the topic is the American Character: Images and Myths. *Alternates with American Studies 201. Offered in 1985-86.*



302 (Seminar in American Studies) 3 credits
An interdisciplinary study of a specific problem, period, or issue in American culture, past or present. In 1985-86, the topic is 1890s: The Turbulent Decade. *Alternates with American Studies 201. Offered in 1985-86.*

451; 452 Special Studies in American Studies 0 to 3 credits
Students majoring in American Studies must complete at least three semester hours of work in these courses.

Art (03)

Professor Palijczuk, Associate Professors Badiee (Department Head) and Fender

Areas of particular teaching interest: Professor Palijczuk: Introduction to Art, Life Drawing, Painting, Sculpture and Printmaking; Professor Badiee: Art History with emphasis on both Western and non-Western traditions; Professor Fender: design, drawing, commercial art, jewelry, and ceramics.

Students majoring in art may plan their programs for graduate study in applied or commercial art, public school teaching, or in the history of art. Many students add art to their course of study for personal enrichment and a desire for creative satisfaction in leisure time.

There are five basic approaches to the art major: commercial art, history of art, pre-museum studies, studio art, and the combined studio art and history of art. The following combined studio art and history of art program illustrates one of these approaches.

Combined Studio Art and Art History:

Required courses:

Art 101, 113, 114, 117, 240, and twenty-one additional hours of applied art and/or art history.

Desirable electives:

Art 219, 239, 301, 306, 403; Comparative Literature 201; History; Literature; Music History; Philosophy.

Other Educational Options in Art:

Teacher Certification (7-12), and dual majors with history or studies in communications.

APPLIED ART

101 Drawing I 3 credits

A studio course concentrating on basic perspective variations in value and composition.

117 Design I 3 credits

An introductory investigation of design principles involving the elements of art (line, color, value, texture, etc.).

201 Life Drawing 3 credits

Drawing from live models to learn proportion and anatomy of human head and figure. Various drawing media and techniques are emphasized. *Prerequisite, Art 101, or permission of the instructor.*

208 Design II 3 credits

A continuation of Art 117, stressing personal interpretation and solution to various design problems. *Prerequisite, Art 117. Offered in 1986-87 and alternate years.*

214 Jewelry and Lapidary 3 credits

A studio activity in fabricating and casting jewelry and the cutting, polishing, and setting of stones. Attention is given to jewelry design. *Priority is given to art majors. Offered in 1985-86 and alternate years.*

215 Photography 3 credits

A study of the technical processes and the aesthetics of photography. The course requires a 35mm camera, emphasizes the production of black and white prints, and introduces students to color slides and portfolio preparation. *Offered in 1986-87 and alternate years.*

216 Commercial Art I 3 credits

A studio activity stressing the importance of the imaginative and creative talents of the artist in today's commercial art world. *Prerequisites, Art 101 and 117. Alternates with Art 218. Offered in 1986-87.*

218 Commercial Art II 3 credits

A studio course on the technical realm of advertising graphics, illustration, and informative and promotional art. Field trips to a variety of art agencies are included. *Prerequisites, Art 101 and 117. Alternates with Art 216. Offered in 1985-86.*

219 Ceramics I 3 credits

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

301 Sculpture I 3 credits

Clay modeling of the human head and figure; making of plaster molds and castings. *Prerequisite, permission of the instructor.*

302 Sculpture II 3 credits

Various plaster build-up methods, wood and stone carving, assemblage forms, individual experimentation of form and materials. *Prerequisite, permission of the instructor. Alternates with Art 404. Offered in 1985-86.*

306 Printmaking 3 credits

A study of the principles of printmaking, with emphasis on wood and linoleum printing, serigraphy, intaglio, and in special cases, lithography. *Prerequisite, Art 101, or permission of the instructor.*

310 Watercolor 3 credits

Experimentation with at least ten different techniques of watercolor painting. *Prerequisite, Art 101, or permission of the instructor.*

311 Ceramics II 3 credits

A continuation of Ceramics I with emphasis on the aesthetic and creative use of the medium.

326; 327; 426; 427 Internships 3, 3, 3, 3 credits

Opportunities to gain knowledge and experience through supervised participation in a variety of art related areas, usually through an off-campus agency or organization. *Prerequisite, Art major with junior or senior standing.*

351; 352; 451; 452 Special Studies in Applied Art 0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in art. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.

403 Painting I

3 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. *Prerequisite, Art 101, or permission of instructor.*

404 Painting II

3 credits

An advanced course with focus on larger dimensions. More individual freedom of choice of subjects, techniques, painting surfaces, and paint media is encouraged. *Prerequisite, Art 403, or permission of the instructor. Alternates with Art 302. Offered in 1986-87.*

HISTORY AND APPRECIATION OF ART

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.

109 Introduction to Art

3 credits

A course designed for the student who is interested in art but does not wish to major in it. It blends studio experimentation with some history, aesthetics, and other theoretical foundations of the arts.

113 History of Western Art I

3 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.

114 History of Western Art II

3 credits

Continuation of the survey of History of Western Art I, 1400 A.D. to present. Emphasis is placed on the Renaissance, Baroque, Neo-classical, and Modern periods.

221 Greek and Roman Art

3 credits

A study of sculpture, architecture, and other arts of the ancient Greeks and Romans. *Offered in 1985-86.*

222 Art of the Medieval World

3 credits

A study of the Early Christian, Byzantine, Romanesque,

and Gothic Arts in Europe. *Offered in 1985-86 and alternate years.*

229 Arts of India, China, and Japan

3 credits

The development of painting, sculpture, and architecture in India, China, and Japan. *Alternates with Art 230. Offered in 1986-87.*

230 Arts of Ancient America, Africa, and Islam

3 credits

An introduction to the study of the arts of Islam, Black Africa, and the pre-Columbian Americas. *Alternates with Art 229. Offered in 1985-86.*

235 Arts of the Renaissance, 1300-1600

3 credits

The development of European Arts from Giotto to Michelangelo in the south, and van Eyck to Bruegel in the north. *Offered in 1985-86.*

236 Baroque and Rococo

3 credits

A study of the architecture, sculpture, and painting of the period 1600-1800. Includes the masters Bernini, Rubens, Rembrandt, Velázquez, Watteau, and Goya. *Offered in 1986-87 and alternate years.*

239 European and American Arts of the Nineteenth Century

3 credits

A survey of the major trends in European and American Art including Neo-classicism, Realism, Impressionism, and Post-impressionism. *Offered in 1986-87.*

240 Twentieth Century Art

3 credits

Architecture, sculpture, and painting in Europe and America from 1900 to the present day. Emphasis is placed on emerging artistic trends. *Offered in 1986-87.*

353; 354; 453; 454 Special Studies in History of Art

0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in art. Qualified students who are not candidates for such honors but who desire to take the course are also admitted.



Astronomy (06)

No major is offered in this field.

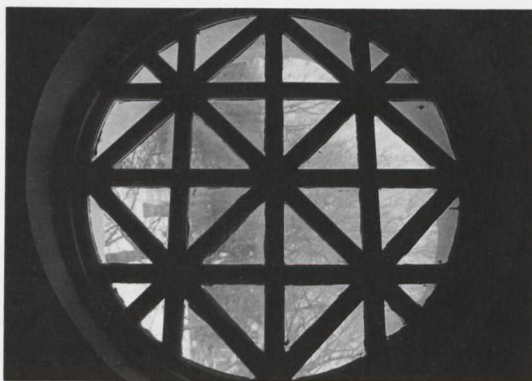
102 Descriptive Astronomy 3 credits

A study of the stars and stellar evolution, the solar system, galaxies, and cosmology, with emphasis on contemporary topics.

104 Introductory Astronomy Laboratory

1 credit

Laboratory and field exercises including observational techniques, astronomical coordinate and time systems, planetary calculations and measurements, basic astronomical photography and photometry, stellar mass and distance determinations. *Prerequisite, Astronomy 102, which would normally be taken concurrently.*



Biology (09)

Professor Brown (Department Head); Associate Professors Alspach, Iglich, and Long; Assistant Professor Paquin; Lecturer Schmall

Areas of particular teaching interest: Professor Brown: physiology of higher plants, biochemistry; Professor Alspach: comparative physiology of vertebrates and invertebrates, marine biology, physiological ecology; Professor Iglich: ecology, evolution, botany; Professor Long: developmental biology, evolution; Professor Paquin: genetics (human and molecular), cytogenetics, immunology, bioethics.

Students majoring in biology may prepare for graduate study in biology, for professional study in forestry and the health sciences, and for teaching.

Western Maryland College has a 3-2 arrangement with the Duke University School of Forestry and Environmental Studies for students interested in these areas; a 3-2 agreement with the Washington University (St. Louis) for those interested in bio-medical engineering; and a 2-2 program with the Nell Hodgson Woodruff School of Nursing at Emory University for students interested in a nursing career.

Basic Major:

Required courses:

Biology 111, 112, 203, 204, 210, 321, 401, 402, and at least three additional hours of Biology at the 300 level; Chemistry 103, 104, 217, 218; Mathematics 117.

Additional courses strongly recommended:

Mathematics 118; Computer Science 106; Statistics 215; Physics 101, 102.

Other Educational Options in Biology:

Teacher Certification Secondary (5-12), Pre-Forestry, Pre-Professional Curriculum for the Health Sciences (e.g., dental, medical, nursing, laboratory technician). In addition to the basic biology major, the Department offers a major designed to emphasize study of the environment and a major designed for the 3-2 Duke University forestry program.

Biology 111 is a prerequisite for all other courses in biology except 113 and 118; for exceptions see note in the descriptions of these two courses. Passing the Mathematics Proficiency requirement is a prerequisite for Biology 112 and all biology courses numbered 200 and greater.

111, 112 Principles of Biology 4, 4 credits

In the first semester, the principles of both bioenergetics and reproduction are considered at the cellular, organismal, and population levels. The work of the second semester integrates the principles of maintenance, genetic control, and evolution of organisms. *Three class periods and one three-hour laboratory period a week.*

113 Biology and Human Concern 4 credits

Topics of concern such as nutrition and growth, genetics and behavior, disease and immunity, environ-

mental processes and pollution, and the origins of life are analyzed in light of current biological studies. *This course is intended for students who do not plan a career in the sciences. Students who have completed this course may be admitted to advanced biology courses with the permission of the instructor. Three class periods and one three-hour laboratory period per week.*

115 Genetics, Evolution, and Society

3 credits

Human genetics and evolution for the non-science major. 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. *Prerequisite, passing the arithmetic section of the mathematics proficiency examination.*

118 Human Biology

4 credits

The biology of people: includes study of human evolution, ecology, behavior, anatomy, physiology, and genetics. These are studied with a view toward the appreciation of scientific and medical research affecting all our lives. *This course is intended for students who do not plan a career in the sciences. Students who have completed this course may be admitted to advanced biology courses with the permission of the instructor. Three class periods and one three-hour laboratory period a week.*

203 Genetics

3 credits

A study of the concepts of classical and contemporary genetics. Includes the action of genetic mechanisms

at various levels of biological organization (the molecular, cellular, organismal, and population) and in a variety of cells and organisms including humans.

204 General Botany 4 credits
Principles of classification, dispersal, and adaptation to habitat of fungi, algae, bryophytes and tracheophytes are studied. Tracheophyte cell structure and physiology are also presented. *Three class periods and one laboratory period per week.*

205 Invertebrate Zoology 4 credits
Structural and functional adaptations of invertebrate animals studied in relation to their habitats and evolution. *Three class periods and one three-hour laboratory period per week.*

210 Cell Biology 3 credits
Structure and function of cells are studied with emphasis on energetics, transport processes, biosynthesis, and cellular dynamics. *Prerequisite, Biology 111. Co-requisite, Chemistry 103.*

211 Human Physiology 4 credits
A study of the functions of the human organism: digestion, circulation, respiration, excretion, nervous control, endocrine regulation, and muscle action. *Prerequisites, Biology 111, Chemistry 106. This course does not count toward a major in biology. Three class periods and one three-hour laboratory period a week.*

303 Biological Models 3 credits
An introductory modeling course which analyzes such diverse biological phenomena as ecosystem structure, competition, blood flow and organismal growth through mathematical and physical abstractions. Both systems analyses and theoretical models will be considered. *Prerequisite, Mathematics 108 or 117.*

304 Ecology 3 credits
A study of the interactions between organisms and their environment and among organisms of the same and other species. Emphasis is on organismal or physiological ecology, population and community ecology and ecosystems ecology. *Prerequisites, Biology 111, 112.*

306 Ecology Laboratory 1 credit
Field studies of the structure and function of terrestrial ecosystems combined with laboratory experiments illustrating ecological principles. *A laboratory course open to students who have taken or are currently enrolled in Biology 304.*

307 Microbiology 4 credits
A study of structure, metabolism, growth, and reproduction of cell microorganisms with emphasis on bacteria. *Prerequisites, Biology 203, Chemistry 103, 104. Three class periods and two two-hour laboratory periods a week. Offered in 1985–86 and alternate years.*

309 Advanced Genetics—Human 3 credits
A course whose major focus is human genetics. The course extends the general principles learned in Biology 203. *Prerequisite, Biology 203. Offered in 1986–87 and alternate years.*

311 Advanced Genetics—Molecular 3 credits
A course whose major focus is molecular genetics. The course extends the general principles learned in Biology 203. *Prerequisite, Biology 203. Offered in 1985–86 and alternate years.*

315 Genetics Laboratory 1 credit
An experimental and experiential approach to the subject of genetics. Model systems (microorganisms, fungi, plants, invertebrates, human and animal cells in culture, and molecular structures) are studied. Students are expected to perform a guided experiment of their own design. *Prerequisite, Biology 203.*

316 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. Prerequisites, Biology 111, 112, Chemistry 103, 104; some knowledge of organic chemistry is recommended. Three class periods and one four-hour laboratory period a week.*

321 Evolution 3 credits
The evidences, 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 203 and at least twelve additional semester hours of biology above the freshman level. Field trips will be arranged.*

323 Vertebrate Embryology 4 credits
A study of vertebrate morphogenesis. The course considers the problems eggs encounter in forming embryos, and the methods which they use to surmount those problems. Control, patterns, and the mechanisms of the morphogenetic movements are considered in depth. Laboratories demonstrate the patterns of development in amphibian and bird material. *Prerequisite, Biology 112 or permission of the instructor. Two class periods and two three-hour laboratory periods a week.*

324 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). *Prerequisite, Biology 112 or permission of the instructor. Two class periods and two three-hour laboratory periods a week.*



326 Plant Physiology

3 credits

A study of the principle functions of higher plants with emphasis on intercellular processes including development, hormone action, photosynthesis, gas exchange, nutrient transport, mineral nutrition, and phytochrome mediated environmental responses. *Prerequisites, Biology 204.*

351; 352; 451; 452 Special Studies in Biology

0 to 3 credits

Directed individual study of various biological problems as the interest and previous preparation of the stu-

dent may suggest. Work may be done on campus or off campus in a department sponsored internship program. Members of the department may be consulted about available options.

401, 402 Senior Seminar

0, 1 credit

Presentation of laboratory and literature findings on a current topic of biological interest by students, faculty, and occasional visiting lecturers. *Required of all senior biology majors. Others may participate by permission of the department.*

Business Administration (12)

See Economics and Business Administration.

Chemistry (15)

Professors Herlocker (Department Head), Cross, Jones, and R. H. Smith

Areas of particular teaching interest: Professor Herlocker: preparation and properties of transition metal complexes; Professor Cross: solar energy conversion processes, photochemistry of biological processes, computer programming, and numerical analysis of physiochemical data; Professor Jones: computer applications to chemistry, chemical education, analytical and clinical chemistry; Professor Smith: synthesis and degradation of pesticides and carcinogens.

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, the student 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.

Basic Major:*Required courses:*

Chemistry 103, 104, 217, 218, 219, 307, 308, 415, 416, and at least one additional hour; Mathematics through 118, or the equivalent; Physics 101, 102.

Other Educational Options in Chemistry:

American Chemical Society Certified Chemistry Major, Biochemistry, Pre-Professional Curriculum for the Health Sciences, Industry, Teacher Certification Secondary (6-12).

103, 104 General Chemistry

4, 4 credits

A study of the fundamental laws and theories of chemistry. The first semester is concerned with a study of matter in its various forms, with emphasis on bonding and structure. The second semester is concerned with the reactions of matter, with emphasis on equilibrium. *Prerequisite, Mathematics 107, which may be taken concurrently. Three class periods and one four-hour laboratory period a week.*

106 General Chemistry

4 credits

A study of the fundamental laws of chemistry. Topics include chemical equilibria, kinetics, and an introduction to organic chemistry and biochemistry. The laboratory is devoted to these topics. *Prerequisite, Chemistry 115 and 117 or 103. Three class periods and one four-hour laboratory period a week.*

115 Chemistry and Society

3 credits

Chemistry for the non-science major. The course (with or without laboratory) will help students develop a working knowledge of basic chemical concepts as applied to modern society, understand the historical

progression of chemistry, understand the experimental method of probing things that cannot be seen in order to develop a mental picture of them, and distinguish scientific fact from fiction.

116 Introduction to General, Organic, and Biochemistry

3 credits

A study of the fundamental laws of chemistry, including atomic structure, chemical periodicity, reaction kinetics, equilibria, redox reactions, pH, and introduction to organic and biochemistry covering nomenclature, reactions, and the main units of biochemistry (carbohydrates, proteins, lipids, and nucleic acids).

117 Chemistry and Society Laboratory

1 credit

The laboratory experiments are designed to augment the lecture by developing an understanding of the experimental methods used to probe into things unseen and to answer questions asked by the experiment. *Prerequisite or co-requisite, Chemistry 115.*

118 Introduction to General, Organic, and Biochemistry Laboratory

1 credit

Laboratory techniques and experiments designed to augment the lecture in Chemistry 116. *Prerequisite or co-requisite, Chemistry 116.*

202 Chemistry of the Elements

3 credits

A study of the chemistry of the elements. Emphasis is on the important inorganic compounds, their laboratory and industrial preparations, and their reactions with elements and other compounds. *Offered in 1985-86 and alternate years.*

210 Physical Chemistry for the Life Sciences

3 credits

An introduction to the elements of thermodynamics, quantum mechanics, and chemical dynamics of life processes. *Prerequisites, Chemistry 104; Mathematics 117. Offered in 1986-87 and alternate years.*

217, 218 Organic Chemistry

4, 4 credits

A systematic study of the compounds of carbon based upon functional reactivity with emphasis on the physio-chemical approach to reaction mechanisms. A coordinated laboratory incorporates classical techniques (recrystallization, distillation, and extraction) as well as an introduction of selected analytical methods (chromatography and spectroscopy). Some qualitative analysis of representative organic compounds is included in the second semester. *Prerequisite, Chemistry 104. Three class periods and one four-hour laboratory period a week.*

219 Quantitative Analysis

4 credits

Theory of titrimetric and gravimetric procedures; problems of and in sampling; statistical treatment of results for reliability; application and use of elementary procedures such as spectrophotometry (UV, IR, and Flame Emission), chromatography, and potentiometry. When possible the laboratory emphasizes clinical applications. *Prerequisites, Chemistry 104. Three class periods and one four-hour laboratory period a week.*

307, 308 Physical Chemistry I, II

4, 4 credits

The laws of thermodynamics; equilibria; electrochemistry; chemical kinetics; introductory quantum and statistical mechanics. Sufficient computer programming is introduced in the laboratory to allow treatment and interpretation of laboratory data. *Prerequisites, Physics 102, Mathematics 118, or permission of the instructor. Chemistry 219 must be taken prior to or concurrent with Chemistry 307. Three class periods and one four-hour laboratory period a week.*

312 Biochemistry

3 credits

Structure and reactions of amino acids, carbohydrates, lipids and proteins; protein amino acid sequence determination and conformational protein structure; structure, rates, and mechanism of enzyme reactions; bioenergetics; membrane transport processes, electron transfer theories and oxidative phosphorylation; catabolic pathways, energetics and regulation of biomolecular degradation reactions; anabolic pathways and photosynthetic processes. *Prerequisite, Chemistry 218.*

318 Instrumental Techniques

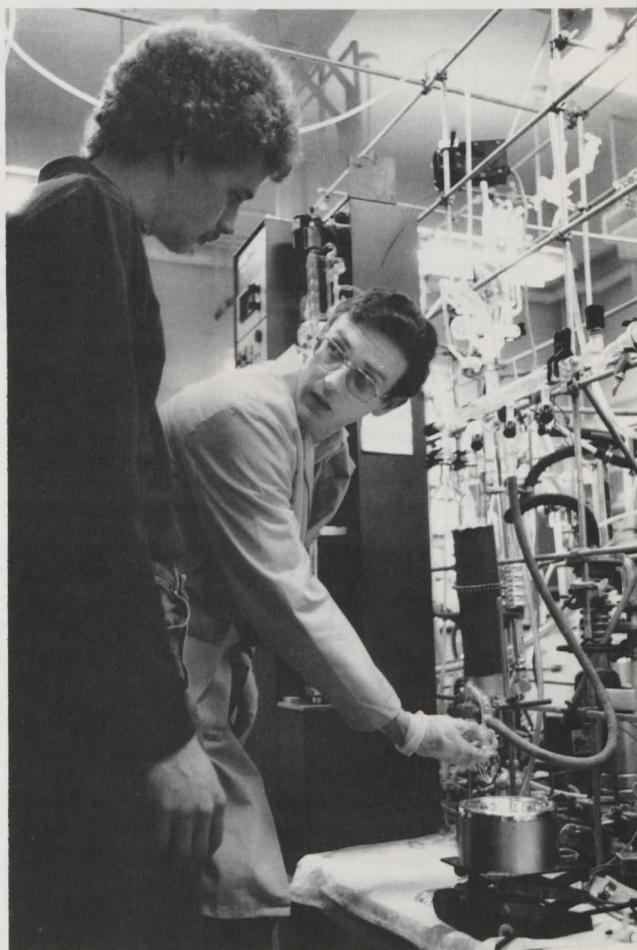
4 credits

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 Spect, X-ray, Laser usage, and laboratory computer applications. *Prerequisites, Chemistry 219, 307. Co-requisite, Chemistry 308. Two class periods and two three-hour laboratory periods a week.*

326 Advanced Organic Chemistry

3 credits

A study of a variety of selected topics including photochemistry, molecular rearrangement, heterocyclic compounds, and some aspects of physical organic chemistry, with emphasis on the content and use of current literature. *Prerequisite, Chemistry 218. Offered in 1986-87 and alternate years.*

**351; 352; 451; 452 Special Studies in Chemistry**

0 to 3 credits

Directed study of special topics as the interest and preparation of the student and the chemistry faculty may suggest. *This course is open primarily to students who are chemistry majors.*

411 Chemical Physics

3 credits

Theoretical chemistry, quantum and statistical mechanics; spectroscopy; theory of electrolyte solutions; applications of the computer to theoretical calculations. *Prerequisite, Chemistry 307. Juniors may be admitted by permission of the department. Offered in 1985-86 and alternate years.*

412 Inorganic Chemistry

3 credits

A survey of topics which comprise the broad area of inorganic chemistry. The topics studied include atomic and molecular structure, elements of symmetry, acid-base theory, non-aqueous solvents, and structural and chemical behavior of metallic and non-metallic compounds. *Prerequisites, Chemistry 218, 307. Juniors may be admitted by permission of the department. Offered in 1986-87 and alternate years.*

415, 416 Chemistry Seminar

0, 1 credit

Presentation of laboratory and literature findings on current topics of chemical interest by students, faculty, and visiting lecturers. *Required of all senior chemistry majors. Juniors may be admitted by permission of the department.*

Studies in Communications (16)

Professor Cipolla; Associate Professors Dixon, Sapora, and Weinfeld; Assistant Professor Schreiner (Department Head)

Areas of particular teaching interest: Professor Cipolla: film; Professor Dixon: speech arts; Professor Sapora: media history and production; Professor Weinfeld: speech arts; Professor Schreiner: communication theory and applied skills, intercultural communication.

An interdisciplinary major, Studies in Communications treats the history, function, and effects of human communication from the earliest times through the advent of printing to contemporary mass communications; and it allows students to gain practical experience in the classroom and through internships. The major enables students to pursue careers in publicity and public relations, in media design, production, and management; and it prepares them for graduate work and research in communications.

Basic Major:

Required courses:

Communications 103, 105, 124, 201, 209, 401; six hours special topics; six hours internships; six hours from English 203, 204, 208, or 325; three hours from Communications 220, 341, or Performing Arts 222; Philosophy 201; one hour, promotion crew.

Other Educational Options in Studies in Communications:

Dual major in Dramatic Art and Communications; Political Science and Communications; Psychology and Communications; track in Systems Analysis and Communications.

103 Speech Arts

3 credits

An introductory course designed to prepare the student to meet a variety of public oral communication situations. The student concentrates on the practical application of basic principles and techniques of public speaking.

105 Foundations in Communication

3 credits

A course in communication theory, consisting of an examination of "classic" works in several contexts of study: intrapersonal, interpersonal, general semantics, mass communication, intercultural, international.

124 Introduction to the Film

3 credits

A study of film history, esthetics, and techniques of film analysis. The basic theories of film making are illustrated by specific films of important directors from D.W. Griffith to the present.

201 Effects of the Mass Media

3 credits

A study of the social, political, psychological, economic, and esthetic effects of the major mass media: print, film, radio, and television. An examination of these media to identify techniques of exposition and persuasion which enhance or detract from generally accepted humanistic values.

209 Basic Film and Video Tape Production

3 credits

An introduction to the design and production of film and video tape with major emphasis on scriptwriting, shooting on location, editing, and overall production planning.

220 Advanced Communication Skills

3 credits

A course designed to give the speaker an opportunity to meet more challenging communication opportunities than offered in the introductory course. Students will develop presentations growing out of their academic and recreational interests. *Prerequisite, Communications 103 or demonstrated proficiency.*

224 (Topics in Film History and Analysis)

3 credits

A study of major directors, works and ideas in the history of world cinema (Different topics are offered in alternate years.)

301; 302 (Special Topics in Communications)

3, 3 credits

Intensive study of particular topics in communications, such as media design, public relations, intercultural communication.

326; 327; 426; 427 Internships

3, 3, 3, 3 credits

Opportunities for students to serve internships, on campus and off.

341 Oral Interpretation

3 credits

The study, adaptation, preparation, and performance of various forms of literature. Emphasis on the public interpretation and communication of literature in its intellectual, emotional, and esthetic entirety.

401 Senior Seminar

3 credits

A colloquium based on individual research projects relative to a current issue or topic in communications. *Prerequisite, senior standing in the department.*

451; 452 Special Studies in Communications

0 to 3 credits

Directed study planned and conducted with reference to those students who desire specialized work in areas of communication not detailed in the course offerings of the department. At least one special studies project must be undertaken by candidates for departmental honors. *Prerequisite, major in Studies in Communications or necessary courses to provide background for proposed study.*



Comparative Literature (17)

Professors Richwine (Director) and M.D. Palmer; Lecturer N. B. Palmer; and faculty members from the departments involved. No major is offered in this field.

114 Continental Literature I 3 credits
Representative masterpieces of European literature from ancient times through the Renaissance.

115 Continental Literature II 3 credits
Representative European authors from the Enlightenment to the present.

132 Masterpieces of French Literature
See Foreign Languages, French 132.

140 (German Literature in Translation)
See Foreign Languages, German 140.

162; 164 (Studies in Hispanic Literature in Translation)
See Foreign Languages, Spanish 162; 164.

201 Comparative Mythology 3 credits
A study of the myth-making process and of the major mythological types and themes.

207 Classical Indian Literature 3 credits
A study of ancient Indian Vedic hymns, Upanishads, prose fiction, and epic, lyric, and dramatic poetry. *Alternates with Comparative Literature 208.*

208 The Bible as Literature 3 credits
A study of the King James translation of the Bible, its intrinsic value as literature and its influence on later British and American writers. For comparative purposes, the course will deal briefly with other ancient Near Eastern literature. *Alternates with Comparative Literature 207.*

209 Modernization vs. Tradition: American and Japanese Fiction in the Twentieth Century 3 credits

A study of representative twentieth century novelists of Japan and the American South, with a focus on the conflict between tradition and modernization.

225; 226 Theatre of the Western World
See Performing Arts 225; 226.

227 Contemporary Drama
See Performing Arts 227.

231 Philosophy in Literature
See Philosophy 231.

242 The Faust Theme 3 credits
A survey of the Faust theme from its sixteenth century origins to the present day. Special emphasis is given to variations in the development of the theme and to the twentieth century concept of Faustian man. *Offered on demand.*

351; 352; 451; 452 Special Studies in Comparative Literature 0 to 3 credits

An opportunity for students to arrange programs of study that are not included in the regular course offerings in comparative literature.

Computer Science (19)

Professors Cross and Yedinak; Associate Professor Eshleman (Director of Academic Computing); Assistant Professor Dillman

The dual major in computer science and mathematics is modeled after the program recommended by the Association for Computer Machinery, one of the two major professional organizations for computer scientists. Graduates with this major have been eagerly recruited by computer science industries and government agencies.

Students may also have a minor in computer science or elect to take a computer science concentration within a business administration, economics, or psychology major. General systems theory is a track within the communications major.

The academic computing facilities include 30 terminals connected to a Prime 550-II minicomputer system and numerous microcomputers dedicated exclusively to academic use. Languages and software supported include Pascal, Fortran 77, Cobol 74, BASICV, RUNOFF, SPSS-X, and PRIME information. Three computer laboratories containing terminals and microcomputers are open for student use from 9 a.m. until midnight daily. Laboratory aides are available to provide assistance to users. A word processing laboratory containing 20 Macintosh computers is available for student use.

104 Introduction to Computers 3 credits
This course is designed to provide an introduction to computer programming and to give the liberal arts student an appreciation of the place of computers in society. Topics covered include the structure of a digital computer, flowcharting and programming techniques, computer applications. Students gain experience through a variety of elementary programming projects using the programming language BASIC. *This course does not meet the Basic Liberal Arts Subjects Quantitative Analysis requirement.*

106 Computer Programming 3 credits
An introduction to standard computer programming

techniques including problem analysis, algorithm design, program coding, testing and documentation.

210 Introduction to Numerical Methods 3 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 106 and Mathematics 218. Offered in 1985-86 and alternate years.*

213 Data Structures

3 credits

A study of the theory and application of computer data structures. Topics include stacks, queues, lists, trees and graphs; list processing techniques; sorting and searching; and dynamic storage allocation. *Prerequisite, Computer Science 106.*

251; 252; 351; 352; 451; 452 Special Studies in Computer Science

0 to 3 credits

Directed individual study of various advanced topics in Computer Science.

301 Assembly Language Programming and Computer Organization

3 credits

An introduction to the structure and organization of computers and to the use of machine language programming and assembly language programming. The Apple assembly language is studied in detail; however, concepts and techniques applicable to other computers are emphasized. Computer architecture, arithmetic and basic logic design are studied. *Prerequisite, Computer Science 106. Offered in 1986-87 and alternate years.*

309; 310 (Topics in Computer Science)

3, 3 credits

Studies of advanced topics in computer science such as operating systems, data base management, automata theory, compilers, microprocessors, file processing, and data structures. Different topics are chosen each year based on students' interests and needs. *Prerequisite, permission of the instructor.*

GENERAL SYSTEMS THEORY**214 Introduction to General Systems Theory**

3 credits

An introduction to the theory of general systems with emphasis on problem description and analysis. Topics

include the history and philosophy of General Systems Theory, the theory and practice of problem solving, data abstraction and modeling, and systems analysis techniques.

216 Sophomore Seminar in Systems Analysis

1 credit

A general review of the field of systems analysis. Assignments in English writing and computer programming ensure that students are acquainted with the levels of competency demanded of professionals in this discipline. *Prerequisite, Computer Science 106, or permission of the instructor.*

303 Modeling and Simulation

3 credits

A study of the theoretical foundations of discrete-event modeling and simulation. Topics include: data abstraction and analysis, event definition and representation, list manipulation, random number generation, algorithm development, result verification and simulation languages. Some computer programming is required. *Prerequisites, Computer Science 106 and Statistics 216.*

304 Junior Seminar in Systems Analysis

1 credit

A review of the field of systems analysis with emphasis on current research and professional and graduate opportunities. Students give presentations which describe their proposed Senior projects. *Prerequisite, Computer Science 216, or permission of the instructor.*

401 Senior Project in Systems Analysis

1 credit

Under the direction of the instructor, each student undertakes the analysis and solution of the problem he or she presented in Junior seminar. Work begins in the fall term, and the final results are presented during the spring term. *Prerequisite, Computer Science 304.*

Dramatic Art

See Performing Arts.

Economics and Business Administration

Professor Law (Department Head); Associate Professors Olsh and Seidel; Assistant Professor Claycombe; Instructors Milstein and Singer; Lecturers Bornemann and Willis

Areas of particular teaching interest: Professor Law: international economics, macroeconomics; Professor Olsh: microeconomics, history of economic thought; Professor Seidel: money and banking, corporate finance; Professor Claycombe: industrial organization, managerial economics; Instructor Milstein: intermediate and managerial accounting; Instructor Singer: accounting and taxation.

Students major in this department to prepare for careers in business and finance; for careers in government such as economic analysis, administration, and foreign services; 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 schools.

Economics (24)**Basic Major:***Required courses:*

Economics 203, 204, 303, 320, 405, and a minimum of nine additional hours at 300-400 level; three hours of Mathematics; Statistics 215, 216; three hours from English 203, 208, 325, Communications 103 or Computer Science.

Other Educational Options in Economics:

Dual majors with Business Administration, a Foreign Language, Mathematics, or Political Science; Pre-Legal; Teacher Certification Secondary.

Economics 203, 204 or permission of the instructor is prerequisite to all economics courses numbered 303 and above.

101 Introduction to Political Economy

3 credits

A course designed to introduce students to economic reasoning and its application in analyzing economic problems and institutions. *This course is not open to students who have taken Economics 203. It is not normally taken by majors in economics or business administration.*

203, 204 Principles and Problems of Economics

3, 3 credits

In the first semester, the study of basic economic problems of any society; the market system, prices, allocation of resources, and income distribution. The second semester includes the study of factors affecting national income and employment; money and banking; growth, recession, inflation; international economics; economic systems.

303 Microeconomic Theory

3 credits

The theory of demand, production and cost, and resource allocation in a market economy; the varieties of competitive conditions such as pure and perfect competition; monopoly, monopolistic competition, and oligopoly; the theory of factor pricing and income distribution in a free society.

304 International Economics

3 credits

Principles of international trade, exchange, and investment; problems of trade restriction, cartels, economic integration, balance of payments, multinational firms, underdeveloped areas of the world, commercial policies of countries of the world.

310 Money and Banking

3 credits

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

319 Public Finance

3 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.

320 Macroeconomic Theory

3 credits

A study of the theory of national income determination. Monetary and fiscal policies of government and their management for the purpose of price level and employment stabilization are examined. Projects in the analysis of business statistics and in national income forecasting are undertaken.

323 Corporation Finance and Financial Management

3 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. *Prerequisite, Statistics 215, or permission of the instructor.*

324 Managerial Economics

3 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. Topics include business pricing strategies and linear programming. *Offered in 1986–87 and alternate years.*

326 Economic Development

3 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.

327 Industrial Organization and Public Policy

3 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.

351; 451 Reading List

1, 1 credit

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

355; 356; 455; 456 Special Studies in Economics

0 to 3 credits

Directed individual study of various economics problems as the interest and previous preparation of the student may suggest; conducted primarily for honor students. Other qualified students may be admitted with the consent of the department.

405 The History of Economic Thought

3 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.

452 Senior Thesis

1 to 3 credits

Open only to economics majors. Honors students are normally expected to register for three semester hours.

453, 454 Economics Colloquium

1, 1 credit

Readings and group discussion. Significant works in political economy are read and analyzed. *This course is open to all senior economics majors; not open, except by special permission, to students with fewer than twelve semester hours credit in Economics.*

Business Administration (12)

Basic Major:

Required courses:

Business Administration 101, 102; Economics 203, 204, 303, 320; Statistics 215, 216; three hours of mathematics; three hours from Economics 304, 310, 319, 326, 327; three hours from Business Administration 209, 211, 225, 323, 324; three hours from Business Administration 205, 305, 316, 320, 325; three hours from English 203, 208, 325 or Communications 103; an additional three-hour elective course in business administration, economics, or computer science.

101, 102 Principles of Accounting

3, 3 credits

First semester: 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. *Business Administration 101 must be taken before Business Administration 102.*

201, 202 Intermediate Accounting

3, 3 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 101, 102. Business Administration 201 must be taken before Business Administration 202. Offered in 1986-87 and alternate years.*

205 The Legal Environment of Business

3 credits

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

209 Principles of Marketing

3 credits

This is a course designed to address fundamental marketing principles, problems and practices. Particular emphasis will be given to the sales function—the link that adjusts the organization's objectives and output to the ever changing needs of the marketplace. Students will gain insight to the marketing and sales disciplines through participation in case study analyses and mock sales presentations.

210 Ethics and Business

3 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. *Offered in 1986-87 and alternate years.*

211 Cost Accounting

3 credits

The study of manufacturing costs under job order, process and standard cost accounting systems. Includes variance analysis, budgeting, and direct and absorption costing. *Prerequisites, Business Administration 101, 102. Offered in 1985-86 and alternate years.*

212 Tax Accounting

3 credits

Theoretical and practical analysis of federal taxation under the current Internal Revenue Code as it relates to individuals, partnerships, and corporations. Includes preparation of federal tax forms. *Prerequisites, Business Administration 101, 102.*

213 Auditing

3 credits

A basic study of the standards and procedures followed in the audit of financial statements. *Prerequisites, Business Administration 101, 102. Offered in 1986-87 and alternate years.*

225 Managerial Accounting

3 credits

A course emphasizing the role of accounting information in management decision making. Particular emphasis on internal planning and control. Includes such topics as budgeting, cost behavior and allocation, and tax planning. *Prerequisites, Business Administration 101, 102. Offered in 1985-86 and alternate years.*

305 Public Administration

3 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.

316 Complex Organizations

3 credits

A study of complex business, industrial, and governmental organizations as operating social systems; emphasis upon patterns of relationships within these organizations and the nature of relationships between large scale organizations and society. *Offered in 1986-87 and alternate years.*

320 Organizational Behavior

3 credits

An exploration of individual and group behavior in the bureaucratic environment, focusing on the characteristics of bureaucracy and their linkages with human demands, needs, and goals. The dynamics of organizational socialization, management, communications group formation, and change are considered. *Offered in 1985-86 and alternate years.*

323 Corporation Finance and Financial Management

3 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, Statistics 215, or permission of the instructor.*

324 Managerial Economics

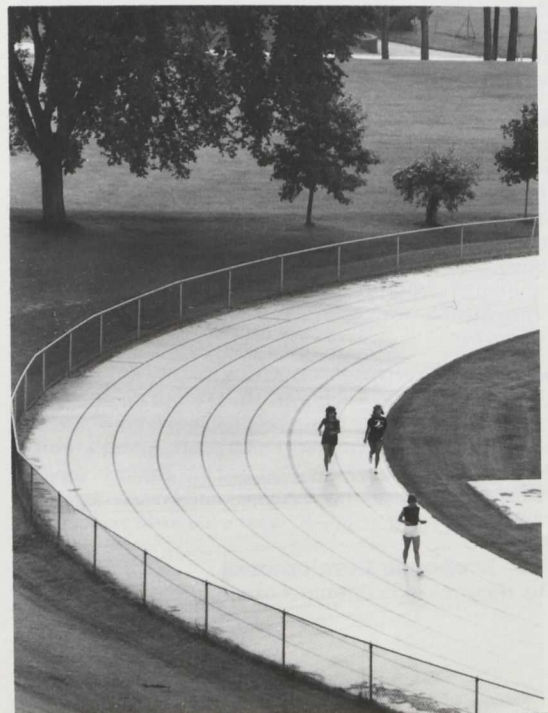
3 credits

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. Topics include business pricing strategies and linear programming. *Offered in 1986-87 and alternate years.*

325 Human Relations in Management

3 credits

Provides the student with basic skills designed to manage people effectively. Emphasis is on developing effective communication and motivation techniques and applying skills in various management situations. The team approach to management is introduced and methods to develop a more effective leadership base within the group process is illustrated.



327; 328; 427; 428 Business Internships

3, 3, 3, 3 credits

A supervised work study program designed to provide students with practical job experience in business and the opportunity to integrate theory and practice in the field. Interns are placed with firms in the Westminister/Baltimore/Washington areas.

335; 336 Business Seminar

1, 1 credit

A supervised work-study program covering selected topics in business administration such as marketing, personnel, finance, production, and taxes. This weekly seminar session is enhanced by practical field experience. *The course Field Experience in Business Administration (337; 338) must be taken concurrently with the Business Seminar.*

337; 338 Field Experience in Business Administration

1, 1 credit

Students obtain practical on the job experience in the field of business administration by acting as advisers to a company in the Carroll County Junior Achievement program. All aspects of business operation from incorporation to liquidation are covered. *Prerequisite, Business Administration 335, 336 taken concurrently, or permission of the instructor.*

355; 356; 455; 456 Special Studies in Business Administration

0 to 3 credits

Directed individual study of various business administration problems as the interest and previous preparation of the student may suggest; conducted primarily for honor students. Other qualified students may be admitted with the consent of the department.

Education (27)

Professors Bowsbey and Coley; Associate Professors Denman-West, Fennell (Department Head), Prickett, and Rabush; Assistant Professor Helen Wolfe; Lecturers Disharoon and Underwood-Leahy

Areas of particular teaching interest: Professor Bowsbey: administration, English education; Professor Coley: diagnosis and remediation of reading disabilities, developmental reading; Professor Denman-West: school librarianship, children's and young adult literature; Professor Fennell: curriculum, elementary school mathematics; Professor Prickett: deaf education and sign language; Professor Rabush: exceptional children, language development; Professor Wolfe: counselor education, psychology of teaching.

No major is offered in this field. The student in education majors in a subject which is an approved teaching field, and may meet certification requirements in areas other than the major. Programs have been approved by the State of Maryland for elementary teacher education and the following secondary teaching fields: art, biology, chemistry, English, French, German, mathematics, physical education, physics, social studies, and Spanish. The physical education program offers a K-12 certification option. A reciprocity agreement provides certification in over 30 other states; a list is available in the Education Office.

104 Learning: Affective and Cognitive

3 credits

An overview of public education. This introductory education course includes identification of pupil characteristics at the elementary, middle, and high school levels. Topics include the recognition of individual differences and their effect on student behavior. Reinforcement, motivation, and teacher's role in mainstreaming, communication skills, and professional ethics are also examined.

205 Instructional Planning

3 credits

Studies the planning process in detail. Initial diagnosis of entering behavior, construction of plans with appropriate objectives and techniques, study of the cognitive, affective and psychomotor domains and their use in task analysis, planning, and evaluation are studied. Methods of pupil assessment and interpreting pupil progress complete the planning-implementation-evaluation cycle. Competencies in instructional media, and interaction system review are also a course component. *Students should plan to spend approximately two hours per week in the public schools.*

221 Elementary Methods: Science and Social Studies

3 credits

Teaching techniques and current issues in science and social studies are studied and major concepts and topics in both curricular areas are reviewed. Emphasis is on content as instructional and curricular awareness, as well as delivery. *Prerequisites, Education 104 and 205.*

**222 Elementary Methods: Language Arts**

3 credits

Trends and techniques in language arts at the elementary levels are studied. Emphasis is on relating literature, reading, and writing. *Prerequisites, Education 104 and 205.*

308 Reading Lab

3 credits

A study of the reading process as it relates to the elementary school child, including the skills of reading and the basic techniques commonly used to teach

reading in the elementary school. Special attention is given to the diagnostic/prescriptive role of the teacher in the reading situation. Students teach short reading lessons to small groups of elementary students in a supervised setting. *Prerequisites, Education 104, 205, and 206.*

324 Elementary Methods: Mathematics

3 credits

Current trends in mathematics at the elementary school level are explored. There is an emphasis on the ability of students to diagnose learner needs in mathematics. Students review teaching methods for all topics within the pre-algebra mathematics curriculum. *Prerequisites, Education 104, 205, and Mathematics 141.*

341-350 Implementing Instructional Plans (Secondary Methods)

3 credits

An in-depth study of specific methods for the student's teaching field, classroom management techniques applicable to the discipline, and varied behavioral management strategies including affective concepts. *Prerequisites, Education 104 and 205. Three class periods a week and participation and/or microteaching in the public schools.*

341 English

342 Art

343 Foreign Language

344 Mathematics

345 Social Studies

346 Music/Instrumental

347 Dramatic Art

348 Physical Education

350 Science

402 Classroom Adaptations: Reading, Management, Special Populations

4 credits

The teaching of reading for all content areas with emphasis on the use of reading techniques to meet individual and group needs. Control, discipline, and management strategies will be addressed. Special populations to be covered include handicapped, gifted, multicultural, and ethnic groups. Practical applications are concurrent with student teaching. *Prerequisites, Education 205 and the appropriate Methods course.*

410 Student Teaching: Secondary (grades 7-12 Certification Programs)

8 credits

An internship teaching situation in the public schools; experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher. *Prerequisites, Education 205 and permission of the Education Department. There is an extra tuition fee for this course.*

415-416 Student Teaching—Elementary (grades 1-6 Certification Programs)

8 credits

415 Student Teaching—Primary

4 credits

An internship teaching at the primary level of the elementary schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher. *Prerequisites, Education 206, 207, 322, and permission of the Education Department. There is an extra tuition fee for this course.*

416 Student Teaching—Intermediate

4 credits

An internship teaching at the intermediate level of the elementary schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher. *Prerequisites, Education 206, 207, 322, and permission of the Education Department. There is an extra tuition fee for this course.*

419-420 Student Teaching—Elementary—Secondary (grades K-12 Certification Programs)

8 credits

419 Student Teaching—Elementary

4 credits

An internship teaching at the elementary level of the public schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher. *Prerequisites, Education 402, the appropriate Methods course, and permission of the Education Department. There is an extra tuition fee for this course.*

420 Student Teaching—Secondary

4 credits

An internship teaching at the secondary level of the public schools. Experiences proceed from introductory participation to the assumption of a full teaching assignment with all related planning responsibilities and the extra-curricular involvements of the professional teacher. *Prerequisites, Education 402, the appropriate Methods course, and permission of the Education Department. There is an extra tuition fee for this course.*

UNDERGRADUATE COURSES IN THE EDUCATION OF THE DEAF

Western Maryland College and the Maryland School for the Deaf in Frederick, Maryland have developed a nationally recognized program for training students to teach the deaf. This is the only such program in the State of Maryland.

While twenty-seven undergraduate semester hours of work in this field are available, full certification in accordance with standards set by the Council on Education of the Deaf follows completion of the Master of Education program in this field. This program is also available at Western Maryland College.

Undergraduates are welcome to sample the offerings in sign language. Manual Communication II (Education 132) is especially designed for such a purpose.

A twenty-one hour interpreter training program is available at the undergraduate level.

Students interested in any of the Western Maryland College programs in deafness should contact the coordinator.

130 Introduction to Deafness

3 credits

An introduction to the field of deafness. The history of Education of the Deaf, psychological aspects of deafness, and audiology will be discussed. Students become familiar with various agencies which provide services to the hearing impaired. While not a prerequisite, this course provides good background for Psychology 311.

131 Manual Communication I

1 credit

A comprehensive course emphasizing the learning of Amesian (American Sign Language), but also including idiomatic signs used commonly by the deaf.

132 Manual Communication II 1 credit

A comprehensive course including basic signs commonly used by the average deaf person. Particular concentration is placed on comprehensive communication between two or more persons in sign language.

133 Fingerspelling 1 credit

A course designed to enhance skills in using and reading fingerspelling effectively. Basic principles are covered, with emphasis upon practice in a laboratory setting.

134 Intermediate Sign Language 3 credits

Advanced training in the skills of manual communication. *Prerequisites, Education 131, 132, and 133.*

135 Advanced Sign Language 3 credits

A comprehensive study of basic sign language idioms and colloquialisms in conversational signs. *Prerequisite, Education 134.*

136 Interpreting for the Hearing Impaired I 3 credits

Designed to develop a broad base of competency in interpreting. The areas of ethics, deportment, client-interpreter rapport, economics, the settings involved in the interpreting situations and linguistics are covered. Students become acquainted with local, state, and national organizations of and for the deaf: their programs, resources, and services. Readings are assigned from a comprehensive bibliography on deafness, interpreting, and related skills. Laboratory experience and continuous evaluation of skills are major components of this course. *Prerequisite, Education 135.*

137 Interpreting for the Hearing Impaired II 3 credits

An extension of the content described in Education 136. In addition, students are exposed to local and regional agencies serving deaf persons in the areas of social welfare, vocational rehabilitation, medicine, law enforcement, religion, employment, education, and mental health. Emphasis in this course is on practical applications of material learned. The student uses and refines his or her interpreting skills in simulated situations as courtroom interpreting, and similar work at social welfare, vocational rehabilitation, mental health, medical, religious, and other agencies. Telephone interpreting, platform interpreting, interpreting on television, are also simulated. *Prerequisite, Education 136.*

139 Sign to Voice Interpreting 3 credits

A study of the principles and problems of interpreting the manual, oral, and written communications of deaf person(s) into the spoken or written English equivalents. *Prerequisite, Education 134.*

141 Braille Transcription 3 credits

A course designed for the instruction of professional persons in the rehabilitation or education of the blind and deaf-blind. The history of braille, training in the use of the Perkins Braille, familiarization with the use of the slate and stylus, and the rules for transcription of literary braille are presented in fourteen lessons. The course covers grade one and grade two braille.

311 Psychology of Deafness and Profound Hearing Loss

See Psychology 311.



English (30)

Professors K. N. Richwine (Department Head), M.D. Palmer, Panek, Phillips, and Stevens; Associate Professors Mangan and Sapora; Instructor Regis; Lecturer N.B. Palmer

Areas of particular teaching interest: Professor Richwine: twentieth century American and British literature; Professor Palmer: European literature, writing; Professor Panek: Renaissance literature, popular fiction; Professor Phillips: colonial and nineteenth century American literature; Professor Stevens: eighteenth and nineteenth century British literature, the twentieth century novel; Professor Mangan: creative writing, American literature, women's literature; Professor Sapora: Medieval literature, linguistics, literary theory; Instructor Regis: basic writing, advanced composition.

Study of our language and literature offers essential liberal arts education which students may use in many ways. Graduates with the English major are pursuing careers in journalism, law, business, social work, and government service. A number have entered theological seminaries and schools of library science. Many teach in the public school system; others, after graduate work, join college faculties. Several students combine English with another subject in a dual major.

Basic Major

Required courses:

English, at least thirty hours distributed as follows: 111, 112, 113, 114, 400; nine hours of Period Studies, including at least three from 230, 231, 232; six hours of Major Figures; Comparative Literature, six hours, including at least three from 114, 115; History 105, 106.

Desirable electives:

Philosophy, six hours; Religious Studies 103; Performing Arts 225, 226, or 227.

Other Educational Options in English:

Dual majors with American Studies, Theatre, Political Science, or History; Teacher Certification Elementary (K-6) Secondary (5-12).

WRITING AND LINGUISTICS

001 Writing Center

0 credit

A tutorial in composition for upperclassmen whose proficiency in writing is beneath standards acceptable to the college. Admission is usually by referral. The activities and the length of the tutorial varies with each student.

100 Writing Seminar

3 credits

Study of the principles of composition and mechanics of writing for those students who have not demonstrated an acceptable level of proficiency.

101 Composition and Reading

3 credits

Instruction in how to write clear, correct, and effective prose; practice in careful, analytical reading; frequent practice in composition. Completion of this course with an acceptable level of writing proficiency satisfies the college requirement in composition.

203 Introduction to Journalism

3 credits

A workshop in news and feature story writing and editing involving intensive writing and analysis of current newspaper techniques and ethics. Admission requires a high level of writing proficiency as demonstrated in English 101 or permission of the instructor; modest typing skills.

204 Journalism II

3 credits

An intensive writing laboratory designed for students who have mastered the fundamentals of journalistic writing and wish to develop advanced skills in various formats, such as the feature, editorial, and column. Selected articles from this class will be recommended for publication in the campus newspaper. *Prerequisite, English 203.*

206 Creative Writing—Poetry

3 credits

A workshop in poetry which focuses on the discussion of student writing and the reading of works by contemporary poets. *Prerequisite, completion of the English composition competence requirement.*

207 Creative Writing—Fiction

3 credits

A workshop in short fiction writing. Class discussion focuses on student writing and stories by recognized contemporary authors. *Prerequisite, completion of the English composition competence requirement.*

208 Advanced Composition

3 credits

Advanced instruction and practice in writing graceful and vigorous prose, with emphasis on analysis and argument. Attention is given to the elements of rhetoric and to the practical problems of grammar and usage. *Prerequisite, completion of the English composition competence requirement.*

306 Approaches to the Study of Language

3 credits

An introduction to the principles and methods of linguistics, a survey of the history of the linguistic enterprise (including the application of linguistic findings to teaching in the schools), and a linguistic analysis of the history of the English language.

325 Technical Writing

3 credits

A workshop in technical writing with assignments based primarily on topics from the individual student's field of major interest. Focus is on objective writing and editing to communicate technical material meaningfully to the general reader. *Prerequisite, completion of the English composition competence requirement.*

SURVEYS

111 British Literature I

3 credits

A study of the masterworks of English literature from the Anglo-Saxon era to the dawn of the Romantic era. In addition to the anonymous poets of *Beowulf* and *Sir Gawain and the Green Knight*, the major figures included are Chaucer, Spenser, Shakespeare, Donne, Marlowe, Milton, Swift, Pope, and Johnson.

112 British Literature II

3 credits

A study of the major literary figures of the English Romantic and Victorian movements, and of significant twentieth century writers. Among those discussed are Wordsworth, Byron, Shelley, Keats, Tennyson, Browning, Arnold, Dickens, Hardy, Shaw, Yeats, Conrad, and Eliot.



113 American Literature I 3 credits

Special emphasis on the works of Bradford, Franklin, Cooper, Poe, Hawthorne, Emerson, Thoreau, Melville, and Whitman, as well as on the development of significant themes.

114 American Literature II 3 credits

A survey of the major works of Twain, Dickinson, The Realists and Naturalists, through the Lost Generation to selected major contemporary writers.

PERIOD STUDIES

230 Literature of Medieval England: Beowulf to 1530 3 credits

A survey of the major works of English literature from the seventh to the early sixteenth century, with attention given to the artistry of the works and to the ways in which the works reflect the cultures from which they arise.

231 Literature of the Renaissance 3 credits

The poetry and prose of England from 1530 to 1660 with attention to the development of a national literature, to the discovery of prose poetic forms, and to recurring themes. Among others, the works of Thomas More, Sidney, Bunyan, Wyatt, Spenser, Donne, and Milton are considered.

232 The Age of Reason 3 credits

A study of Restoration and eighteenth century British literature with primary emphasis on the literature of Reason and neo-classical responses to the theory of the rational man.

233 The Romantic Age 3 credits

A study of both American and British Romanticism, emphasizing the major literary figures in their cultural milieu.

234 The World of the Victorians 3 credits

A study of British prose and poetry of the era of Queen Victoria, concentrating on Tennyson, Browning, Arnold, Dickens, Eliot, Meredith, and Hardy with especial emphasis on their aesthetic responses to social forces and evolutionary change.

235 The Rise of Realism: American Literature, 1860–1914 3 credits

Readings in American fiction and poetry that mark the rise of realism and naturalism, including the works of Dickinson, Twain, Howells, James, Crane, Frost, and Dreiser.

236 British Literature: 1880–1920 3 credits

A study of British literature from 1880–1920, with emphasis on the four main literary genres—novel, poetry,

drama, and short story—in the transitional period that marks the decline of high Victorianism and the emergence of the post-World War I era. Focus is on the literature in its cultural context as well as literature as art. Among the writers examined are Conrad, Galsworthy, Hardy, Housman, Joyce, Kipling, and Shaw.

237 The Modern Age: British and American Literature: 1920 to present 3 credits

A study of modern experiments in fiction, drama, and poetry, including the works of Joyce, Faulkner, Lawrence, Hemingway, Eliot, Pound, Yeats, Auden, and several more recent authors.

MAJOR FIGURES AND GROUPS

260 Chaucer 3 credits

A reading of *The Canterbury Tales*, *Troilus and Criseyde*, and the minor poems, with some attention given to the influence of continental authors on Chaucer's works. Offered in 1985–86.

261 Shakespeare I 3 credits

Study of Shakespeare's early plays and poetry with emphasis on the sonnets and major plays including *Romeo and Juliet*, *Midsummer Night's Dream*, and *Henry IV*. Offered in 1985–86.

262 Shakespeare II 3 credits

Study of Shakespeare's problem plays, mature tragedies and romances with emphasis on major plays including *Hamlet*, *King Lear*, and *The Tempest*. Offered in 1986–87.

263; 264 (Major Figures and Groups)

3, 3 credits

An intensive study of the work of a major British or American writer or of small related groups of writers. In 1985–86 the topic is Hawthorne and Henry James.

GENRE AND THEME STUDIES

281 (Fiction) 3 credits

The study of British and American fiction, either the novel or the short story as a type of literary expression. Offered in 1986–87.

282 (Poetry) 3 credits

The study of British and American poetry as a type of literary expression. Offered in 1986–87.

284 (Drama) 3 credits

The study of British and American drama as a type of literary expression. Offered in 1985–86.

285; 286 (Major Themes in British and American Literature) 3, 3 credits

The examination of an idea, myth, plot, question, or area of concern with consideration of how different ages and individuals treat the same theme. In 1985–86 the topic is Women's Literature.

400 Senior Seminar 3 credits

Designed for senior English majors; a different theme, genre, or topic each semester, emphasis on the techniques and methods of literary criticism.

451; 452 Special Studies in English

0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in English or who have designed an independent study project or who have arranged an approved internship.

Foreign Languages

Professor Cipolla (Department Head); Associate Professors Cobb, Deveny, and Williams; Assistant Professors Büttner and Zauche; Lecturers D. Evergates, Fick, and Valiela

Areas of particular teaching interest: Professor Cipolla: nineteenth century French literature, critical theory; Professor Cobb: medieval and twentieth century French Literature; Professor Deveny: medieval and Golden Age Spanish literature; Professor Williams: nineteenth and twentieth century peninsular literature; Professor Büttner: twentieth century German studies; Professor Zauche: German studies, 1500–1700.

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, combined with education courses, for secondary school teaching. 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, political science, and social work.

Several opportunities to enrich and expand the academic program are available to both major and non-majors: January Term, on campus and/or abroad; Western Maryland's affiliation with the International Studies Program of Central University of Iowa for summer, semester, and year abroad programs; laboratory facilities, and language club activities.

A student may elect a major in French (33), German (42), or Spanish (93); no major is offered in Greek (45), Latin (51), or Russian (87).

Basic French Major

Required courses:

Thirty-nine total hours including, French 105, 106, 109, 110, 115, 132, 153, 154, 226, 331, and 335. The total number of hours may be reduced by placement.

Basic German Major

Required courses:

Thirty-seven total hours including, German 107, 108, 109, 110, 115, 153, 154, 226, 331, and three hours from 333, 335. The total number of hours may be reduced by placement.

Basic Spanish Major

Required courses:

Thirty-nine total hours including, Spanish 107, 108, 109, 110, 115, 153, 154, 226, 331, and six hours from 333, 335. The total number of hours may be reduced by placement.

Other Educational Options in Foreign Languages:

Dual majors with another language, Economics, History, or Political Science; Teacher Certification Secondary (7–12).



French (33)

105, 106 Intensive 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.

109, 110 Intermediate French 3, 3 credits
Review and expansion of grammar; oral and written practice in language; cultural studies. *Prerequisite, French 106 or the equivalent.*

115 Composition/Conversation I 3 credits
The study of sentence structure and its application in controlled and free composition. An introduction to public speaking in the target language. *Prerequisite, French 110 or the equivalent.*

131 Culture of France 3 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). *The course is taught in English.*

132 Masterpieces of French Literature 3 credits
An introductory survey of French literature, focusing on several works chosen for their characteristically French spirit with the aim of developing a coherent idea of the French literary tradition. *The course is taught in English.*

153, 154 Introduction to the Study of Literature 3, 3 credits
A survey of literary history read through a detailed analysis of major representative works. The first semester covers Romanticism to the present; the second semester covers the Medieval period through the Enlightenment. *Prerequisite, French 110 or the equivalent.*

224 Translation 1 credit
Practice in the art of rendering a text from one language to another using both literary and non-literary sources. *This course may be repeated for credit.*

226 Composition/Conversation II 3 credits
Problems of grammar, pronunciation, work in composition, with emphasis on contemporary usage. *Prerequisite, French 115 or the equivalent.*

331 (Colloquium) 3 credits
A course devoted to themes and topics of Western European literature and cultures, according to the needs and interests of senior and advanced junior majors in French. *The course is taught in English. Required for all majors.*

335 (Advanced Literary Studies) 3 credits
Themes and topics related to periods, genres, and major figures including:
a. La littérature de la Renaissance
b. La littérature et la Pensée du 20^{ème} Siècle
c. Le Theatre Classique
d. Le Siècle des Lumières
e. Le Realisme, le Naturalisme, et le Symbolisme
Prerequisites, French 153, 154

453; 454 Etudes Independantes 0 to 3 credits

Independent study in an area selected to meet the student's interest or need as determined by background and the mutual agreement of student and instructor. Admission to the course requires the permission of the department.

German (42)

107, 108 Elementary German 3, 3 credits
Fundamentals of grammar and pronunciation; basic vocabulary; reading, speaking, and writing practice.

109, 110 Intermediate German 3, 3 credits
Review and expansion of grammar; oral and written practice in language; cultural studies. *Prerequisite, German 108 or the equivalent.*

115 Composition/Conversation I 3 credits
A study of sentence structure and its application in controlled and free composition. An introduction to public speaking in the target language. *Prerequisite, German 110 or the equivalent.*

140 (German Literature in Translation) 3 credits
Themes, topics, and periods in German literature including the Age of Hohenstaufen and the German Novel of the Twentieth Century.

145; 146; 147 (German Culture) 3, 3, 3 credits
Themes, topics, and periods in German culture including the Habsburgs: Portrait of a Dynasty, the Age of Baroque, Culture of Germany, Nazi Germany, Germany Today, and Famous and Infamous Germans. *The courses are taught in English.*

153; 154 Introduction to the Study of Literature 3, 3 credits
A survey of literary history read through a detailed analysis of major representative works. The first semester covers Romanticism to the present; the second semester covers the Medieval period through the Enlightenment. *Prerequisite, German 110 or the equivalent.*

224 Translation 1 credit
Practice in the art of rendering a text from one language to another using both literary and non-literary sources. *This course may be repeated for credit.*

226 Composition/Conversation II 3 credits
Problems of grammar, pronunciation, work in composition, with emphasis on contemporary usage. *Prerequisite, German 115.*

331 (Colloquium) 3 credits
A course devoted to themes and topics of Western European literature and cultures, according to the needs and interests of senior and advanced junior majors in German. *The course is taught in English. Required of all majors.*

333; 335 (Advanced Literary Studies) 3, 3 credits

Themes and topics related to periods, genres, and major figures including:
a. Die deutsche Lyrik
b. Goethe und Schiller
c. Die Novelle des 19ten Jahrhunderts
d. Die Romantik
e. Reformation, Renaissance, Humanismus
f. Mann, Kafka, Hesse
Prerequisites, German 153, 154

453; 454 Forschungprojekt 0 to 3 credits
Independent study in an area selected to meet the student's interest or need as determined by background and the mutual agreement of student and instructor. Admission to the course requires the permission of the department.

Greek (45); Latin (51); Russian (87)

107, 108 Elementary Course 3, 3 credits
Fundamentals of grammar and pronunciation; basic vocabulary; reading, speaking, and writing practice. *Offered on demand.*

Spanish (93)

107, 108 Intensive 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.

109, 110 Intermediate Spanish 3, 3 credits
Review and expansion of grammar; oral and written practice in language; cultural studies. *Prerequisite, Spanish 108 or the equivalent.*

115 Composition/Conversation I 3 credits
A study of sentence structure and its application in controlled and free composition. An introduction to public speaking in the target language. *Prerequisite, Spanish 110 or the equivalent.*

153; 154 Introduction to the Study of Literature 3, 3 credits
A survey of literary history read through a detailed analysis of major representative works. The first semester covers Romanticism to the present; the second semester covers the Medieval period through the Enlightenment. *Prerequisite Spanish 110 or the equivalent.*

161 Studies in Hispanic Culture 3 credits
A study of diverse aspects of the culture and history of Spain and the contributions of Hispanic culture to Western society. *The course is taught in English.*

162; 164 (Studies in Hispanic Literature in Translation) 3, 3 credits

Spanish and Spanish American literature in translation. The topic changes each year. In 1985 the topic will be Masterpieces of Spanish Literature; in 1986 the topic will be Contemporary Latin American Fiction.

223 Cultural History of Latin America 3 credits

Historical and contemporary culture of Latin America. *Offered in 1985 and alternate years. The course is taught in English.*

224 Translation 1 credit

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. *This course may be repeated for credit.*

226 Composition/Conversation II 3 credits

Problems of grammar, pronunciation, work in composition, with emphasis on contemporary usage. *Prerequisite, Spanish 115.*

331 (Colloquium) 3 credits

A course devoted to themes and topics of Western European literature and cultures, according to the

needs and interests of senior and advanced junior majors in Spanish. *The course is taught in English. Required of all majors.*

333; 335 (Advanced Literary Studies) 3, 3 credits

Themes and topics related to periods, genres, and major figures including:

- a. Literatura española del siglo XIX
- b. Poesía y prosa de la Postguerra
- c. Literatura española del siglo XX
- d. Literatura hispanoamericana del siglo XX
- e. Literatura medieval española
- f. Cervantes
- g. Poesía y prosa del Siglo de Oro
- h. Teatro español del Siglo de Oro

Prerequisites, Spanish 153, 154

453; 454 Estudios Independientes 0 to 3 credits

Independent study in an area selected to meet the student's interest or need as determined by background and the mutual agreement of student and instructor. Admission to the course requires the permission of the department.

French (33)

See Foreign Languages.

General Science (36)

Professors Achor, R. H. Smith, and Yedinak; Associate Professor Alspach

No major is offered in this field.

113 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. *Three class periods and one three-hour laboratory period a week.*

116 Energy for the Future 4 credits

A survey of energy forms and the physical principles governing the use of energy, followed by discussions on sources of energy, and on environmental and economic costs. Emphasis is placed on recent developments in the area of energy alternatives. *Three class periods and one three-hour laboratory period a week.*

118 Man and the Weather 3 credits

An interdisciplinary study of weather with emphasis on the science of meteorology, and on the influence of weather on society and culture. *Offered in 1985-86 and alternate years.*

German (42)

See Foreign Languages.

Greek (45)

See Foreign Languages.

120 The Dynamic Earth 3 credits

An introduction to physical geology designed to acquaint students with the processes shaping the surface of the earth. *Offered on demand.*

122 Dynamic Earth Laboratory 1 credit

Laboratory and field exercises introducing rock and mineral identification, topographic and geologic map use, and standard laboratory analytical methods. An all-day field trip covers geologically important aspects of Maryland's Piedmont region. *Prerequisite, General Science 120 which may be taken concurrently. One three-hour laboratory period a week. Offered on demand.*

202 Environmental Analysis 4 credits

A study of the methods of assessing environmental quality, with special emphasis upon freshwater habitats. The ecosystem is used in evaluating the effects of pollutants, both natural and cultural, on the environment. The laboratory incorporates field and laboratory work designed to develop an understanding of how physicochemical and biological parameters relate to actual field situations. *Prerequisites, Biology 111, 112, and Chemistry 103, 104. Three class periods and one four-hour laboratory period a week. Offered on demand.*

Geography (38)

The courses in geography are offered in conjunction with the graduate evening program of the college. Admission to the courses requires enrollment in the secondary social studies program or permission of the Education Department.

No major is offered in this field.

316 Geography: A Modern Synthesis

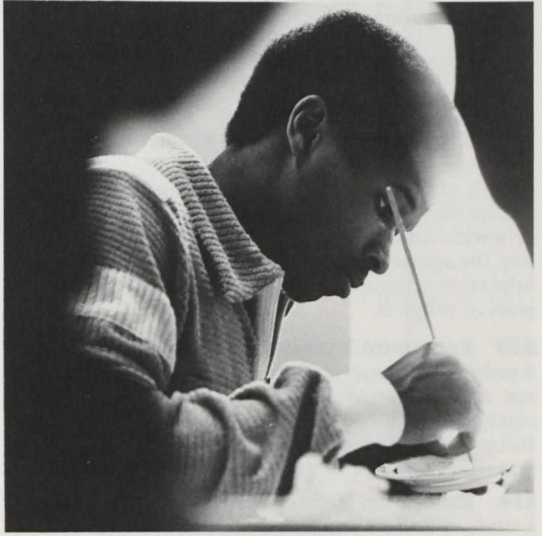
3 credits

A course emphasizing the links between an academic tradition and areas of public concern, with focus upon applied aspects of ecology, economic change and social issues. Attention is given to systems, cycles, and trends as examples of modern geographic analysis.

327 Historical Geography of North America

3 credits

A consideration of past circumstances from the geographer's viewpoint to understand how the combination of nature and culture created the regional patterns in North America in earlier times.



History (48)

Professors Darcy (Department Head) and T. Evergates; Assistant Professor Chase; Lecturer D. Evergates

Areas of particular teaching interest: Professor Darcy: modern Europe; Professor T. Evergates: Medieval and Renaissance Europe; Professor Chase: modern America.

In its broadest sense history is the study of the changing character of civilizations and nations, and as such provides a fundamental context for a liberal arts education. The history program offers majors a background in the main periods of American and European history, as well as a closer understanding of selected topics. The history major is qualified to pursue a number of careers, including law, government service, business, and education.

Basic Major:

Required courses:

History 105 and 106; at least one Period course in each of the following: Ancient or Europe before 1789, Europe since 1789, and American; 401; at least five additional history courses; and four courses from the fields of Art History, Economics, Literature, Cross-Cultural Studies, Political Science, Psychology, and Sociology.

Other Educational Options in History:

Dual majors with History of Art, English, a Foreign Language, or Political Science; Teacher Certification Secondary (7–12) Social Studies.

INTRODUCTORY COURSES

105 Western Civilization, Origins to 1700

3 credits

An introduction to the heritage of the Western world that emphasizes the achievements of the pre-classical, classical, medieval, and early modern periods.

106 Western Civilization, 1700 to the Present

3 credits

An introduction to the history and cultural achievements of the West during the last three centuries.

107 Formation of the American Republic

3 credits

A survey of American history from colonial days to Reconstruction. Emphasis is on themes such as slavery, the evolution of representative government, social change, sectional tensions, and urbanization.

108 Development of Modern America

3 credits

A survey of trends which have shaped the United States since 1865 including, among others, industrialization, urbanization, race relations, reform, and global conflicts.

113 Africa since 1800

3 credits

Africa at the dawn of the nineteenth century; the scramble for Africa and the establishment of colonial rule; the African reaction in the twentieth century.

207 Computers in Historical Studies

3 credits

An introduction to the use of computers in historical studies. The course provides experience in the collecting and processing of historical serial data, and a basic working knowledge of the SPSS program. *No previous experience with computers is necessary.*

PERIOD COURSES

211 Ancient Greece

3 credits

Greek civilization from the Bronze Age through the Classical Period. Discussion of religion, societies, political institutions, and art and literary forms. *Offered in 1985–86 and alternate years.*

212 Roman History

3 credits

A history of Rome from its origins through the early Empire, with emphasis on Republican institutions, private and public life, art and literature. *Offered in 1986–87 and alternate years.*

213 The High Middle Ages

3 credits

Medieval civilization in the eleventh, twelfth, and thirteenth centuries, with emphasis on feudal society and the crusades, the rise of cities, intellectual and cultural achievements, and the formation of monarchies.

214 The Renaissance and Reformation

3 credits

A study of the transition from the medieval to the modern world from the fourteenth through the sixteenth centuries. Analysis of Renaissance society and humanism, the age of oceanic exploration and the rise of the Atlantic economies, Reformation movements, and the wars of religion.

215 European History, 1789–1870

3 credits

A political and social study of the great powers in an age of revolutions and state building. Emphasis is placed on such common factors as the development and impact of nationalism, industrialism, and constitutionalism. *Offered in 1985–86 and alternate years.*

216 European History, 1870–1920

3 credits

A study of Europe at its zenith, ca. 1890. Topics include imperialism, the march of women and workers, the origins of World War I, the Russian Revolution, the peace settlement, and the ideas and tensions out of which Modernism in literature and art emerged. *Offered in 1985–86 and alternate years.*

217 Twentieth Century Europe

3 credits

Origin and significance of World War I; the struggles of democracies and the rise of totalitarian governments between the wars; the roots of World War II; the War; the restoration of Europe after 1945. *Offered in 1986–87 and alternate years.*

223 Cultural History of Latin America

See Foreign Languages, Spanish 223.

225 Colonial and Revolutionary America

3 credits

An in-depth study of early American history and culture. Topics include the origin of slavery, Indian society, the growth of permanent settlements, political trends, the imperial crises, Revolution, and the ratification of the Constitution. *Offered in 1985–86 and alternate years.*

226 The Era of Civil War and Reconstruction

3 credits

Causes and consequences of the Civil War with emphasis on the experiences of blacks, white Southerners and Northerners, and on the issues which prevented the achievement of national unity.

229 Twentieth Century America

3 credits

An exploration of social and political change in modern America, with an emphasis on the Twenties and Sixties. *Prerequisite, History 108 or permission of the instructor. Offered in 1986–87 and alternate years.*

TOPICS COURSES**231; 232 (Topics in History)**

3, 3 credits

World War I: The English experience on the war front and on the home front as depicted by eye witnesses and interpreted by historians—the trauma and the legacy. *Offered in 1986–87.*

American Legal History: An exploration of the nature and function of law in America, and the education, professionalization, and role of the American lawyer. Works of fiction and contemporary legal analysis, as well as historical materials, are used.



America's Women, 1607–the present: This topic focuses on the experience of America's women in an effort to illuminate the past and provide a historical perspective on our present. The course locates women in the family, the work place, and the political arena, and it examines interaction between context and ideology in the process of social change.

235 Early European Society

3 credits

A study of the political, social, familial, and cultural life of the peoples who settled in Europe after the collapse of the Roman Empire. The course considers reasons for the fall of the Empire and the emergence of a new civilization from the remnants of the classical world.

237 History of England to 1485

3 credits

A survey of English history in the Anglo-Saxon, Norman and Plantagenet periods. The course focuses on social and constitutional developments, including common law and representative institutions. *Offered in 1986–87 and alternate years.*

238 History of England since 1485

3 credits

A survey of modern English history, including the Tudor monarchy, and the Reformation, the revolutions of the seventeenth century, reform movements in the eighteenth and nineteenth centuries. Victorian imperialism, and the World Wars. *Offered in 1986–87 and alternate years.*

239 History of France to 1789

3 credits

A survey of French history from Charlemagne to the Revolution, with particular attention to the formation and evolution of national institutions under the Capetian, Valois, and Bourbon dynasties. *Offered in 1985–86 and alternate years.*

240 Russian History since Peter the Great

3 credits

A survey of Russian history with special attention to the roots of revolution and the change from tsarism to communism. *Offered in 1986–87 and alternate years.*

243 Indian-White Relations in America, 1637-1890 3 credits

A study of Indian-White relations from colonial days to 1890. Topics include Indian culture, early contacts, missionary endeavors, frontier wars, Indian removal, and Federal policy on Indians. *Prerequisite, History 107, or permission of the instructor.*

244 The American Revolution as a Social Movement 3 credits

An exploration of the social dimensions of the Revolutionary experience. Emphasis on class structure, urban and rural violence, popular culture, military conflict, and the aftermath of the Revolution. Selected readings from both the "New Left" and "Consensus" historians. *Offered in 1986-87 and alternate years.*

247 Urban and Ethnic American 3 credits

A survey of the dynamics of urban growth and government since 1850. The public policy and social dimensions of the ethnic experience are also considered. *Offered in 1985-86 and alternate years.*

249 American Foreign Policy 3 credits

A history of American diplomacy since 1865, with emphasis on the two World Wars and on the period after 1945.

251; 252 Special Studies in History

0 to 3 credits

Independent projects, arranged by special permission.

SEMINARS**258 Seminar in European History** 3 credits

A study of the varieties of historical writing from Thucydides to LeRoy Ladurie, with readings of great works in the European tradition. The course analyzes the changing perspectives and questions of interest to historians, especially in this century.

259 Seminar in American History 3 credits

A study of the evolution of American history as a field of inquiry, with emphasis on the writings of Bancroft, Turner, Beard, and Hofstadter, and others. *Intended for students interested in history as literature and a craft. Offered in 1986-87 and alternate years.*

401 History Colloquium 3 credits

The course enables senior history majors to engage in the craft of history by writing a substantial paper and defending it in a seminar. *Required of all majors.*

Interdisciplinary Studies (50)**Women's Studies**

Associate Professor Weinfeld and faculty members from the departments involved.

No major is offered in this field. A minor is available; see the *Guidance Bulletin* for those courses which are required.

Latin (51)

See Foreign Languages.

Library Science (54)

Associate Professors Bachmann and Denman-West; Instructors Quinn and Eleanor Richwine.

Certification in library science follows completion of a Master's degree program in this field. The undergraduate courses listed below are required courses for students who are preparing to teach elementary or English education.

No major is offered in this field.

317 Literature for Children 3 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 lower middle school classrooms are incorporated in the course.

318 Literature for Adolescents 3 credits

A study of print and non-print media with special emphasis on reading interests of young adults. Principles of selection, evaluation, and integration of these media into the upper middle school and high school classrooms are incorporated in the course.

107, 108 Women in Western Culture

3, 3 credits

A two-semester interdisciplinary study of the status and roles of women in the western world. The first semester covers the period from pre-classical to middle modern. The second semester covers the twentieth century.



Mathematics (57)

Professors Rosenzweig (Department Head), Boner, and Lightner; Associate Professors Clark and Eshleman; Assistant Professor Dillman.

Areas of particular teaching interest: Professor Rosenzweig: differential topology, philosophy of mathematics, singularity theory; Professor Boner: algebraic geometry, algebra, graph theory; Professor Lightner: mathematics education, geometry, history of mathematics; Professor Clark: probability and statistics, Markov Chains, operations research; Professor Eshleman: applied mathematics, numerical analysis, programming languages; Professor Dillman: computer science curriculum development and information systems.

The mathematics program is broad enough so that students taking the basic major in mathematics have the necessary background for a variety of careers, as well as a thorough preparation for graduate study. Students also have the opportunity, through the topics courses, the problem seminars, the special studies courses and electives, to focus their mathematics programs on individual needs and objectives.

Besides going to graduate school, recent graduates have begun careers in accounting, banking, business, insurance, computer work for private companies and various governmental agencies, teaching, actuarial work, and operations research. Others have secured positions under the general titles of "mathematician," "statistician," or "analyst" for the Social Security Administration, the National Security Agency, and the National Bureau of Standards.

Basic Major:

Required Courses:

Mathematics 117, 118, 119, 218, 221, 305, 316, 323, two hours of problem seminar and twelve additional hours chosen from courses at the 300 and 400 level; three hours of computer science.

Recommended Courses:

Computer Science courses; twelve to fifteen hours of supporting courses chosen from a discipline related to mathematics.

Other Educational Options in Mathematics:

Computer Science concentration; Operations Research concentration; Teacher Certification Secondary (5-12); dual majors with Biology, Economics, Philosophy, Physics, or other disciplines.

001 Mathematics Workshop

0 credit

A course designed to develop the quantitative skills of students whose proficiency in basic mathematics is beneath standards acceptable to the college.

002 Basic Algebra

0 credit

A course designed to raise the student's algebraic skills 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.*

101 Trigonometry

1 credit

A one credit course in the trigonometric functions for those students with a strong high school algebra background who need additional work in trigonometry to prepare them for Mathematics 108 or 117. This course, if needed, must be taken prior to or concurrently with Mathematics 117. *Credit will not be given for this course and Mathematics 107. This course does not meet the Basic Liberal Arts Subjects Quantitative Analysis requirement.*

106 Finite Mathematics with Applications

3 credits

Designed to offer students (primarily non-mathematics majors) a course that gives them some insight into the way mathematicians approach problems in other disciplines. This course includes selections from the following topics: matrices and some applications, graph theory and mathematical modeling, discrete probability, game theory, and linear programming.

107 College Algebra and Trigonometry

3 credits

The basic concepts of algebra and trigonometry needed for the study of calculus. Properties of exponents; solving equations and inequalities; graphing; properties of polynomial, exponential, logarithmic and trigonometric functions. *Credit will not be given for this course and Mathematics 101.*

117 Calculus I

3 credits

Initial study of limits, derivatives and integrals; differentiation techniques and formulas applied to rational and trigonometric functions; application of derivatives including curve sketching, extrema and rate problems; definition of the integral; elementary applications of integrals. *Prerequisite, Mathematics 107 or placement by the department.*

118 Calculus II

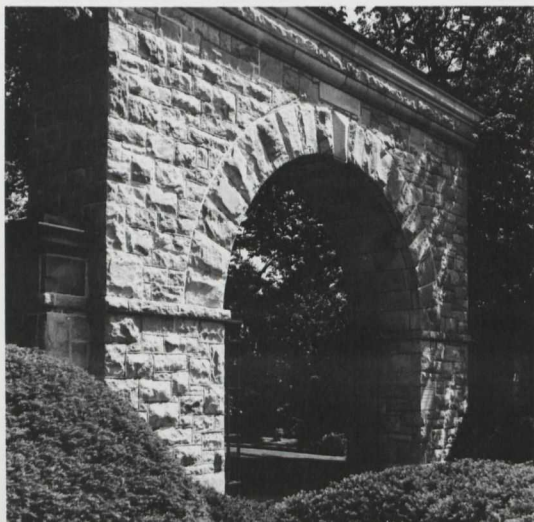
3 credits

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 117.*

119 Calculus III

3 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 118 or placement by the department.*



141 Mathematics for Elementary School Teachers 3 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 Basic Liberal Arts Subjects Quantitative Analysis requirement.*

207 Applied Combinatorics and Graph Theory 3 credits

An introduction to combinatorial problem solving and applied graph theory. Topics to be covered: arrangements and selections, generating functions, recurrence relations, graph isomorphism, graph models, planar graphs. Euler and Hamiltonian circuits, and graph coloring problems. Additional topics will be chosen from among: inclusion-exclusion formulas, trees, and network algorithms. *Offered in 1986–87 and alternate years.*

210 Introduction to Numerical Methods 3 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 106 and Mathematics 218. Offered in 1985–86 and alternate years.*

218 Linear Algebra 3 credits

A study of the theory of finite-dimensional vector spaces, linear transformations, matrices, determinants, inner products, and eigenvalues. *Prerequisite, one semester of calculus.*

221 Fundamental Concepts of Algebra 3 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 218 or permission of the department.*

230; 330; 430 (Topics in Mathematics) 3, 3, 3 credits

Recent topics have included Advanced Differential Equations, Functional Analysis, Advanced Linear Algebra, Galois Theory, Differential Geometry, Operations Research, and Graph Theory. *Offered as needed.*

304 Differential Equations 3 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. *Prerequisite, Mathematics 118. Offered in 1986–87 and alternate years.*

305 Introduction to Mathematical Analysis 3 credits

A rigorous 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 221.*

310 History of Mathematics 3 credits

A study of the development from primitive counting systems to modern mathematics, with particular emphasis on the 17th century. *Alternates with Mathematics 322.*

312 Real Analysis 3 credits

A rigorous study of the convergence of sequences and series of functions; polynomial approximation; interchange of limit processes; the Lebesgue integral. *Prerequisite, Mathematics 305. Offered as needed.*

316 Complex Analysis 3 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 119; Mathematics 305 is highly recommended.*

322 Fundamental Concepts of Geometry 3 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. *Alternates with Mathematics 310.*

323 Probability 3 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 118; Mathematics 119 is recommended.*

324 Mathematical Statistics 3 credits

A systematic treatment of statistics from a theoretical point of view; sampling distributions, decision theory, estimation, hypothesis testing, modeling and applications. *Prerequisite, Mathematics 323. Offered in 1986–87 and alternate years.*

327 Philosophy of Mathematics 3 credits

A study of the foundations of mathematics and the different schools of philosophy of mathematics. Logicism, intuitionism and formalism, the infinite in mathematics, the existence of mathematical objects, and mathematical truth. *Offered as needed for the dual major in philosophy/mathematics.*

328 Operations Research 3 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 106 and Mathematics 323; Mathematics 324 or 335 is strongly recommended. Offered in 1985–86 and alternate years.*

331; 332; 431; 432 Mathematics Problems Seminar 1, 1, 1, 1 credit

Consideration of problems chosen from diverse areas of mathematics, giving students experience in dealing with mathematics and mathematical ideas outside of a course context. The problems considered vary from year to year.

335 Stochastic Processes 3 credits

Markov Chains, stable distributions for regular chains, absorption probabilities, computer simulations, Poisson process, Birth Death Process. *Prerequisite, Mathematics 323. Offered in 1985–86 and alternate years.*

336 Number Theory 3 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. *Offered every third year.*

353; 354; 453; 454 Special Studies in Mathematics

0 to 3 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 are admitted with the consent of the department.

406 Abstract Algebra 3 credits

A rigorous presentation of the theory of groups, rings, and fields through a study of selected topics, with emphasis on the study of groups, homomorphisms and isomorphisms of groups and rings, isomorphism theorems, Sylow theorems; ideals. *Prerequisite, Mathematics 221. Offered in 1985-86 and alternate years.*

409 Topology 3 credits

An introduction to the basic notions of topological spaces, which are the foundation for Analysis and Calculus. Basic Set Theory, the axioms and specific examples of topological spaces, connectedness and compactness, separation axioms, continuous functions, homotopy theory. *Offered every third year.*

Military Science (60)

Lieutenant Colonel Haker (Department Head); Major Glass; Captain Fitzgerald; Master Sergeant Jackson.

Since 1919 Western Maryland College has had a Reserve Officer Training Corps program. The program is classified as "Branch General," which makes it possible for those who are commissioned at graduation to serve in a branch of the Army related to their interest and educational background. The program allows the student to qualify for his or her academic objective while at the same time securing a commission as a regular army or reserve officer.

No major is offered in this field.

The basic course (first two years), open to all male and female students at Western Maryland College, incurs no military obligation except for ROTC scholarship recipients. The advanced course (final two years) is offered to those men and women who have completed either the basic course or basic summer camp (or received credit for them through active or reserve service in the Armed Forces). Advanced course applicants must be approved by the Military Science Department and must enter into a contract with the Government stating that, in return for a monthly subsistence allowance, they will complete the course in college, attend ROTC Advanced Camp, and accept a commission in the United States Army Reserve, if tendered. Transfer students interested in the advanced course should contact the Professor of Military Science during the spring semester if they plan to enroll in ROTC during the fall semester.

Air Force ROTC is available to students at Western Maryland College through an agreement with the University of Maryland at College Park. Air Force ROTC courses are scheduled so that students from Western Maryland College may complete all of their AFROTC requirements during one morning per week at the College Park campus. Upon graduation from Western Maryland College and completion of the AFROTC curriculum at the University of Maryland, the student will be commissioned a second lieutenant in the Air Force.

105, 106 The Army As An Institution

1.5, 1.5 credits

First semester: Basic orientation to the U.S. Army and ROTC, to include the career opportunities offered by these institutions, small unit organization, the U.S. Army Officer, weapons systems, and the traits and principles of leadership. Second semester: Introduction to using a map and compass to navigate cross-country. *One class period and one practical leadership laboratory period a week; voluntary adventure training, tactical field training, and weapons firing off campus each semester.*

Note: Practical leadership laboratory consists of Military Skills training, e.g., Hand-to-Hand Combatives; Dismounted Drill; Nuclear, Biological, and Chemical Defense; Radio Communications; Assembly/Disassembly of Military Weapons; and Rappelling. Students choose two skills each semester.

209, 210 Military History and Science

2.5, 2.5 credits

First semester: A study of American military history from the colonial wars of the eighteenth century to the Spanish-American War of the late nineteenth century.

Concentration will be on the application of the principles of war, the strategy and tactics leading to victory or defeat, and the development of weapons and equipment and their impact upon warfare. The first half of this semester will include the study of small unit tactics: how infantry squads and platoons fight. Second semester: A continued study of American military history from the opening years of the twentieth century to the present. The military's role in support of national policies and a working knowledge of the general organizational status of the military will be emphasized. *Two class periods and one practical leadership laboratory period per week. Voluntary adventure training, tactical field training and weapons firing off campus each semester.*

307, 308 Applied Leadership 2.5, 2.5 credits

Theory and principles of small unit leadership and practical application; principles of war; role of the non-commissioned officer; performance oriented training; advanced land navigation; small unit tactics; communications systems; physical and mental conditioning. These courses of instruction prepare the cadet for attendance at advanced camp and emphasize

teamwork and mission accomplishment within the advanced camp evaluation model. *Two class periods and one practical leadership laboratory period per week. At least one weekend field training exercise each semester.*

407, 408 Dynamics of the Military Team 2, 2 credits

First semester: Command and staff organization functions; written and oral communications; study of the various military teams; combat, combat support and combat service support operations; the Soviet army. Second semester: Ethics and professionalism; officer and enlisted relations; personnel management systems; military justice and leadership development. *Two class periods and one practical leadership laboratory per week. At least one field training exercise (FTX) per semester.*



Music

See Performing Arts.

Cross-Cultural Studies (66)

Professor Zepp; Assistant Professor Wu; and faculty members from the departments involved.
No major is offered in this field.

101, 102 Asian Civilization 3, 3 credits

A general introduction to Asian civilization. The first semester's focus is on China, the second semester on India. Each semester deals with the heritage from ancient times to the present and includes a study of the history, religion, art, social conditions, politics, and economics of the area.

106 World Religions: East 3 credits

A study in some detail of the major eastern religions—Hinduism, Buddhism, Confucianism, Taoism, Shintoism. Attention is paid to origins, founders, scriptures, and institutions.

108 Cultural Anthropology 3 credits

A study of culture, with material drawn from both primitive and complex societies.

113 Africa since 1800 3 credits

Africa at the dawn of the nineteenth century; the scramble for Africa and the establishment of colonial rule; the African reaction in the twentieth century.

119 East Asian Philosophy 3 credits

A survey of the cultural heritage of China and Japan, with emphasis on the philosophical presuppositions concerning man and nature. Schools of thought which will receive special attention include Confucianism, Taoism, Yin and Yang, Neo-Confucianism, Zen, and Shintoism.

120 Japan: The Land of Contrast 3 credits

A study of Japan's synthesis of Eastern and Western cultures. The old and the new in philosophy, religion, literature, politics, and economics.

201 Comparative Mythology 3 credits

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

207 Classical Indian Literature 3 credits

A study of ancient Indian Vedic hymns, Upanishads, prose fiction, and epic, lyric, and dramatic poetry.

209 Modernization vs. Tradition: American and Japanese Fiction in the Twentieth Century 3 credits

A study of representative twentieth century novelists of Japan and the American South, with a focus on the conflict between tradition and modernization.

221 Gandhi and Tagore: Their Impact on Twentieth Century India 3 credits

The influence on modern India of the lives and thoughts of these two giants in politics and literature. Special attention is given to Gandhi's understanding of non-violence and to the vast and varied literary output of Rabindranath Tagore. A significant by-product may be a deeper understanding of the Hindu world-view.

223 Cultural History of Latin America 3 credits

Historical and contemporary culture of Latin America. *Offered in 1985 and alternate years.*

229 Arts of India, China, and Japan 3 credits

The development of painting, sculpture, and architecture in India, China, and Japan. *Alternates with Cross-Cultural Studies 230. Offered in 1986-87.*

230 Arts of Ancient America, Africa, and Islam 3 credits

An introduction to the study of the arts of Islam, Black Africa, Oceania, and the pre-Columbian Americas. *Alternates with Cross-Cultural Studies 229. Offered in 1985-86.*

241 American Indian Religion 3 credits

An examination of the structure, motifs, and rituals of Native American religion, especially the Sioux, Navajo, and Pueblo. Such themes as the Trickster Figure, the Vision Quest, unity of secular and sacred, and Shamanism are discussed. *Sociology 207 and Religious*

Studies 101 are recommended as prerequisites. Offered in 1985–86 and alternate years.

243 Indian-White Relations in America, 1637–1890 3 credits

A study of Indian-White relations from colonial days to 1890. Topics include Indian culture, early contacts, missionary endeavors, frontier wars, Indian removal, and Federal policy on Indians. *Prerequisite, History 107, or permission of the instructor.*

245 Ethnography of The American Indian 3 credits

An archaeological and ethnological analysis of Indian cultures in the Americas from the early hunters to the high cultures of Maya, Inca, and Aztec. *Offered in 1985–86 and alternate years.*

304 Government and Politics of the Middle East 3 credits

A study of the major governments, institutions, transnational movements, functional problems and foreign

policies of the Middle East. Special emphasis is placed on the post World War II period. *Offered in 1985–86 and alternate years.*

310 Politics of Developing Areas 3 credits

An examination of forces shaping the new nations and their problems of transition. *Offered in 1986–87 and alternate years.*

317 Communist Political Systems 3 credits

A study of the political systems in the communist world. The course focuses principally on the Soviet Union and The People's Republic of China, with reference to other communist countries. *Prerequisite, Political Science 101, or permission of the instructor.*

326 Economic Development 3 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.

Performing Arts (68)

Professor Heggemeier; Associate Professors Dietrich, Dixon, Thompson (Department Head), and Weinfeld; Assistant Professors Domser and Hering.

Areas of particular teaching interest: Professor Heggemeier: piano; Professor Dietrich: band and brass; Professor Dixon: actor training and communication skills; Professor Thompson: arts management and musical theatre performance; Professor Weinfeld: directing and dramatic literature; Professor Domser: design and technical production; Professor Hering: music history and organ.

The Department of Performing Arts is dedicated to the development of artists and scholars of integrity by providing instruction and performance within a liberal arts context. For the major or non-major student, it offers a wide spectrum of opportunities for disciplined growth and creative development.

Because Western Maryland College encourages creative learning through practical experience, both the dramatic art and music divisions offer a variety of performance opportunities. Four faculty-directed productions and several student-directed productions are planned each year. 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. Students are encouraged to engage in independent and directed studies in special areas of interest, including directing, music history, performing, criticism, arts promotion, set design, stage management, costuming, theory, contemporary music, film, or arts for the handicapped. Students majoring in dramatic art or music may prepare for graduate and professional work in performance, scholarship, arts management, musical theatre, or technical production.

There are three basic majors: dramatic art, music, and music/theatre. The following music/theatre program illustrates one of the options in this field.

Basic Major:

Music/Theatre Major:

Required Courses:

Performing Arts 113, 114, 130 (four hours), 216. Performing Arts 109 or 119. Six hours of applied voice lessons; six hours from dance, piano lab, or applied lessons. Eighteen hours from Art 101, 117, or 210; Performing Arts 103, 107, 108, 110, 211, 215, 218, 222, 227, 320, or 410; or Physical Education 221.

Additional Requirements:

Music/theatre majors are required to participate in a performance group, a theatre or music production each semester of residence.

Other educational options in Performing Arts:

Theatre or Music major with Arts Management Concentration, Theatre-English, Theatre-Communications, and other dual majors such as Business Administration with Theatre or Music.



130 Musical Theatre Performance 2 credits

A development course in musical theatre performance skills, including work on song presentation, theatrical movement/dance styles, musical characterization, audition techniques. This course is designed for beginners and experienced students to improve their presentation styles, individually and in groups. (*May be taken for credit a maximum of three times.*)

216 History of Musical Theatre 3 credits

A survey of musical theatre from its beginning to the present, studied in relation to its historical, literary, and cultural background. Includes study of such musical theatre forms as opera, operetta, ballad opera, and musicals. *Prerequisite, Performing Arts 109, or permission of the instructor. Offered in 1985–86 and alternate years.*

231 Introduction to Arts Management

3 credits

A course designed to give an overview of the basic elements of arts management including organizational skills, office management, personnel management, promotion, fund raising, volunteer administration, house management, box office, concert and theatrical production planning. Career development and job search techniques in the arts and profession with emphasis on motivation/skills assessment are explored. Provides preparation for internships. *Prerequisites, Performing Arts 109 or 119 and permission of the instructor. Offered in 1986–87 and alternate years.*

351; 352; 451; 452 Special Studies in Performing Arts

0 to 3 credits

Concentrated study in an area of interest to the individual student and of significance to the major's area of concentration. Projects are chosen and developed in consultation with a member of the department.

361; 362; 461; 462 Internships 1 to 3 credits

Opportunities for students to acquire on-the-job experience in particular areas of study. *Prerequisite, permission of the instructor.*

DRAMATIC ART COURSES**113, 114 Beginning Acting and Interpretation**

3, 3 credits

A course designed to develop in each student the basic emotional, psychological, and intellectual foundation for analyzing and developing effective characterizations in the theatre. Emphasis is placed on relaxation exercises, theatre games, improvisation, play and character analysis oriented toward physicalization, and, in the second semester, laboratory scene work. Each student receives individual instruction and criticism. *Performing Arts 113, or permission of the instructor, is a prerequisite for Performing Arts 114.*

119 Theatre Appreciation

3 credits

An introduction to analysis and appreciation. A detailed examination of plays from various ages and types of drama and the appreciation of live theatrical performances. Training in the analysis of dramatic structure, character, setting, mood, acting, and directing.

211 Introduction to Technical Theatre

3 credits

A study of the skills and technique of the theatre technician, concentrating on basic scenic drafting, stage

management, stage carpentry, rigging, and electricity. The course provides both lecture and practical experience in stage craft.

212 Costume Design

3 credits

A study of the principles and practices of costume design. Emphasis is placed on the historical development of the costume silhouette. *Alternates with Performing Arts 311 and 312.*

217 Acting Laboratory

3 credits

Characterization and scene study. Laboratory presentations of scenes that give the student experience in a variety of roles from plays of great diversity while incorporating principles of theatrical makeup. *Three class periods and one laboratory per week. Prerequisites, Performing Arts 113 and 114, or permission of the instructor. Offered in alternate years.*

218 Movement and Body Awareness for the Actor

3 credits

A course designed to assist the actor to develop greater flexibility and range of choices in his or her physical instrument. Attention is given to increasing bodily articulation, relating physical approaches to character development, relationship of emotions to posture and movement. *Prerequisites, Performing Arts 113 and 114, or permission of the instructor. Offered in alternate years.*

222 Voice and Diction

3 credits

A practical course focusing primarily on the improvement of the speaker's control over voice and diction. Particular attention is given to phonetics, effective development and use of controllable elements of voice, proper breathing and breath control, posture, and the physical elements of voice and speech. *Prerequisite, Studies in Communications 103, or permission of the instructor. Offered in alternate years.*

225; 226 Theatre of the Western World

3, 3 credits

First semester: theatre history and dramatic literature in the Western World from ritual to Renaissance. Second semester: theatre history and dramatic literature in the Western World from the Renaissance to Realism.

227 Contemporary Drama

3 credits

Theatre history and dramatic literature in the Western World from Realism to the present. *Offered in alternate years.*

230 Theatre Practicum

1 credit

An opportunity for students to develop skills in particular areas of theatre under close faculty supervision. (*May be taken for credit a maximum of six times.*)

253; 254 Reading List

1, 1 credit

A specialized and individualized group of readings of significant dramatic literature and criticism. The reading is done as independent study.

311 Light Design

3 credits

A course investigating the art and science of theatrical and video lighting design. Work in drafting, hanging, focusing, a light design for the theatre. *Prerequisite, Performing Arts 211. Alternates with Performing Arts 212 and 312.*

312 Scene Design

3 credits

A study of scenic design, including modern design theory and practice. Exercises in creating, drafting, and producing scene designs. *Prerequisite, Performing Arts 211. Alternates with Performing Arts 212 and 311.*



320 Directing 3 credits
Principles of staging the play through projects designed to provide a wide range of experience in approaching the particular problems of the director.

323; 324 (Masters and Trends in Theatre) 3, 3 credits
A study of major figures and movements in dramatic literature, theory, criticism, and the physical theatre. A different subject is studied each year. *Offered periodically on the basis of student and faculty interests.*

328 Scriptwriting 3 credits
The principles of scriptwriting through the analysis of scripts for stage, film, and television. The techniques and demands of scriptwriting are developed through the construction and composition of original scripts and adaptations.

410 Directed Studies in Theatre 3 credits
A course enabling senior theatre majors to undertake an intensive investigation of acting, design, directing, or history and literature. Students choose their own area and work under the direction of the appropriate faculty member. *Prerequisite, senior standing.*

MUSIC COURSES

001–021 Applied Music—Private Instruction 0 to 1 credit
Private instruction in voice, piano, organ, guitar, orchestral and band instruments. Lessons are generally given in half-hour periods (0–5 credit) to non-majors or hour periods (1 credit) to majors and minors. An extra tuition fee is charged for lessons: \$75.00 for half-hour periods and \$125.00 for one hour periods. *Prerequisite, approval of the instructor. Consult the department for proficiency evaluation and major requirements for Applied Music Instruction.*

101 Band 0 to 1 credit
Performance of compositions from all periods of musical history, including a study of the form, character, history and musical content. At least four public concerts are given each year.

102 College Choir 0 to 1 credit
All college choral group that performs on and off campus at least four times a year. All styles of choral literature performed.

103 College Singers 0 to 1 credit
Select group of singers to perform small ensemble classical and popular music. *Prerequisite, permission of the instructor.*

104 Jazz Ensemble 0 to 1 credit
Performance of all types of popular music, from all periods of the only true American Musical art form, jazz. *Prerequisite, permission of the instructor.*

105 Performance Ensemble 0 to 1 credit
A comprehensive survey by performance of the ensemble literature; both original and transcribed, from classical to contemporary; for each of the ensembles listed. Public performances are given. *Prerequisite, permission of the instructor.*

- | | |
|----------------------|---------------------|
| 01 Flute Choir | 06 Clarinet Choir |
| 02 Flute Quartet | 07 Brass Quintet |
| 03 Woodwind Quintet | 08 String Ensemble |
| 04 Saxophone Quartet | 09 Recorder Consort |
| 05 Jazz Combo | 10 Dixieland Band |

107, 108 Music Theory 3, 3 credits
Basic knowledge of musical materials, written and keyboard harmony through the dominant seventh chord; sight singing, melodic and harmonic dictation. *Prerequisite, permission of the instructor.*

109 Music Appreciation 3 credits
A study of music as an art through its elements; rhythms, melody, harmony, form, and timbre; a survey of the various musical styles. Increased listening perception in all types of music is the course goal.

110 History of Jazz 3 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 the jazz artists.

111 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.*

112, 115, 117 Piano Lab II, III, IV 2, 2, 2 credits
A continuation of Piano Lab I at progressing levels of proficiency. *Admission and placement is by the instructor's evaluation of the student's ability.*

116, 118 Guitar Class I, II 1, 1 credit
Class instruction in the basic skills of playing the guitar.

120 The Recorder and its Music 3 credits
A survey of the music for the Recorder (end-blown flute) from the Renaissance to the contemporary. Includes instruction in playing the alto Recorder. *Ability to read musical notation required.*

121 Voice Class 1 credit
An introduction to the correct use of the voice in singing, including breathing, articulation, enunciation, expression, and various types of vocal literature.

201, 202 Advanced Music Theory 3, 3 credits
The continuation of Performing Arts 107, 108 through the use of remote harmonies, twentieth century compositional styles, counterpoint, and form. *Prerequisites, Performing Arts 107 and 108, or permission of the instructor.*

203, 204 Music of the Western World

3, 3 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 landmarks that heralded the changes.

214 (Masters in Music)

3 credits

A study of one major composer's life and representative compositions. *Offered in 1985–86 and alternate years.*

215 History of the Orchestra

3 credits

An examination of the makeup and development of the symphony orchestra and its component parts, including the literature, instruments, economics, and house and personnel management techniques. *Performing Arts 203, 204 are recommended as prerequisites.*

327 Renaissance Music

3 credits

An intensive survey of Renaissance music (1450–1600), with a review of the social and political conditions which supported the musical establishment of the period. The course includes a study of Renaissance music theory, techniques, and practice. *Ability to read musical notation is useful, but not a prerequisite. Offered in 1985–86 and alternate years.*

333, 334 Methods of Teaching Piano

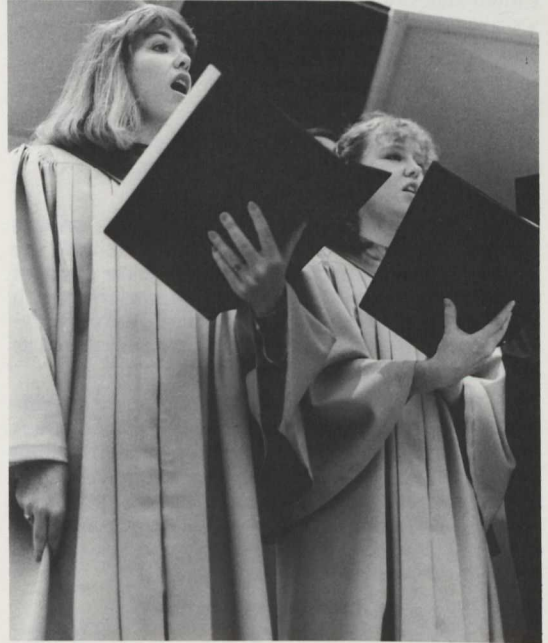
2, 2 credits

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 on demand.*

403 History and Literature of the Piano

3 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. *Prerequisite, Performing Arts 109, or permission of the instructor. Offered on demand.*



Philosophy and Religious Studies

Professors Hartman (Department Head) and Zepp; Assistant Professor Wu; Lecturers Max and C. Wolfe.

Areas of particular teaching interest: Professor Hartman: history of philosophy, existentialism, social and political philosophy, ethics; Professor Zepp: contemporary religious thought, phenomenological and comparative studies, religion and human justice; Professor Wu: contemporary philosophy, East Asian studies, philosophy of science.

Students may plan their program for general liberal education, for graduate study, or for special objectives in religious work including the ministry, religious social work, pastoral counseling, and related fields.

Philosophy (69)

Basic Major:*Required courses:*

At least twenty-four hours of philosophy, including 115, 205, or 210 or 316; Senior Seminar 402; and six hours of history of philosophy chosen from 113, 114, 116, 215, 220.

Strongly recommended electives:

A minimum of three hours in Cross-Cultural Studies; Comparative Literature, six hours; British and/or American Literature, six hours; Political Science, three hours; History, six hours; Psychology or Sociology, six hours.

Other Educational Options in Philosophy:

Dual major in Philosophy and Mathematics, special programs combining Philosophy with other disciplines.

111 Problems of Philosophy

3 credits

An introduction to the chief problems with which philosophy is concerned, and a study of some of these from the viewpoints of the leading modern schools of philosophical thought.

113 History of Ancient and Medieval Philosophy

3 credits

An introduction to philosophy through a study of the systems from the Pre-Socratics through the Nominalists; particular emphasis on Plato, Aristotle, and major figures of the Middle Ages.

114 History of Modern Philosophy

3 credits

An introduction to modern philosophy through a study of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant, whose systems comprise classical rationalism and empiricism.

115 Logic and Reflective Thinking 3 credits

The general principles of inductive and deductive logic, and the use of these principles in the solution of problems in such fields as science, philosophy, and religion.

116 Great American Thinkers 3 credits

A study of the development of philosophy in the United States, with special attention to the lives and writings of selected leaders from Edwards to Dewey.

119 East Asian Philosophy

See Cross-Cultural Studies 119.

205 Ethics 3 credits

A study of the leading types of ethical theory, the origins of morality, and the principles involved in moral action.

209 Philosophy of Existence 3 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 freedom and value. After a brief historical background, the course deals with recent figures such as Kierkegaard, Heidegger, Sartre, and Camus.

210 Ethics and Business 3 credits

A consideration of some of the major ethical issues involved 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. *Offered in 1986-87 and alternate years.*

215 Revolt and Revolution in the Nineteenth Century

3 credits

A study of the major figures and the movements they initiated that brought about critical and radical changes in thinking about history, religion, morality, society, and the nature of human existence. The course includes such figures as Hegel, Feuerbach, Marx, Kierkegaard, Comte, Mill, Darwin, and Nietzsche. *Offered in alternate years.*

220 Philosophy of the Twentieth Century

3 credits

A study of contemporary schools, such as Naturalism (Dewey, Whitehead), Existentialism (Sartre, Heidegger, Jaspers), Positivism (Ayer, Schlick), Phenomenology (Husserl, Merleau-Ponty, Ricoeur), and Linguistic Analysis (Wittgenstein, Austin, Wisdom). *Prerequisite, at least three hours in Philosophy, preferably Philosophy 115. Offered in 1986-87 and alternate years.*

221 Gandhi and Tagore

See Cross-Cultural Studies 221.

222 Philosophy of Science 3 credits

A critical study of the conceptual structures and methods used in scientific thinking, including the nature of causality, induction, prediction, the logical character of scientific laws, theories, and presuppositions. Major consideration is given to the claim of scientific objectivity. *Permission of the instructor is required for admission to this course. Prerequisite, at least three hours in Philosophy, preferably Philosophy 115. Offered in 1985-86 and alternate years.*

226 Science and Human Values 3 credits

A general introduction to the nature of science and the relationships between science, technology, and social conditions in the modern world. *Offered in 1986-87 and alternate years.*

230 God, Human Suffering, and the Holocaust

See Religious Studies 230.

231 Philosophy in Literature 3 credits

Interpretation and analysis of some literary works which successfully express philosophical ideas concerning man and the world which he finds himself caught up. *Offered in 1986-87 and alternate years.*

232 Mind-Body Problem 3 credits

A philosophical examination of the nature of mind and body. Topics include the cognitive functions of mind, our knowledge of other minds, behaviorism, death, and immortality. *Prerequisite, at least three hours in Philosophy, preferably Philosophy 115. Offered in 1985-86 and alternate years.*

310 Religion and Alienation in Twentieth-Century Culture

See Religious Studies 310.

316 A Philosophical Approach to Poverty and Economic Justice 3 credits

A conceptual approach to the issues of poverty and the just society, examining various theories and models, developing fundamental principles, and attempting to formulate a coherent and workable theory with reference to a particular instance of poverty. *Offered in 1985-86 and alternate years.*

351; 352; 451; 452 Special Studies in Philosophy 0 to 3 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 are admitted with the consent of the department.

402 Senior Seminar 3 credits

A seminar required of all philosophy and religious studies majors as part of their graduation requirements. Each student is required to write a major paper on a topic within his/her major. A member of the department supervises the project.

Religious Studies (84)**Basic Major:***Required courses:*

At least twenty-four hours of Religious Studies including 101, 106, 320, and Senior Seminar 402; Comparative Literature, six hours; History, six hours; Psychology and/or Sociology, six hours.

Strongly recommended electives:

Comparative Literature 201; Performing Arts 225, 226; English 112, 231, 262, 285; History 105, 106, 213, 214, 235; Philosophy 113, 114, 310; Psychology 106, 204, 211; Sociology 108, 202.

Other Educational Options in Religious Studies:

Special programs combining Religious Studies with other disciplines.

PHENOMENOLOGY OF RELIGION**101 Introduction to Religious Studies** 3 credits

The nature and meaning of religion as a mode of human expression, with special reference to the importance of myth, symbol, ritual, and the sacred. Historical, phenomenological, and comparative methods are used.

201 Comparative Mythology

See Comparative Literature 201.

228 Mysticism: East and West 3 credits

A study of the content and methodology of representative forms of mysticism from the following traditions: Zen (Buddhism), Yoga (Hinduism), Sufi (Islam), Hasidism (Judaism), Catholic and Protestant Christianity. *Prerequisite, one 100 level Religious Studies course. Offered in 1986-87 and alternate years.*

COMPARATIVE RELIGION**WESTERN****103 Hebraic Scriptures** 3 credits

An introductory course treating the historical background and development of the Hebraic religion, and the composition of its primary documents, with particular emphasis upon its religious ideas.

105 World Religions: West 3 credits

A study in some detail of the major western religions—Judaism, Christianity, and Islam. Attention focuses on origins, founders, scriptures, and institutions.

110 Christian Scriptures 3 credits

An introductory course treating the historical backgrounds and development of the Christian movement, and the composition of its primary documents, with particular emphasis upon its religious ideas.

208 The Bible as Literature

See Comparative Literature 208.

EASTERN**106 World Religions: East** 3 credits

A study in some detail of the major eastern religions—Hinduism, Buddhism, Confucianism, Taoism, Shintoism. Attention is paid to origins, founders, scriptures, and institutions.

221 Gandhi and Tagore

See Cross-Cultural Studies 221.

AMERICAN**210 The American Religious Experience** 3 credits

A survey of religion and its relationship to American society from the first old world exploration to the present. Critical discussion of such concepts as: "the chosen people" myth, the Americanization of European religion, immigration and the "melting pot," European response to Native American religion, Afro-American religion, "civil religion," religious pluralism and "post-Puritan" America. *Offered in 1986-87 and alternate years.*

241 American Indian Religion 3 credits

An examination of the structure, motifs, and rituals of Native American religion, especially the Sioux, Navajo, and Pueblo. Such themes as the Trickster Figure, the Vision Quest, unity of secular and sacred, and Shamanism are discussed. *Sociology 207 and Religious Studies 101 are recommended as prerequisites. Offered in 1985-86 and alternate years.*

328 Liberation Movements and Human Freedom

See Sociology 328.

CONTEMPORARY RELIGIOUS STUDIES**206 Religion and Society**

See Sociology 206.

201 Christian Approaches to Ethical Problems 3 credits

A review of various Christian ethical systems from a historical perspective with special interest in methodology and the application of ethical theories to social and personal issues such as war, sexuality, world hunger, and bio-medical issues. *Offered in 1986-87 and alternate years.*

230 God, Human Suffering, and the Holocaust 3 credits

Why do innocent people suffer in a world governed by a good God? How can we talk of God after Auschwitz? These, and other questions related to the so-called "problem" of evil, are examined. The course focuses on several forms of human suffering with particular attention to the Nazi Holocaust. *Offered in 1985-86 and alternate years.*

234 (Studies in Contemporary Religious Thought) 3 credits

A study of a person, movement, or problem in modern religious interpretation. The subject for 1985 is Dietrich Bonhoeffer and Martin Luther King, Jr.: Religion and Resistance. *Offered in 1985-86 and alternate years.*

304 Religion and Human Sexuality 3 credits

The nature and meaning of human sexuality found in a comparative analysis of world's religions, especially Judaism and Christianity; an examination of the relation between the sacred and the sexual as well as the consideration of ethical implications, e.g., sexuality and social justice, sexual orientation, and sexual expression (marital and non-marital). *Prerequisite, one 100 level Religious Studies course. Offered in 1986-87 and alternate years.*

310 Religion and Alienation in Twentieth Century Culture 3 credits

A study of some of the intellectual expressions of alienation within and from religion from various perspectives: political, social, existential, and moral. *Offered in 1985-86 and alternate years.*

320 Critical Issues in Religious Thought 3 credits

An attempt to engage religious thought in an intellectual exchange with other world-views represented by psychoanalysis (Freud), biological science (Darwin), and social theory (Marx). *Prerequisite, one 100 level Religious Studies course. Offered in 1985-86 and alternate years.*

351; 352; 451; 452 Special Studies in Religious Studies 0 to 3 credits

Historical studies—Reformation, nineteenth century, etc.; classical figures—Augustine, Aquinas, Tillich, etc.; phenomenological subjects—myth, ritual, the sacred, etc.; Scriptural studies—Koran, Bible, Gita, etc. 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 are admitted with the consent of the department.

402 Senior Seminar

See Philosophy 402.

Physical Education (72)

Professors Clower (Department Head) and Case; Associate Professors Carpenter, Fritz, and Ober; Assistant Professor Weyers; Lecturers Easterday, Martin, Seibert, and Welliver.

Areas of particular teaching interest: Professor Clower: sport sociology and history; Professor Case: exercise physiology; Professor Carpenter: sport psychology; Professor Fritz: teacher education; Professor Ober: kinesiology; Professor Weyers: adapted physical education.

Beyond the basic physical education major, the department provides a variety of options for the physical education major, including teaching certification in secondary school physical education or in elementary-secondary school physical education. Both certification programs are approved by the Maryland State Department of Education.

Basic Major:

Required courses:

Physical Education 182, 184, 207, 222, 224, and three hours of activity beyond basic liberal arts requirements; Biology 111, 211, 324; Chemistry 103, 104, or 106; Psychology 106, Sociology 103.

Other Educational Options in Physical Education:

Minors are offered in athletic training, outdoor education, aquatics management, sports coaching, and sport communication. A cooperative program in physical therapy is offered as well as student-designed majors in such areas as sports medicine.

ACTIVITY

The basic college requirement is competence in three areas of activity—body movement activities (courses numbered 001-029; 101-129), team activities (courses numbered 030-059; 130-159), and lifetime sports activities (courses numbered 060-089; 160-189). This requirement may be satisfied by demonstration of competence or by completing courses chosen from the activity courses listed below.

Most of the courses listed below 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 testing or participation may not enroll in the beginning level of any activity in which proficiency has been demonstrated.

A student may not receive credit twice for the same activity. Some courses carry dual numbers indicating that they may satisfy either of two proficiency areas. The same course may not be used to satisfy more than one proficiency area requirement. Beginning level activities or permission of the instructor, are a prerequisite for all second level instruction.

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 fourteen hours and carries 0.5 semester hour credit.*

Body Movements

- 002 Fencing I
- 003 Judo
- 005 Wrestling
- 006 Track and Field
- 007 Synchronized Swimming
- 008 Karate
- 009 Rappelling
- 012 Fencing II
- 016 Weight Training
- 017 Aquadynamics
- 018 Rock Climbing

Team Sports

- 031 Field Hockey
- 032 Softball
- 033 Flag Football
- 034 Rugby
- 035 Soccer-Speedball
- 036 Basketball
- 037 Lacrosse
- 038 Volleyball
- 040 Team Handball
- 041 Water Polo

Lifetime Activities

- 061 Archery I
- 062 Badminton I
- 063 Tennis I
- 065 Golf I
- 066 Skiing
- 067 Riding
- 068 Squash
- 069 Rifle
- 070 Bowling
- 071 Archery II
- 072 Badminton II
- 073 Tennis II
- 074 Canoeing I
- 075 Golf II
- 076 Bicycling
- 077 Casting
- 078 Orienteering
- 079 Backpacking
- 080 Jogging
- 082 Racquetball
- 083 Kayaking
- 084 Canoeing II

Each of the following activities meets approximately 28 hours per semester and carries one semester hour credit (except for 129; 179).

- 105 Gymnastics 1 credit
- 106 Dance Improvization 1 credit
- 107 Folk, Square, Ballroom Dance 1 credit
- 108 Modern Dance 1 credit
- 110; 160 Basic Swimming 1 credit

- 113; 163 Marathoning** 1 credit
116; 166 Life Saving 1 credit
118; 168 Scuba Diving 1 credit
120 Modern Jazz I 1 credit
121 Ballet I 1 credit
123 Ballet II 1 credit
124 Tap Dance 1 credit
127 Modern Jazz II 1 credit
128 Dance: Aerobics 1 credit
129; 179 Water Safety 2 credits
Prerequisite, Physical Education 116; 166.
161 Games 1 credit

THEORY

- 131 CPR/CPR Instructor** 1 credit
 Basic principles and psychomotor skills of cardiopulmonary resuscitation and methodology of instruction according to American Heart Association standards.
- 182 Sport in American Society** 3 credits
 An examination of sport as a social phenomenon and as a microcosm of American society, including its impact upon values, beliefs, and ideologies; its relationship with social institutions; and its role in socio-cultural development and change.
- 184 Psychological Aspects of Physical Activity and Sport** 3 credits
 The principles of psychology as they relate to motor learning, performance motivation, transfer, and other topics associated with physical activity and sport.
- 203 Principles and Problems of Coaching** 3 credits
 Basic principles and theory of coaching interschool sports, including various administrative aspects. Topics considered include philosophy, personal relationships, contest management, championship determination, coaching ethics, finance and budget, equipment selection, team selection and organization, and legal considerations.
- 207 History and Principles of Physical Education** 3 credits
 The historical and philosophical development of physical education and sport from pre-historic to present civilization; analysis of the purposes, scope and interrelationships of physical education, sports, health education, and recreation in the formation of the American physical education program and profession.
- 215 Adapted Physical Education** 3 credits
 Organization of developmental, remedial and atypical and handicapped individuals with an emphasis on the specialized competencies needed to deliver quality physical education service to special populations. Legal and administrative aspects of service delivery; assessment of individuals; program planning and IEP preparation; specialized instructional techniques and teaching strategies; modification of activities, materials, equipment and facilities are considered.
- 221 Medical Aspects of Physical Activity** 3 credits
 Prevention and emergency care of injuries associated with physical activity. First aid care, medical and safety problems, nutrition, support methods, and conditioning exercises are studied.

- 222 Physiology of Exercise** 3 credits
 An examination of the basic physiological principles governing motor activity. Energy sources, training and conditioning, ergogenic aids, diet, and other pertinent topics are considered. *Prerequisite, Biology 211 or 316.*

- 224 Kinesiology** 3 credits
 The study of human movement based upon anatomical and mechanical principles with application for skill analysis and instruction.

- 228 Personal and School Health** 3 credits
 Extensive research, reports, and guided discussion in areas of personal health that are especially pertinent in today's society. An overview of the school health program, including school health services, healthful school living and school health education; school health education to include both the theory and application of instruction.

- 230 Elementary School Physical Education** 3 credits
 Analysis of the physical education program in the elementary school; selection of activities, skill development, teaching methods and materials, program planning, class organization, and evaluation techniques.

231-239 Sports Coaching

Theory and techniques of coaching the sport listed.

- 231 Basketball** 1 credit
232 Field Hockey 1 credit
233 Football 1 credit
234 Lacrosse 1 credit
235 Soccer 1 credit
236 Softball 1 credit
237 Track 1 credit
238 Volleyball 1 credit
239 Wrestling 1 credit

- 303 Administration and Evaluation of Physical Education** 3 credits
 The administration of physical education in school, including organization of programs and evaluation of individuals and programs. Objectives, scheduling, policies, and other administrative procedures, along with evaluative devices and techniques are stressed.

- 306 Advanced Athletic Training** 3 credits
 Analysis of incidence of athletic injuries; preventive measures in sports medicine; use of therapeutic modalities, policies, and medical referral; practical therapeutics; training room organization and administration. *Prerequisite, Physical Education 221.*

- 307 Practicum in Athletic Training** 3 credits
 Practical experience and extensive field work in athletic training. *Prerequisite, Physical Education 221 (this course may be taken concurrently).*

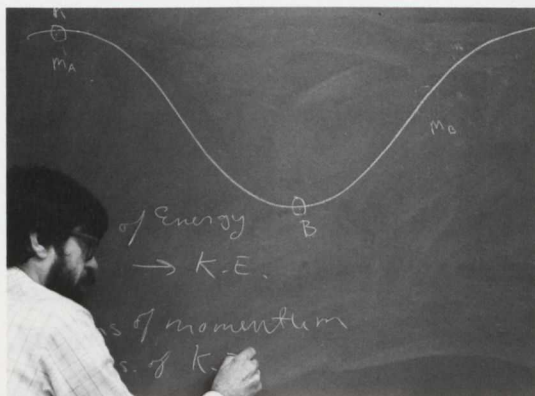
- 308 Aquatics Management** 3 credits
 Administration and organization of swimming pools and aquatics programs. Standards of health; supervision, maintenance, and operation of pools; personnel training; facility and program planning for schools, camps, and recreation centers are among the topics considered.

329, 330 (Internship in Selected Topics I, II) 3, 3 credits

Supervised field experiences in appropriate agencies designed to assist students in acquiring and using skills and relationships unique to the selected topic. Placement may include the several news media, schools and colleges, health agencies, or community recreation departments.

351; 352; 451; 452 Special Studies in Physical Education 0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in physical education. Qualified students who are not candidates for such honors but who desire to undertake special work in the department may also be admitted.



Physics (75)

Professors Achor and Yedinak

Areas of particular teaching interest: Professor Achor: acoustics, electronics, laboratory instruction; Professor Yedinak: mathematical physics, computers, meteorology.

Physics deals with the most basic aspects of the natural world, and is characterized by its emphasis upon the analysis and solution of those problems that the study of nature presents.

The Physics major is designed to provide students with knowledge of and experience in the basic concepts and methods used in physics. This background is appropriate for further study in a variety of areas, including law, medicine, teaching, the social sciences, engineering, mathematics, computer science, and the natural sciences (astronomy, biology, chemistry, geology, meteorology, oceanography, as well as physics itself). By a judicious choice of electives, the student with an undergraduate major in physics can prepare for entry into graduate and professional study in any of these fields.

Basic Major:

Required courses:

Physics 101, 102 (calculus section preferred), 204, 211, 212, 311, and either 309 or 312; Chemistry 103, 104; Mathematics 117, 118; and three hours chosen from Computer Science 106; Mathematics 119, 218, 304.

Other Educational Options in Physics:

Dual major with Mathematics, Pre-Engineering, Professional major, Teacher Certification Secondary (5-12).

Physics 101, 102 are prerequisite to all other courses in physics except Physics 112, 114, and 208.

101, 102 General Physics 4, 4 credits

An introduction to the fundamental phenomena, concepts, and theories of physics. The first semester deals with mechanics, special relativity, and heat. The second semester deals with electricity and magnetism, wave phenomena, and quantum physics. *Prerequisites, for the non-calculus section—high school algebra, geometry, and trigonometry; for the calculus section—Mathematics 117 or the equivalent. Three class periods and one three-hour laboratory period a week.*

112 Twentieth Century Physics 3 credits

An introduction to the ideas of modern physics; the relationships between those ideas and the present world are explored. Typical areas covered include special relativity, atomic and nuclear physics, elementary particles, wave-particle duality, astrophysics, solid state physics, contributions of physics to modern technology.

114 Twentieth Century Physics Laboratory

1 credit

An introduction to scientific inquiry through experimentation, with emphasis upon quantum physics and electronics. This course is designed to complement Physics 112. *Prerequisite or co-requisite, Physics 112.*

204 Introduction to Modern Physics

4 credits

Quantization, wave and particle aspects of matter, elementary quantum mechanics, atomic and molecular structures, solids, and nuclei. *Prerequisite, Mathematics 118. Three class periods and one four-hour laboratory period a week. Offered in 1985–86 and alternate years.*

208 Electronics

4 credits

An introduction to electronics emphasizing digital and linear integrated circuits. Topics considered include linear and nonlinear operation of transistors, combinational and sequential digital circuits, and operational amplifier circuits. Circuit theory is presented as needed. *Three class periods and one four-hour laboratory period a week. Offered in 1986–87 and alternate years.*

209 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. *Prerequisite, Mathematics 118. Three class periods and one four-hour laboratory period a week. Offered in 1986–87 and alternate years.*

211 Mathematical Physics 3 credits

The application of mathematics to physical systems. Topics studied are techniques of integration, vector calculus, Fourier analysis, complex algebra, and some matrix methods. *Prerequisite, Mathematics 118.*

212 Intermediate Mechanics 4 credits

Newtonian mechanics applied to the motion of particles and systems, conservation laws, motion of rigid bodies, central force problems. *Prerequisite, Physics 211. Three class periods and one four-hour laboratory period a week.*

309 (Topics in Quantum Physics) 3 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 204, 211. Offered in 1986–87 and alternate years.*

311 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. *Prerequisite, Physics 211. Three class periods and one four-hour laboratory period a week. Offered in 1985–86 and alternate years.*

312 Advanced Classical Physics 3 credits

Advanced topics in mechanics, and in electricity and

magnetism. Lagrangean and Hamiltonian formulations of mechanics, Maxwell's equations, electromagnetic waves, relativistic dynamics; other topics chosen to meet the needs of the students enrolled. *Prerequisites, Physics 212, 311. Offered in 1985–86 and alternate years.*

341; 342; 441; 442 Physics Seminar

1, 1, 1, 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. *Prerequisite, a minimum of six semester hours of physics beyond the introductory level. One and one-half class periods a week. Offered on demand.*

351; 352; 451; 452 Special Studies in Physics

0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in physics. Qualified students who are not candidates for such honors but who desire to undertake such work also are admitted.

402 Introductory Quantum Mechanics

3 credits

Origins of quantum theory, the Schrodinger equation, physical meaning of quantum mechanics, solutions of one- and three-dimensional problems. *Prerequisites, Physics 204, 211, or permission of the instructor. Offered on demand.*

Political Science (78)

Associate Professors Weber (Department Head) and H.C. Smith; Assistant Professor Neal; Instructor Nichols

Areas of particular teaching interest: Professor Weber: international law, American foreign policy, political gaming and simulation; Professor H. Smith: state and local governments, public administration, national and Maryland elections and campaigns; Professor Neal: judicial process, political theory, American political behavior; Instructor Nichols: comparative politics of Western Europe, developing nations and communist nations, methodology of comparative politics.

The curriculum in political science is directed towards an understanding of national and international affairs 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 off-campus programs—the Drew University Semester at the United Nations or in Brussels, the Washington Semester at The American University.

Basic Major:*Required courses:*

Political Science 101, 321, or 322, 401, or 402 and Statistics 215. Nine hours from American Government and Politics: 201, 202, 207, 216, 305, 308, 319, or 320; and nine hours from International and Comparative Politics: 203, 204, 213, 304, 307, 310, 317, or 327. Nine hours from Economics, Psychology, History, Sociology, or Computer Science. Three hours of Directed Studies in Political Science.

Political Science 201 is strongly recommended as background for advanced United States courses.

Political Science 204 is strongly recommended as background for international and comparative courses.

Desirable electives:

Additional political science, psychology, philosophy, American literature, computer science.

Other Educational Options in Political Science:

Dual majors with Economics, English, a Foreign Language, History, Social Work, or Communications; Pre-Legal; Teacher Certification Secondary (7-12) Social Studies.

101 Introduction to Political Science

3 credits

An examination of the fundamentals of political science with emphasis on the nature of democratic and totalitarian governments, methods of studying political science, contemporary political ideologies, and the major factors shaping the development of modern governments.

151; 152; 251; 252 Directed Studies in Political Science

0 to 6 credits

Directed individual study.

201 American Political Institutions 3 credits

An examination of the structures and decision-making processes of the federal government. Special attention is accorded to executive-legislative relations and such linkage forces as lobbying, elections, and coalition-building.

202 State and Local Government 3 credits

Analysis of state, county, and urban politics and administration with emphasis on the evolving federal relationship, the development of strong governors and the emergence of complex state bureaucratic organizations. Special attention is given to problems, prospects, and dynamics of Maryland.

203 International Law and Organization 3 credits

The study of international law in an organizing world. Special attention is given to new areas of the law, with emphasis on international organizations, individuals, space and environment.

204 World Politics 3 credits

An examination of major factors which condition international politics, with emphasis on national, imperialistic, and ideological factors involved.

207 American Public Policy 3 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 public policy. This may include education, civil liberties, political economy, welfare, and energy.

213 Comparative Government 3 credits

Analysis and comparison of the political institutions and practices of selected western countries.

216 Political Participation and Public Opinion 3 credits

An examination of concepts and methods employed by analysis of political opinion with emphasis on the cultural and historical factors that influence the broad parameters of mass opinion. The various types of participation, the models used to explain participation in general, and the role played by parties, candidates, issues, and personal characteristics are discussed.

304 Government and Politics of the Middle East 3 credits

A study of the major governments, institutions, transnational movements, functional problems and foreign policies of the Middle East. Special emphasis is placed on the post World War II period. *Offered in 1985-86 and alternate years.*

305 Public Administration 3 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.

307 United States Foreign Policy Process 3 credits

A study of the process by which the foreign policy of the United States is formulated. Special reference is given to the domestic decision-making process and its relation to substantive foreign policy alternatives.

308 Constitutional Law 3 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.

310 Politics of Developing Areas 3 credits

An examination of forces shaping the new nations and their problems of transition. *Offered in 1986-87 and alternate years.*

317 Communist Political Systems 3 credits

A study of the political systems in the communist world. The course focuses principally on the Soviet Union and The People's Republic of China, with reference to other communist countries. *Prerequisite, Political Science 101, or permission of the instructor.*

319 Civil Liberties 3 credits

A study of the First Amendment to the Constitution with an emphasis on the major Supreme Court decisions on Freedom of Speech, Press, and Assembly.

320 Organizational Behavior 3 credits

An exploration of individual and group behavior in the bureaucratic environment, focusing on the characteristics of bureaucracy and their linkages with human



demands, needs, and goals. The dynamics of organizational socialization, management, communications group formation, and change are considered. *Offered in 1985-86 and alternate years.*

321 Classical Political Thought 3 credits

A survey of classical political thought from the ancient Greeks through the medieval period. The course emphasizes the concepts of natural law, Roman law, Church-state relations, and other topics relating to the political ideas of the period.

322 Modern Political Thought 3 credits

A survey of the ideas of the great political thinkers from Machiavelli to the present. The course examines the political ideas embodied in liberalism, the reformation, conservatism, and various contemporary ideologies.

327 Comparative Regimes, Movements, and Ideologies 3 credits

An examination of the various political movements, ideologies, and their resulting regimes which compete for the hearts and minds of populations of nation-states. Case studies of totalitarian regimes, bureaucratic-authoritarian regimes, military and fascist regimes are analyzed as are the ideologies which either justify or legitimize them and the movements which brought them into existence.

351; 352; 451; 452 Directed Studies in Political Science 0 to 6 credits

Directed individual study.

401; 402 Contemporary Political Problems 3, 3 credits

An analysis of various topical or recurring problems in the area either of domestic or international politics. This course serves as a focal point for an integration of methodology, theory, and substantive problem areas.

453 Honors Project 3 credits

An independent research paper for students who are candidates for departmental honors.

OFF-CAMPUS PROGRAMS

Washington Semester Program

To enable students to spend one term in specialized study of public affairs in the nation's capital, Western Maryland College participates in the Washington Semester Program sponsored and administered by The American University. Each semester students may study the American Government, the formulation of American foreign policy, the District of Columbia as an urban area, the administration of justice, problems of international development, or economic policy formulation, engaging in research projects, seminars, internships, and other formal courses at The American University. Credit earned becomes a part of the Western Maryland College record.

The United Nations Semester

A limited number of students have an opportunity to broaden their liberal arts study by participation in the Drew University semester at the United Nations. The students engage in observation and analysis of the United Nations on the scene in New York. In addition to a seminar and a research paper, participants may enroll in six to nine semester hours in the regular Drew University program. Students must be recommended by the Campus Coordinator. Credit earned becomes a part of the Western Maryland College record.

Drew Semester in Brussels

This program focuses on the politics of the European Community.

Students interested in any of the above off campus programs should contact the Political Science Department.

Pre-Professional Courses

Pre-Engineering

Students interested in becoming engineers can do so by first completing three years at Western Maryland College, and then completing an engineering program in two years at the University of Maryland (College Park), Washington University (St. Louis, MO), or another accredited engineering school. Successful completion of this program qualifies students to receive the B.A. degree from Western Maryland College and the B.S. degree in engineering from the engineering school.

Pre-Forestry

The Western Maryland College pre-forestry program is designed to allow students to prepare for study at the Duke University School of Forestry and Environmental Studies. The program prepares students to enter Duke University either after three years of undergraduate study or after completion of the baccalaureate degree. Students who wish to enter Duke University after only three years at Western Maryland College must meet the requirements of the "3-2 curriculum." Those who major in biology, chemistry, physics, economics, or business administration are well-prepared for the program.

Pre-Legal

Law schools give preference to students with high grades and backgrounds of a broadly cultural and social education. A student may major in any department, but the most useful courses are those offering training in writing and speaking, literature of all kinds, history, economics, and political science.

The Law School Admission Test Council and the Council of the Section of Legal Education and Admissions of the American Bar Association both advise against taking courses on a "credit/no credit" basis by students intending to go to law school.

Pre-Ministerial

A pre-ministerial student may major in any one of several departments: English, History, Philosophy and Religious Studies, Psychology, Sociology, for instance. The student should prepare a four year program with the assistance of an appointed adviser and the advisory officer of the department in which the major work will be done.

Pre-Professional Curriculum for the Health Sciences

Pre-Dental, Pre-Medical, Pre-Optometric, Pre-Podiatry, Pre-Veterinary

Admission standards of health professional schools in general are very similar to the graduation requirements of Western Maryland College. Professional schools either require or encourage entering students to have fulfilled the requirements of an academic major and to have studied a wide range of subjects including non-science courses. In addition, professional schools require that students achieve well above average grades in their studies and, usually, that students sit for an entrance examination.

Some medical, nursing, and veterinary schools, however, require additional courses in science and non-science areas. The student should become familiar with the requirements of specific schools early either through consultation with an academic adviser, the pre-medical adviser, or with the current edition of (1) "Medical School Admissions Requirements—U.S.A. and Canada" published by the Association of American Medical Colleges, (2) "Admission Requirements of U.S. and Canadian Dental Schools" published by the American Association of Dental Schools.

Pre-Nursing

Western Maryland College offers a cooperative program with the Nell Hodgson Woodruff School of Nursing of Emory University, Atlanta, Georgia, leading to the degree of Bachelor of Science in nursing. Students may apply to Emory after two years of undergraduate study at Western Maryland College.

Pre-Physical Therapy

Western Maryland College offers a cooperative program with the Physical Therapy School of the University of Maryland, Baltimore, leading to the bachelor's degree.



Psychobiology (80)

Associate Professors Colyer and Orenstein (Advisers)

Recognizing that psychobiology has evolved as a focal point for theorizing and research, this major is designed to train the individual to investigate the linkages between psychological, physiological, and biochemical processes. Students majoring in psychobiology may prepare themselves for graduate study in psychology, biopsychology/psychobiology, animal behavior processes, neuropsychology, and for paraprofessional research positions in laboratories.

This program is administered by the Psychology Department.

Basic Major:

Required courses:

Biology 111, 112, 203, 316; Chemistry 103, 104; Psychology 106, 216, 228, 329, and six additional approved hours in Psychology; Statistics 215.

Desirable electives:

Biology 323; Chemistry 217, 218; Computer Science 106; Psychology 201; 332; Statistics 216.

Psychology (81)

Professors Miller and Vernon; Associate Professors Colyer (Department Head) and Orenstein.

Areas of particular teaching interest: Professor Miller: adulthood and aging, psychotherapy, and clinical neuropsychology; Professor Vernon: deafness, disability, psychodiagnostics, behavioral genetics; Professor Colyer: learning, comparative, and developmental psychology; Professor Orenstein: human memory, biofeedback, and perceptual learning.

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 106, 201, 211, 216, 218 and at least twelve additional hours; Biology 111 or 113 or 118; Sociology 103, 108; Statistics 215.

Desirable electives:

Computer Science 106, Philosophy 222, Statistics 216.

Other Educational Options in Psychology:

Computer Science concentration, Manual Communication/Interpreting for the Hearing Impaired, Rehabilitation Counseling concentration, Social Work Certification, Teacher Certification Elementary (1-6).

Psychology 106 is prerequisite to all other courses in psychology.

106 Contemporary Psychology 3 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, and social factors that influence the individual are among the topics considered.

201 Psychology of Learning 4 credits

Overview of the fundamental principles of learning and the implications of these principles for the understanding of behavior. Empirical and theoretical issues are examined. Students conduct laboratory experiments designed to illustrate principles and issues. *Three class periods and one three-hour laboratory*

period a week. Laboratory work may extend beyond the allotted three-hour period.

202 Behavior Modification 3 credits

A study of the basic principles governing human learning, with emphasis placed on procedures for eliminating undesirable and acquiring desirable behaviors in the classroom, in social situations, and in clinical settings. Special emphasis is placed on vicarious symbolic and self-regulatory processes. An evaluation is made of various change techniques.

204 Social Psychology 3 credits

Analysis of the behavior of the individual as a member of social groups; focus on the areas of collective behavior, roles, symbolic interactionism, personality development, and small group research.

207 Child Development 3 credits

Critical survey of research problems and theories pertaining to child behavior; review and application of principles of learning in early childhood. *Three class periods a week and directed observation in the field.*

211 Psychology of Abnormal Behavior

3 credits

The incidence, causes, treatment and prevention of disorganized behavior of persons.

216 Psychological Research 4 credits

A current treatment of the philosophy and methodology of the scientific method. Topics include all phases of design and analysis of research. The laboratory is designed to acquaint each student with

procedures, techniques, and apparatus used in psychological investigations. *Three class periods and one three-hour laboratory period a week. Laboratory work may extend beyond the allotted three-hour period. Prerequisite, Statistics 215, or permission of the instructor.*

218 Psychological Assessment 3 credits

An introductory course in testing; a study of the construction, administration, interpretation, and use of tests of intelligence, aptitude, interests, and personality.

228 Animal Behavior 3 credits

A study of animal behavior in the context of evolution and ecology with emphasis on epigenetic and ethological approaches as they relate to the development of reproductive, feeding, and aggressive behaviors and sensory processes.

303 Theories of Personality 3 credits

An overview of the major contemporary theories of personality. Emphasis on the normal personality.

306 Adolescent Development and Behavior 3 credits

Critical survey of research problems and theories pertaining to adolescent development; review and application of principles of learning to adolescent behavior.

307 Psychology of the Exceptional Child 3 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. *Three class periods a week and directed observation in the field.*

308 Adulthood and Aging 3 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; life review, reconciliation, and termination.

310 Vocational Psychology 3 credits

A study of vocational behavior and development with emphasis on vocational choice and adjustment; includes topics on assessment, counseling, and placement of the vocationally handicapped. *Three class periods a week and practicum in the field.*

311 Psychology of Deafness and Profound Hearing Loss 3 credits

An examination of the effects of a lack of hearing on personality and behavior. The literature in this and related fields is interpreted in terms of its theoretical and practical meaning for persons with hearing losses and for professionals who serve in their habilitation and education. Through an understanding of the effect of auditory deprivation, the course offers insight into the role of hearing in the psychological development of those with normal hearing.

319 Psycho-Social Aspects of Disability 3 credits

A study of the behavioral implications of disability; selected review of the literature related to physical impairment, personality and social adjustment, and vocational rehabilitation.

329 Physiological Psychology 3 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, emotion, learning, and memory.

332 Perception and Cognition 3 credits

An information-processing approach to perception and cognition which includes intensive analysis of normalities and abnormalities in decision making, color vision, memory, reading, motion, and space perception.

335 Helping Relationships 3 credits

An overview and synthesis of the theories and techniques of psychological counseling with emphasis on the development of skills that facilitate the helping and habitative process. *Prerequisites, Psychology 211 and permission of the instructor.*

336 Practicum in Human Service Agencies 3 credits

Supervised experience in an agency including seminar sessions designed to help students achieve a fuller understanding of their placement experience and of human service institutions, with emphasis on utilization of skills and relationships unique to the helping professions. Placement may include youth service agencies, community mental health agencies, etc. *Prerequisites, Psychology 335 and permission of the instructor.*

340 Neuropsychological Assessment 3 credits

A study of the behavioral correlates of brain dysfunction in humans with focus on neuropsychological assessment. *Three class periods a week and laboratory/practicum.*

351; 352; 451; 452 Special Studies in Psychology 0 to 3 credits

Directed individual study; open to advanced students in psychology who are candidates for departmental honors. Other qualified students may be admitted with the consent of the department.

Religious Studies (84)

See Philosophy and Religious Studies.

Reserve Officers Training Corps Program (86)

See Military Science.

Russian (87)

See Foreign Languages.

Sociology and Social Work

Professors Ashburn (Department Head) and Elwell; Associate Professors Rees and Tait; Assistant Professor Herrman; Lecturer Pats.

Areas of particular teaching interest: Professor Ashburn: criminology, law enforcement, complex organizations; Professor Elwell: social welfare policy and organizations; Professor Rees: social work methods, human behavior; Professor Tait: juvenile delinquency, social research; Professor Herrman: social theory and stratification.

Students majoring in sociology may prepare for graduate study in criminal justice, liberal arts, management, social work, or theology as well as in sociology.

The social work program prepares students for the practice of social work. This program is accredited by the Council on Social Work Education as meeting the standards for undergraduate social work programs preparing for practice. Graduates of this program can move directly into social work positions or may enter some graduate schools of social work with advanced standing.

A limited number of students qualify to participate in an off-campus program in Appalachia.

Sociology (90)

Basic Major:

Required courses:

Sociology 103, 351, and at least eighteen additional hours, including twelve hours chosen from 108, 203, 212, 316, 319; Social Work 214 or Psychology 204; Economics 101 or 203; Political Science 201, Psychology 106; Statistics 215.

Other Educational Options in Sociology:

Criminal Justice, Management, Teacher Certification (K-6), Pre-Theology.

Sociology 103 is prerequisite to all other courses in sociology except Sociology 108, 241, and 245.

103 Introductory Sociology 3 credits

The analysis of social organization, the nature of culture, personality, groups and associations; sociological definitions, concepts and usages are emphasized as basic to a sound sociological perspective.

104 Issues and Trends in American Society 3 credits

The study of development, enforcement, and violation of societal norms. Use is made of recent theoretical perspectives relative to the concept of deviance.

108 Cultural Anthropology 3 credits

A study of culture, with material drawn from both primitive and complex societies.

202 The Family 3 credits

A study of the contemporary American family; its variety of patterns; its reaction to stress; and its function in a rapidly changing society.

203 Urban Sociology 3 credits

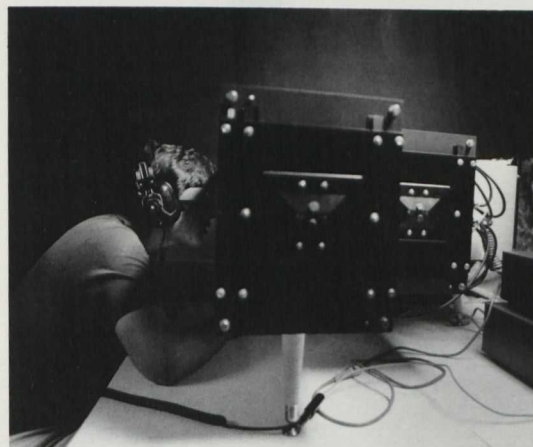
The study of the differentiation of social structures and functions within urban communities; ecological processes involved in the growth of cities and metropolitan areas; an analysis of urbanism as a way of life.

204 Social Psychology

See Psychology 204.

205 Criminology 3 credits

Theoretical aspects of criminal behavior as well as the justice system itself are examined in detail.



206 Religion and Society

3 credits

An investigation of the varieties of religious belief and practice; religious institutions and their effect upon the individual; how a society affects its religious institutions and how religious institutions affect society. *Offered in 1986-87 and alternate years.*

210 Population

3 credits

The composition, growth, distribution, and changes in population of the United States and other areas of the world. *Offered in 1986-87 and alternate years.*

212 Social Stratification and Inequality

3 credits

A survey of classical and contemporary theories and research dealing with the development and consequences of inequality in small groups and large societies. Topics include the emergency of hierarchies in groups, distributive justice and status consistency, class conflict, social mobility, and the relations between status and conformity deviance. *Offered in 1986-87 and alternate years.*

241 American Indian Religion

See Religious Studies 241.

245 Ethnography of The American Indian

3 credits

An archaeological and ethnological analysis of Indian cultures in the Americas from the early hunters to the high cultures of Maya, Inca, and Aztec. *Offered in 1985-86 and alternate years.*

308 Adulthood and Aging

See Psychology 308.

309 Penology and Correction

3 credits

A study of the historical development of punishment and correction, with material drawn from ancient to present day practice. *Prerequisite, Sociology 205.*

310 Juvenile Delinquency

3 credits

A study of the causal conditions, prevention, and treatment of delinquency. Several field trips are made to local agencies to investigate ways in which society is dealing with the problem.

314 Law Enforcement and Criminal Justice

3 credits

The organization and function of law enforcement agencies; an analysis of the most effective organized approaches to social control; an overview of law enforcement and the prosecutors' function within the criminal justice system; comparison between democratic and totalitarian systems of law enforcement. *Prerequisite, Sociology 205.*

316 Complex Organizations

3 credits

A study of complex business, industrial, and governmental organizations as operating social systems; emphasis upon patterns of relationships within these organizations and the nature of relationships between large scale organizations and society.

319 The Development of Sociological Theory

3 credits

The development of social theory with major emphasis on the contribution of the eighteenth and nineteenth centuries to the understanding of current concepts and systems of sociological thought. *Prerequisite, twelve semester hours of sociology. Offered in 1985-86 and alternate years.*

325 Human Relations in Management

3 credits

Provides the student with basic skills designed to manage people effectively. Emphasis is on developing effective communication and motivation techniques and applying skills in various management situations. The team approach to management is introduced and methods to develop a more effective leadership base within the group process are illustrated.

328 Liberation Movements and Human Freedom

3 credits

The contribution to the current Native American, Black, Chicano, Gay, and Women's movements to an understanding of human liberation, viewed from the perspective of Paulo Freire's typology of oppression, with special reference to the social, political, and religious forces making for oppression and for liberation.

351 Methods of Social Research

3 credits

The application of the basic techniques of social research to the study of various sociological phenomena. The emphasis is upon the student designing and completing a research project. *This course is required of all junior sociology majors.*

352; 451; 452 Special Studies in Sociology

0 to 3 credits

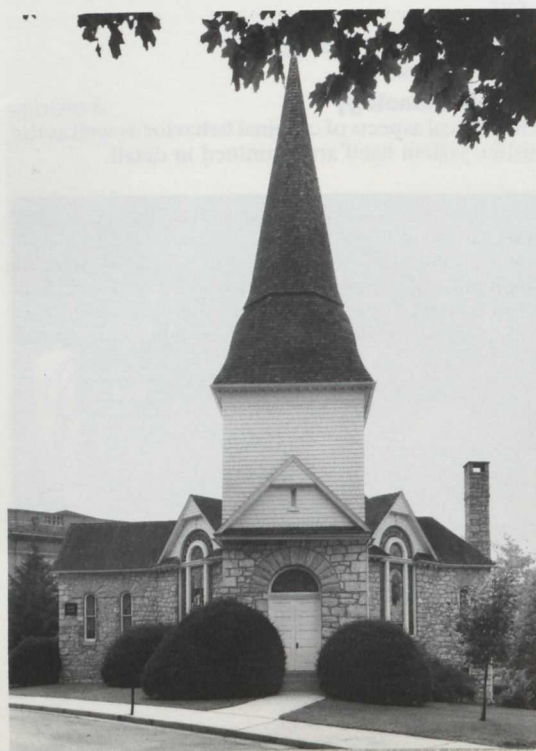
Directed study planned and conducted with reference to the needs of those students who are candidates for departmental honors in sociology. Qualified students who are not candidates for such honors but who desire to undertake special work in the department are also admitted.

Social Work (91)**Basic Major:***Required courses:*

Sociology 103, 108, 203, 328; Social Work 214, 217, 218, 322, 349, 409, 415, 416, 417, 418; Biology 111 or 113 or 118; Economics 101 or 203; Political Science 201; Psychology 106, three hours from 202, 207, 211, 303, 306, 307, 308, 311; Statistics 215.

Desirable elective:

Social Work 102.



102 Introduction to Social Work 1 credit

An overview of the function of social work in the social welfare service system. Emphasis on characteristics of social work as a helping profession and the expectations of persons trained in this field.

214 Patterns of Socialization 3 credits

Interaction of persons and society as seen against the background of varied societal opportunities and expectations; integration of related social science knowledge with specific application to social work practice.

217, 218 Social Welfare as a Social Institution 3, 3 credits

Social welfare in modern America; historical development and current institutional nature; aspects of social agencies and social work as functioning in this system; consideration of programs designed to meet specific needs and problems; evaluation of the effectiveness of current programs; evaluation of social welfare and its future direction. *Prerequisite, six semester hours of sociology or permission of the instructor.*

318 Social Work in Special Practice Fields 3 credits

An in-depth study of programs and policies in a specialized area of social service. Unique needs of the service population and appropriate interventive techniques are emphasized. *Offered every third year.*

322, 409 Social Work Methods I, II 3, 3 credits

The theory and application of the principles underlying social work methods of intervention and treatment in social welfare agencies and organizations. *Prerequisite, Social Work 217.*

349 Methods of Social Work Research 3 credits

The application of the basic techniques of social research to the study of social work problems and pro-

grams. Research projects for community social agencies are conducted by students. *Prerequisite, Social Work 217.*

415, 416 Field Work Seminar in Social Work I, II 2, 2 credits

Weekly seminar session focusing on theoretical concepts and analysis of field experience. Material draws directly on student's agency practice. *To be taken concurrently with Field Work in Social Work I, II.*

417, 418 Field Work in Social Work I, II 4, 4 credits

Supervised experience in methods of social work in a community social welfare agency with direct involvement in delivery of service. A variety of agencies and methods are used, with each student assigned to a specific agency. *Sixteen hours of field work per week. To be taken concurrently with Field Work Seminar in Social Work. Prerequisite, permission of the department. Extra tuition fee, \$80.00 each semester.*

453; 454 Special Studies in Social Work 0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for honors in Social Work. Qualified students who are not candidates for such honors but who desire to undertake special work in the department are also admitted.

OFF CAMPUS PROGRAM**The Appalachian Semester**

Western Maryland College participates in a specialized program of study at Union College in Kentucky. The Appalachian Semester offers mature students a unique educational opportunity to devote their full time to studying the Appalachian region—its strengths, its problems, and its challenges.

Spanish (93)

See Foreign Languages.

Statistics (96)

Professor Law; Associate Professors Olsh and Seidel; Assistant Professor Claycombe

No major is offered in this field.

215 Elementary Statistics for Social Science 3 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. Examples are used from all of the social sciences. *Not open to students who have completed Mathematics 324.*

216 Statistical Methods 3 credits

Emphasis on underlying assumptions, limitations, and practical applications of modern statistical methods. Specific statistical techniques such as time series analysis, analysis of variance, chi-square and non-parametric techniques, regression and correlation, multiple regression and correlation, index numbers, and decision theory; introduction of application of the computer to statistical analysis. *Prerequisite, Statistics 215 or Mathematics 324.*

Theatre

See Performing Arts.

Calendar

FIRST SEMESTER

1985

Registration of freshman and transfer students	Fri., Sept. 6
Daily class schedule begins—7:50 a.m.	Mon., Sept. 9
Last date to add a class—4:30 p.m.	Mon., Sept. 16
Last date for course drops and Credit/No Credit Applications—4:30 p.m.	Mon. Sept. 23
Last date for withdrawal from courses with "W" grade—4:30 p.m.	Fri., Oct. 11
Midsemester grades are due in the Registrar's Office—12 noon	Fri., Oct 18
No Classes	Mon. & Tues., Oct., 21 & 22
Thanksgiving recess begins—7 p.m.	Tues., Nov. 26
Classes resume—7:50 a.m.	Mon., Dec. 2
First semester classes end	Fri., Dec. 6
Examinations begin	Mon., Dec. 9
First semester ends	Fri., Dec. 13
Final grades due in Registrar's Office—10 a.m.	Tues., Dec. 17

JANUARY TERM

1986

January term begins—10 a.m.	Mon., Jan. 6
Last date for course changes—4:30 p.m.	Tues., Jan. 7
Last date withdrawal from courses with "W" Grade—4:30 p.m.	Fri., Jan. 10
January term ends; winter recess begins	Wed., Jan. 29

SECOND SEMESTER

Second Semester classes begin—8 a.m.	Mon., Feb. 3
January term final grades due in Registrar's Office—10 a.m.	Fri., Feb. 7
Last date to add a class—4:30 p.m.	Mon., Feb. 10
Last date for course drops and Credit/No Credit Applications—4:30 p.m.	Mon., Feb. 17
Last date for withdrawal from courses with "W" grade—4:30 p.m.	Fri., Mar. 14
Midsemester grades are due in the Registrar's Office—12 noon	Fri., Mar. 21
Spring recess begins—7 p.m.	Fri., Mar. 21
Classes resume—8 a.m.	Mon., Mar. 31
Honors and Investiture Convocation	Sun., May 4
Second semester classes end.	Fri., May 16
Senior final examinations begin	Sat., May 17
Underclass examinations begin	Mon., May 19
Senior examinations end	Tues., May 20
Senior final grades due in Registrar's Office—12 noon	Wed., May 21
Underclass examinations end	Fri., May 23
Commencement	Sun., June 1
Final underclass grades due in the Registrar's Office—10 a.m.	Wed., May 28

College Organization

Presidents

James Thomas Ward, D.D. 1867–1886
 Thomas Hamilton Lewis, A.M., D.D., LL.D.
 1886–1920
 Albert Norman Ward, A.M., D.D. 1920–1935
 Fred Garrigus Holloway, A.B., B.D., D.D., LL.D.,
 L.H.D. 1935–1947
 Lowell Skinner Ensor, B.A., B.D., D.D., L.H.D.,
 LL.D. 1947–1972
 Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D.,
 L.H.D., Litt.D. 1972–1984
 Robert Hunter Chambers, III, A.B., B.D., Ph.D.
 1984–

Chairmen of the Board

John Smith, Esq. 1868–1892
 The Reverend James Thomas Ward, D.D. 1892–1897
 Joshua Webster Hering, A.M., M.D., LL.D. 1897–1913
 Charles Billingslea, D.D.S. 1914–1918
 Elias Oliver Grimes, Esq. 1919–1922
 The Reverend Francis T. Little, D.D. . . . 1922–1928
 The Bishop James Henry Straughn, D.D., LL.D.
 1929–1949
 Franklin Murray Benson, LL.D. 1949–1963
 Brigadier General Robert Joshua Gill, LL.B., LL.D.
 1963–1968
 Joshua Weldon Miles, LL.B., LL.D. . . . 1968–1971
 Wilbur Day Preston, Jr., J.D., D.C.L. . . . 1971–1982
 Robert Edwin Bricker, B.A. 1982–

Board of Trustees

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

Rodney E. Austin, B.A., M.A. (1980)
Senior Vice President
R. J. Reynolds Industries, Inc.
Winston-Salem, North Carolina

Jerome P. Baroch, B.A., (1985)
Executive Vice President
The Bank of Baltimore
Lutherville, Maryland

Clarence W. Blount, B.A., M.A., LL.D. (1980)
Maryland State Senator
Baltimore, Maryland

Robert E. Bricker, B.A. (1974)
Executive Vice President
Henkels and McCoy, Inc.
Gwynedd Valley, Pennsylvania

Frank W. Carman, B.B.A. (1976)
Board of Directors
The Bank of Baltimore
Towson, Maryland

Donald F. Clarke, B.A., LL.B. (1982)
Attorney
Morgan, Lewis and Bockius
Devon, Pennsylvania

David M. Denton, B.A., M.A., Ped.D. (1976)
Superintendent
Maryland School for the Deaf
Frederick, Maryland

William B. Dulany, B.A., J.D. (1976)
Attorney
Dulany, Parker & Scott
Westminster, Maryland

Robert D. Faw, B.A., C.P.A. (1966)
Business Executive (Retired)
Salisbury, Maryland

Charles C. Fenwick, Sr. (1978)
Limited Partner
Alexander Brown and Sons
Owner and Executive
Automobile Companies
Glyndon, Maryland

Jon M. Files, B.S.Ed., B.S.I.E. (1984)
Vice President
Baltimore Gas and Electric Company
Columbia, Maryland

Frances D. Fergusson, B.A., M.A., Ph.D. (1985)
Vice President, Academic Affairs
Bucknell University
Lewisburg, Pennsylvania

S. Dennis Harmon, B.A., M.Ed. (1981)
Vice President
Encyclopedia Britannica Educational Corp.
Barrington, Illinois

Stanley E. Harrison, B.S.E.E., M.Sc. (1982)
Executive Vice President and
Chief Operating Officer
The BDM Corporation
Vienna, Virginia

Charles L. Hayes, B.S. (1980)
Director of Finance
Dome Corporation
Towson, Maryland

Philip E. Hixon, B.Ch.E., M.B.A. (1984)
President
Snyder-Hixon Associates
Chevy Chase, Maryland

William S. Keigler, B.S. (1980)
President
Kemp Company
Towson, Maryland

Catherine Schumann Kiddoo, B.A. (1982)
Community Leader
Miami, Florida

Richard F. Kline, Jr., B.A. (1975)
Vice President
R. F. Kline, Inc.
Thurmont, Maryland

Marjorie A. Lippy, B.S., M.Ed. (1984)
Community Leader
Hampstead, Maryland

Ann Burnside Love, B.S. (1980)
Journalist
Frederick, Maryland

Robert K. Mathias, B.A. (1975)
Vice President
The Black and Decker Manufacturing Company
Reisterstown, Maryland

Jonathan P. Myers, B.A. (1975)

Director
Tripp Lake Camp
Owings Mills, Maryland

Frederick S. Nicoll, B.A. (1984)

Realtor
Ocean City, Maryland

James O. Olfsen, B.S. in M.E., J.D., P.A. (1980)

President
General Elevator Company, Inc.
Edgewater, Maryland

Eloise Chipman Payne, B.A. (1978)

Educator (Retired)
Baltimore City Public School Cafeterias
Towson, Maryland

Wilbur D. Preston, Jr., J.D., D.C.L. (1967)

Attorney
Whiteford, Taylor, Preston, Trimble and Johnston
Baltimore, Maryland

Alleck A. Resnick, J.D., D.C.L. (1972)

Attorney
Resnick, Sopher and Perlow
Pikesville, Maryland

M. Lee Rice, B.A., Sc.D. (1980)

President
Shipbuilders Council of America
Arlington, Virginia

Frank C. Robey, Jr., B.A., M.Ed. (1980)

Director, Central Services
Maryland Department of General Services
Baltimore, Maryland

James L. D. Roser, B.A., M.B.A. (1985)

Investment Counselor
Boulder, Colorado

Linda M. Ryan, B.S., M.S. (1984)

Community Leader
Mt. Airy, Maryland

Robert W. Schaefer, B.S., C.P.A., M.B.A. (1980)

Executive Vice President
First National Bank of Maryland
Baltimore, Maryland

Charles H. Schools, J.D., LL.D. (1973)

Chairman of the Board
Associated Real Estate Management Services, Inc.
McLean, Virginia

Rebecca Groves Smith, B.A. (1976)

Educator
Feddersburg, Maryland

Dolores Cauwels Snyder, B.A., M.Ed. (1980)

Vice President
Snyder Body, Inc.
Manchester, Maryland

Thaddeus W. Swank, B.S. (1974)

Vice President
Maryland National Bank
Baltimore, Maryland

Mary Woodfield Tereshinski, B.A., M.A. (1980)

Educator (Retired)
Galesville, Maryland

Lloyd B. Thomas, B.S. in M.E. (1980)

President
Thomas, Bennett and Hunter, Inc.
Westminster, Maryland

R. Peter Urquhart, B.S. (1980)

Managing Vice President
Alexander and Alexander, Inc.
Houston, Texas

Nancy Caskey Voss, B.S., M.Ed. (1981)

Educator
Denton, Maryland

Emeriti Trustees

Scott S. Bair (1964)

President
Development Company of America
Westminster, Maryland

Wilson K. Barnes, J.D., D.Cn.L., LL.D. (1963)

Attorney (Formerly Associate Judge, Maryland
Court of Appeals)
Little, Hall & Steinmann, P.A.
Lutherville, Maryland

Arthur G. Broll, B.A. (1965)

Chairman of the Board (Retired)
Pepsi-Cola Bottling Company
Margate, New Jersey

Mary Brown Bryson, B.A. (1967)

Community Leader
Westminster, Maryland

Henry L. Darner, M.D., Sc.D. (1957)

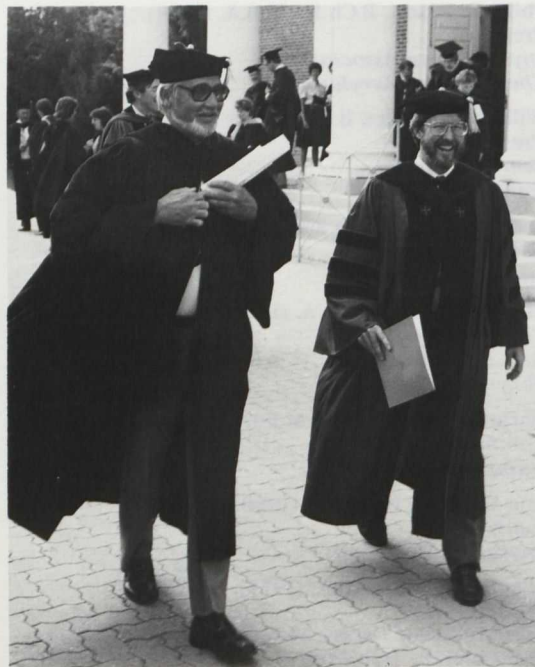
Physician (Retired)
Sun City, Arizona

Richard H. Ellingsworth, B.S. (1973)

Chairman of the Board
General Elevator Company, Inc.
Baltimore, Maryland

W. Lloyd Fisher, D.B.A., LL.D. (1946)

Partner (Retired)
Baker, Watts and Company
Baltimore, Maryland



Albert C. Hall, Sc.D. (1975)

President

Albert C. Hall, P.A.
Queenstown, Maryland

Ralph G. Hoffman, LL.B. (1971)

Attorney

Hoffman and Comfort
Westminster, Maryland

Samuel H. Hoover, D.D.S., Sc.D. (1972)

Dentist (Retired)

Hunt Valley, Maryland

John Bayley Jones, D.D. (1958)

Minister (Retired)

United Methodist Church
Frostburg, Maryland

Richard W. Kiefer, J.D., D.C.L. (1967)

Attorney

Hooper, Kiefer and Cornell
Baltimore, Maryland

D. Carlyle MacLea, B.A. (1949)

Chairman of the Board
MacLea Wood Products
Baltimore, Maryland

Frederick C. Malkus, Jr., B.A., LL.B., LL.D. (1962)

Maryland State Senator
Cambridge, Maryland

Arlie R. Mansberger, Jr., M.D., Sc.D. (1971)

Chairman, Department of Surgery
Medical College of Georgia
Augusta, Georgia

Alfred L. Mathias, B.S. (1974)

Food Service Contractor (Retired)
Hunt Valley, Maryland

F. Kale Mathias, B.A. (1958)

President

Joseph L. Mathias, Inc.
Westminster, Maryland

George A. Meyls, Jr., B.A. (1958)

Forest Products Broker (Retired)
Baltimore, Maryland

Joshua W. Miles, LL.B., LL.D. (1959)

Attorney (Retired)
Salisbury, Maryland

Allan W. Mund, LL.D., D.B.A. (1960)

Chairman of the Board (Retired)
Elliott Machine Corporation
Towson, Maryland

Austin E. Penn, LL.B., LL.D. (1961)

Chairman, Executive Committee (Retired)
Baltimore Gas and Electric Company
Gibson Island, Maryland

Clementine Lewis Peterson, L.H.D., D.H. (1969)

Community Leader and Patron of the Arts
Baltimore, Maryland

Lewis F. Ransom, D.D. (1957)

Minister (Retired)
United Methodist Church
Towson, Maryland

Charles A. Stewart, B.A. (1961)

Partner (Retired)
Price, Waterhouse Company
Plandome, New York

Honorary Trustees

Jane Decker Asmis (1976)

Farm Owner and Arabian Horse Breeder
Never Die Farm
Sykesville, Maryland

Julia T. Burleigh, B.A. (1980)

Information Editorial Specialist (Retired)
Department of State
Centreville, Maryland

Thomas H. Eaton, B.A. (1978)

Vice President (Retired)
Johns Manville Corporation
Royal Oak, Maryland

Thomas F. Marshall, B.A., M.A., Ph.D. (1982)

Professor of English Emeritus
Kent State University
Upperco, Maryland

John H. Simms, B.A., LL.B. (1980)

Legislative Counsel (Retired)
United States Senate
Washington, District of Columbia

Caroline Wantz Taylor, B.A. (1974)

Community Leader
Westminster, Maryland

Officers of the Board

Chairman: Mr. Bricker; *Chairman Emeritus:* Mr. Preston; *Vice Chairman:* Mr. R. Mathias; *Secretary:* Mr. Chambers; *Assistant Secretary:* Ms. Beard; *Treasurer:* Mr. Kimball; *Assistant Treasurer:* Ms. Schmidt

Alumni Visitors to the Board

Ex officio, President, Alumni Association, Jerome P. Baroch, ('64), Lutherville, Md.; *President-Elect,* Katherine K. Frantum, ('45) Annapolis, Md.; *Executive Secretary,* Donna D. Sellman, ('45), Westminster, Md.

Term expires June, 1986: George A. Gebelein ('64), Severna Park, Md.; Carole Ensor Asbury ('71), Woodbine, Md.

Term expires June, 1987: Joseph P. Kleinman, ('33), Rockville, Md.; Carolyn S. Scott, ('67), Westminster, Md.

Term expires June, 1988: Peter G. Callas, ('49), Hagerstown, Md.; Katherine B. Wright, ('74), Towson, Md.

Faculty Visitors to the Board

William F. Cipolla, *Professor of Foreign Languages;* Eulalia B. Cobb, *Associate Professor of Foreign Languages;* H. Ray Stevens, *Professor of English.*

Student Visitors to the Board

Karen H. Buttling, ('86), Ellicott City, Md.; Fran P. Held, ('87), Kendall Park, N.J.; to be appointed, ('88).

Administration

Office of the President

Robert Hunter Chambers, III, A.B., B.D., Ph.D., *President*
 Bernice Talbott Beard, B.A., M.L.A., *Executive Assistant*
 Jennye Gladding Osborne, *Executive Secretary*

Office of Academic Affairs

Melvin Delmar Palmer, B.A., M.A., Ph.D., *Vice President: Dean of Academic Affairs*
 Alice Carole Arrieta, B.A., *Administrative Assistant*
 Helen Bickel Wolfe, B.S., M.S., Ed.D., *Associate Dean of Academic Affairs*
 Linda Ruth Eshleman, B.S., M.A., Ph.D., *Director of Academic Computing*

Graduate Studies

Leonard Stanley Bowlsbey, Jr., B.A., M.Ed., Ph.D., *Dean of Graduate Studies*
 Nancy Lawton Clingan, *Executive Secretary*
 Jeanette Kay Witt, *Administrative Assistant*
 Hugh Tarply Prickett, Jr., B.C.E., M.A., Ed.D., *Director, Western Maryland College Center on Deafness*
 Susan Underwood-Leahy, B.S., M.Ed., *Administrative Assistant and Coordinator of the Interpreter Training Program*
 Nancy Garlitz Weisgerber, B.A., *Recruiter/Marketer, Education of the Deaf Program*

Registrar

Arthur Myles Cavanagh, Jr., B.A., M.A., *Registrar*
 Toni Ann Edwards, B.A., *Associate Registrar*

Library

George Theodore Bachmann, Jr., B.A., A.M., M.S.L.S., *Senior Librarian, Director of Technical Services*
 Margaret Woods Denman-West, B.A., M.S.Ed., Ph.D., *Senior Librarian, Director of Public Services*
 Eleanor Nace Richwine, B.S.Ed., M.S., *Librarian, Technical Processes*
 Carol Jean Quinn, B.A., M.A. in L.S., M.A., *Librarian, Reference*
 Katherine Loose Falconer, B.A., M.L.A., *Library Associate, Public Services*
 Jane Flickinger Sharpe, B.S., M.L.A., *Library Associate, Technical Processes*
 Heshmat Badiee, *Associate Specialist*

Admissions and Financial Aid

Joan Develin Coley, A.B., M.Ed., Ph.D., *Director of Admissions and Financial Aid*
 Marilyn R. King, B.S., *Director of Financial Aid*
 Susan Marie Budosh, B.A., *Assistant Director of Admissions*
 Caryl Lee Connor, B.A., B.S.W., *Assistant Director of Admissions*
 Cornelius Howard Darcy, B.A., *Assistant Director of Admissions*
 Jennifer K. Eisberg, B.A., *Admissions Counselor*

Office of Student Affairs

Philip Robinson Sayre, B.A., M.Ed., Ph.D., *Vice President: Dean of Student Affairs*
 Charlene Hunter Cole, A.B., J.D., *Associate Dean of Student Affairs*
 Mitchell Keith Alexander, B.A., *Assistant Director of College Activities*
 Marlene Mae Clements, A.B., B.S., *Director of Student Health Services*
 Catherine L. Compton, B.A., M.S., *Assistant Director of Resident Life*
 Kathleen Kilroy Dawkins, B.A., M.S., *Director of College Activities*
 Suzanne Jane Oakley, B.A., M.A., Ph.D., *Director of Counseling and Lecturer*
 George Anton Poling, B.Mus., M.A., *Assistant Director of Residence Life*
 Thomas Francis Richards, B.A., M.S., *Director of Career Development/Staff Psychologist*
 Daniel I. Welliver, B.A., M.D., *College Physician*

Office of Business Affairs

H. Thomas Kimball, Jr., B.S., *Vice President for Business Affairs and Treasurer*
 Susan Lynn Schmidt, B.S., *Director of Financial Affairs*
 Jean Hays Walker, B.A., *Coordinator of Personnel*
 Barry Bosley, B.S., M.S., *Director of Marketing and Facilities Management*
 John Matthew Jarkowicz, *Manager of the College Store*
 Ernest Larry Ogle, *Computer Operations Manager*
 Charles David Sheely, *Data Systems Manager*
 Sonya Powell Horner, *Data Systems Assistant*
 Daniel Alexander Yaeger, Jr., A.A., *Director of Food Services, Marriott Corporation*
 Edgar S. Sell, Jr., *Director of Physical Plant*
 M. Elaine Simpson, *Assistant to the Director of Physical Plant*
 Gary Lee Angell, B.S., *Grounds Maintenance Supervisor*
 Donald Eugene Wantz, *Building Maintenance Supervisor*
 Belle Irene Young, *Postmaster*
 M. Joseph Manzer, B.S., *Assistant to the Vice President for Business Affairs for Security and Golf Shop*
 Joan Frances Hoff, *Payroll and Disbursements Manager*
 Lisa Marie Steinour, B.A., *Cashier*
 Beverly Jeanne Spencer, *Central Services Coordinator*

Office of College Relations

Walter L. Wahlen, B.S., *Vice President for College Relations*
 Beverly Grace Staub, B.S., *Executive Secretary*
 Donna DuVall Sellman, B.A., M.A., *Director of Alumni Affairs*
 Virginia Dawn Vlcek, B.A., *Director of Planned Giving*
 Hilbert Hughlett Dawkins, Jr., B.A., M.Ed., *Director of Special Programs*
 Robin Nancy Garland, B.A., *Coordinator of Annual Giving*
 Joyce Davis Muller, B.S., *Director of Public Information*
 Patricia Anne Donohoe, B.A., M.A., *Associate Director of Public Information*
 Steven Foster Ulrich, B.A., *Sports Information Assistant and Staff Writer*

Office of Director of Athletics

James Richard Carpenter, Jr., B.S., M.Ed., Ed.D., *Director of Athletics*
 Carol Ann Fritz, B.S., M.Ed., Ed.D., *Associate Director of Athletics*
 Catherine Eisenbrandt Easterday, B.A., *Coordinator of Aquatic Programs and Lecturer*
 Rebecca Lynn Martin, B.A., M.Ed., *Coach and Lecturer*
 David Gobrecht Seibert, B.A., M.Ed., *Coach and Lecturer*
 Paul Scott Welliver, B.A., M.S., *Athletic Trainer and Lecturer*

Head Coaches

David Seibert, baseball
 Alexander Ober, basketball and tennis
 Rebecca Martin, basketball
 Douglas Renner, cross-country
 Joan Weyers and Roxanne Hemphill, field hockey
 John Molesworth, football
 Steven Easterday, golf
 Michael Williams, lacrosse and soccer
 Catherine Easterday, lacrosse and swimming
 Roxanne Hemphill, softball
 Joan Weyers, tennis
 Richard Carpenter, track
 Carol Fritz, volleyball
 Samuel Case, wrestling

Emeriti

The date in parentheses following the listing of each person is the date of first appointment with the College. Persons are listed in order of retirement from the College.

Executive

Ralph Candler John, B.A., S.T.B., S.T.M., Ph.D., L.H.D., Litt.D., *President Emeritus*

Administration

Martha Eliza Manahan, A.B., *Registrar Emerita* (1938)
 Elizabeth Simkins, A.B., B.S.L.S., A.M.L.S., *Librarian and Professor Emerita* (1946)
 John Donald Makosky, A.B., A.M., Ed.D., Litt.D., *Dean of the Faculty and Professor of English Emeritus* (1934)
 Cora Virginia Perry, B.A., M.L.A., *Registrar Emerita* (1936)
 Philip Elwood Uhrig, B.A., M.Ed., *Director of Alumni Affairs Emeritus* (1949)
 Philip Blettner Schaeffer, B.A., *Vice President for Business Affairs and Treasurer Emeritus* (1959)

Faculty

Maude Gesner, *Professor of Music Emerita* (1917)
 Marie Parker, B.S., A.M., *Associate Professor of Physical Education Emerita* (1929)
 Frank Benjamin Hurt, A.B., A.M., *Associate Professor of Political Science Emeritus* (1930)
 Joseph William Hendren, A.B., A.M., Ph.D., *Professor of English Emeritus* (1947)
 Alfred Winfield de Long, *Associate Professor of Music Emeritus* (1936)
 Kathryn Belle Hildebran, A.B., A.M., Ph.D., *Professor of Modern Languages Emerita* (1940)
 Evelyn Wingate Wenner, A.B., A.M., Ph.D., *Professor of English Emerita* (1931)
 Esther Smith, D.F.A., *Professor of Dramatic Art Emerita* (1926)
 Ervin Lajos Szilagyi, LL.B.; B.S., Jur.D., B.F.A., *Assistant Professor of the History of Art Emeritus* (1957)
 Mary Louise Shipley, A.B., *Associate Professor of Art Emerita* (1938)
 Theodore Marshall Whitfield, A.B., Ph.D., *Professor of History Emeritus* (1929)
 William Robbins Ridington, A.B., A.M., Ph.D., *Professor of Classics Emeritus* (1938)
 Harwell Presley Sturdivant, B.S., A.M., Ph.D., *Professor of Biology Emeritus* (1948)
 Reuben Simon Henry Holthaus, A.B., A.M., S.T.B., Ph.D., *Professor of Philosophy Emeritus* (1946)
 Ralph Bevere Price, B.A., M.A., Ph.D., *Professor of Economics Emeritus* (1954)
 Charles Edward Crain, B.A., B.D., Ph.D., *Professor of Religion Emeritus* (1949)
 Isabel Isanogle Royer, B.A., B.E., M.A., Ph.D., *Professor of Biology Emerita* (1942)
 Jean Kerschner, A.B., Ph.D., *Professor of Biology Emerita* (1952)
 Gerald Edward Cole, B.Mus., M.Mus., *Professor of Music Emeritus* (1955)
 William Morris David, Jr., A.B., M.A., Ph.D., *Professor of Political Science Emeritus* (1952)
 Fern Rudolph Hitchcock, Jr., *Assistant Professor of Physical Education Emeritus* (1962)

Leonard Earl Griswold, B.A., M.A., Ph.D., *Professor of Sociology Emeritus* (1956)
 Julia Taylor Hitchcock, B.Mus.Ed., B.Mus., *Assistant Professor of Music Emerita* (1960)

Faculty

- William Thomas Achor, *Professor of Physics*
 B.S., Auburn University; M.S., Ph.D., Vanderbilt University. (1965)
- George Samuel Alspach, Jr., *Associate Professor of Biology*
 A.B., Antioch College; M.S., Ph.D., Oregon State University. (1969)
- Franklin Glendon Ashburn, *Professor of Sociology*
 B.A., Western Maryland College; M.S., University of North Carolina at Raleigh; Ph.D., The Florida State University. (1971)
- George Theodore Bachmann, Jr., *Senior Librarian, Associate Professor of Library Science*
 B.A., M.A., University of Maryland; M.S.L.S., The Catholic University of America. (1970)
- Julie Oeming Badiée, *Associate Professor of Art History*
 B.A., M.A., Ph.D., University of Michigan. (1978)
- Robert Philip Boner, *Professor of Mathematics*
 A.B., Rockhurst College; A.M., Indiana University; Ph.D., University of Notre Dame. (1970)
- Leonard Stanley Bowsbey, Jr., *Dean of Graduate Studies and Professor of Education*
 B.A., M.Ed., Western Maryland College; Ph.D., The University of Iowa. (1969)
- Michael Mathison Brown, *Professor of Biology*
 B.S., Lebanon Valley College; Ph.D., University of Delaware. (1968)
- Hans-Peter F. G. Büttner, *Assistant Professor of Foreign Languages*
 B.A., Grove City College; M.S., Georgetown University. (1968)
- James Richard Carpenter, Jr., *Associate Professor of Physical Education*
 B.S., West Virginia Wesleyan College; M.Ed., Western Maryland College; Ed.D., West Virginia University. (1969)
- Howard Samuel Case, *Professor of Physical Education*
 B.S., M.Ed., Western Maryland College; Ph.D., The Ohio State University. (1965)
- William Clinton Chase, *Assistant Professor of History*
 A.B., Dartmouth College; J.D., Harvard Law School; Ph.D., Harvard University. (1981)
- William Francis Cipolla, *Professor of Foreign Languages*
 A.B., University of Pennsylvania; A.M., Ph.D., The Johns Hopkins University. (1969)
- Jack E. Clark, *Associate Professor of Mathematics*
 B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University. (1978)
- Richard J. Claycombe, *Assistant Professor of Economics and Business Administration*
 B.A., DePauw University; M.Phil., Ph.D., George Washington University. (1981)
- Richard Allen Clower, *Professor of Physical Education*
 B.A., Western Maryland College; M.S., Springfield College; Ed.D., West Virginia University. (1956)
- Eulalia Benejam Cobb, *Associate Professor of Foreign Languages*
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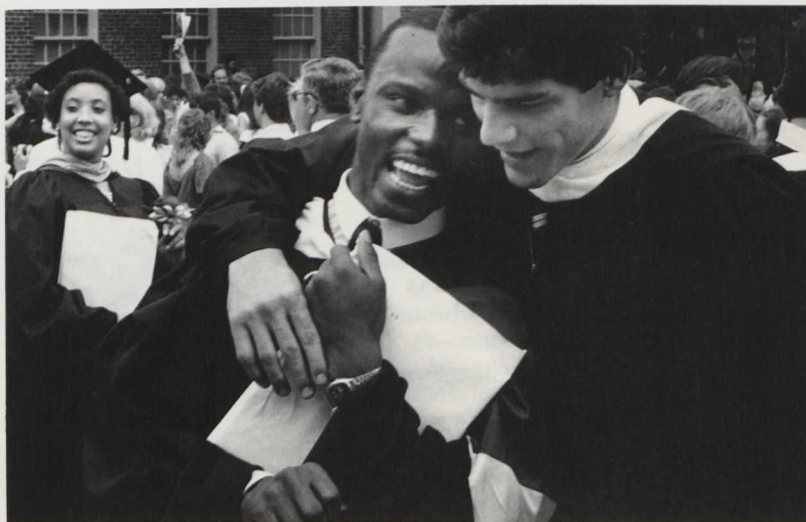
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