

1867-1992



Western Maryland College



One Hundred and Twenty Five Years



Undergraduate Catalog 1990-1992

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WESTERN MARYLAND COLLEGE

2 College Hill

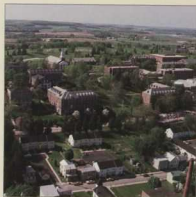
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1867-1992



A Private College of the Liberal Arts and Sciences



with a History of Excellence in Teaching and an



Environment that Promotes Individual Growth

Fearless 1867 *and Bold*

The following reminiscences were excerpted from an essay written by Mr. Philip Myers, Class of 1916, on the occasion of his 50th class reunion. Western Maryland College's long history, steadfast adherence to the liberal arts, and fine campus have made the college a community where young men and women may dramatically develop their powers to think and to act critically, creatively, and humanely in this century and the next.

TEARS STOOD IN MOTHER'S eyes as I mounted the steps of the afternoon milk train, bound, at long last, for college. For more than 50 years I have wondered whether they were

tears of relief that the almost impossible had been accomplished and that finally I was on my way, or whether she really sorrowed that her youngest was cutting the ties that bound him to her so closely. In 1911 sixteen-year-olds did not have the casual manner of going away from home that is so prevalent today. ♣ I had been admitted as a freshman on application made early in the spring, and now I was bound for the great adventure. All the necessary preparations had been completed during the summer months, the requirements carefully detailed in the catalogue were fulfilled—bedding complete (except for mattress), fork and spoon, marked with name. For some obscure reason the dining room would provide knives. Perhaps the authorities thought it unwise to suggest that students come thus armed . . . ♣ The last milk can was hurtled into the car ahead and the train slowly gathered momentum for the 50 mile journey that lay ahead. I sank

back, as relaxed as a coiled spring, to review the situation. A cold, sickening sensation made itself manifest in the middle of my being, as it occurred to me that no one had arranged to have my carefully packed trunk sent to the station. My baggage in hand consisted of a box of one dozen Radnor collars, size 14, which had been a parting thought of Mother's. Of course she would discover the trunk on her return and send it to me, but in the meantime, I had a night in a new and slightly terrifying place to survive, and not much idea how to go about it. 🐼 🐼

ON FRIDAY SOME EXCITED SOPHOMORES ROUNDED UP ALL the newcomers they could find and explained to them the importance of registering for "Parlor." It was necessary, we were told, to have our applications made to the dean before noon on Saturday, so that we might be admitted to the intimate circle which would form at 7pm. This was a yearly gag and the dean was not too happy about it. He took his time to explain to each applicant that all that was required were clean hands and as pure a heart as could be expected in males ranging from 17 to 21. Purity, he added, could be



guaranteed at that location and for that hour. Promptly at 7:00 we presented ourselves with dignity and decorum at the entrance to Parlor. This room was furnished with two chairs here, two chairs there, two chairs yonder, not quite touching but all within easy hearing distance of each other. There were even four or five wicker settees. Every drop cord in the place held a huge unshaded bulb, glaring its fullest



candlepower. Only the gas jets took no part in the festive affair. The professor "taking parlor" was held responsible for maintaining an unbalanced guest list—at

least half a dozen more boys than girls. The object, of course, was to insure rotation of callers and thus prevent anyone establishing a monopoly or being "stuck." Just as you were getting slightly more at ease with the girl whose acquaintance you were trying to cultivate, one of the reception committee, dragging a gawking boy, would step up to your pair of chairs. As you found your feet, she would murmur, "Miss Jones, Mr. Smith," and fade with you in tow. One of the most pleasant parlor experiences in my freshman year came when a senior

receptionist brought a replacement for me . . . I learned lots of things that a girl who was starting her fourth year at college could tell a boy who was starting his fourth day. It was she who told me that a sure way to receive a box of fudge was to ask for the same girl three weeks in succession. There seemed to be some unwritten and unbreakable rule that compelled the girl to make and present the fudge within a week. However, you could not work it too often in the same year. It branded you as fickle and commercial.

❧ ❧ ❧ ❧ ❧ ❧ ❧ ❧

TO CERTAIN PORTIONS OF THE male student body, football

was of cosmic importance up to and including Thanksgiving day. The freshman's introduction to the game was based largely on his own physical proportions. Large, well-muscled boys were naturally looked upon as potential players, and were treated as such until or unless they proved themselves unworthy. More puny specimens were formed into stone picking gangs and taken to the athletic field by sophomores. There they formed a line stretching from sideline marker to sideline marker. At command the line started slowly down the

1867 First classes held

1871 First class graduated

1886 First literary society organized

1891 Football team formed

1895 First yearbook published

1922 Student Loan Fund created

long hundred yard playing area, stooping to pick up the thousands of loose stones. When they reached the far end they retraced their steps, picking up those stones they had missed.

☛ To avoid this slave labor, many not-so-heroic and non-athletically inclined boys tried out for the team. It was always a toss-up to me as to which was the greater punishment. Playing on the scrubs gave highly exciting moments—a numbing experience of violent physical contact with a friend who was always much larger, much harder, more skilled in methods of legal mayhem, and determined that no scrub would ever have a chance to show him up. As opposed to this there were times like running through signal practice or racing after forward passes, safe in the knowledge that no one would tackle you as you reached for the flying ball. An entire practice period could, conceivably, pass without accumulating one brush burn or extra bruise. That is why I placed my 120 pounds at the

1924 First social fraternity formed

1924 Student newspaper published

1926 College accredited

1927 Football team defeated Army (48-0)

1929 School of Education established

1932 Summer school program initiated

mercy of the first team after a week on the stone gang. Neither my skill or weight had gained by the next year, but a soph did not have to pick stones. He had them picked.

SOPHS LOVED TO TELL US how to handle this or that professor. "Jobby" (Dr. Bonnotte), for instance, had two main contacts with us, his classes in French or German, and when



he was "on for inspection." This particular species of inquisition was based on the theory that if a boy could be kept in his room from 7 to 9:45pm he would, in sheer boredom, take up a textbook and prepare his lessons. When the study bell rang at 7:00, Monday evening, the first thought on each boy's mind was, "Who's on for inspection this week?" The answer to this set the pattern for the whole week's behavior. The rule was that three inspections of each student's room would be made Monday through Friday evenings between the hours mentioned, but at times that suited the whim of the professor doing the dirty work. Custom had it that the first was made as soon as possible after the bell rang at 7:00, the last at the 9:45 bell, and the second anywhere in between. With the old wheelhorses you could count on that to be just about 8:30, and plan accordingly. Inspection room was on the top floor, and here the inspector was supposed to spend the study period.

It was always considered good clean fun to take him questions on any subject other than the one he taught. 🐼 The penalty for missing any inspection was three demerits. Being in your room, awake and visible met the requirement. 🐼 🐼 🐼 🐼

"YOU CAN SAVE A LOT OF TIME ON PREPARING YOUR FRENCH," a soph told me, "if you just remember who was the last one to recite the day before." 🐼 "How?" 🐼 "Your class is seated alphabetically, isn't it?" 🐼

"Yes." 🐼 "Well, Jobby won't pick on just anybody. He wants to make it fair for the whole class, so he calls on each one in turn right around the



list, day after day. Sometimes it is from right to left, and sometimes from left to right. But you can count on one thing, he never jumps around the class. All you got to do is estimate."

🐼 "Estimate?" 🐼 "Yeah, estimate. Figure out just what paragraph you'll have to translate either way. Then get that one, and the one before it, and the one after it. Somebody might be absent and that could mess up your estimate." 🐼 I picked up Ruy Blas one night, sure in the knowledge that I would be the first called upon the next day. I'll never know why I decided

to practice reading it aloud, rather than merely attempting a translation, but that is what I did. To my astonishment I discovered rhythm and rhyme though pronunciation left much to be desired. The flow of words was smooth, and to my ear, pleasing. Intrigued, I worked hard to improve my reading, and was delighted to find that a free understanding of the meaning of the words came with the sounds. 🐼 As expected, Jobby

1935 Highest teacher placement in the state

1937 First annual performance by the

National Symphony Orchestra

1942 College's 75th anniversary celebrated

1943 Army cadets trained for WWII

1958 New chapel organ dedicated

called on me to begin the lesson. I started to read as I had practiced, and was gratified to note the look of surprise on his face. When I had finished what I thought

was a sufficient amount, I paused. 🐼 By this time Jobby was beaming. 🐼 "Go on, go on," he said. 🐼 On I went to the very end of the assignment without being stopped. Then he came to my rescue. 🐼 "The next person," he said, "will begin the translation." 🐼 Jobby's encouragement had an effect that I had not expected. His approval was more conducive to further effort than anything I had experienced. My environment took on a different appearance. I actually began to like French, and to study it. I convinced myself that I was, after all, a linguist.

SPRING WAS SLOWLY CLIMBING OVER THE COUNTRYSIDE, the loveliest spring of all, for we were seniors, Janus-like, looking two ways at the same time. Behind us were the years of trial that had somehow been surmounted to bring us to the point where we must look forward to a new kind of living. Student days were rapidly coming to an end, and we were not exactly too happy about that. A cold feeling of uncertainty from time to time raced through our midriffs, but no one admitted it in public. ♣ Incompatible with the beauties of nature was the unpleasant fact that examination time was on us with full vigor. How fervently we wished that we had worked to better advantage during the term so that our present anxiety would have been less, but as there was no help for it, we plugged through hours that would have brought better results in sleep. A relaxing break would come as the college-made current faded, and we were compelled to light our Rayo oil lamps. Someone was always out of kerosene, and that made it necessary to go down to Mother Royer's (Mother Royer ran a small store on Main & Union

1960 Honor code and system established

1970 Three-week January term initiated

1975 Interdisciplinary studies and Master
of Liberal Arts degrees offered

1976 Minor in elementary education added

1978 Social work program accredited



Streets) to obtain a refill not only of fuel, but also of food. 🍷

"Now you fellows hurry up and finish eating," she warned us. "I've got to get my sleep. If you had studied the way you

should, you could go to bed at a decent hour, too. Land sakes, it's the same every year. What makes college boys so dumb?"

🍷 *Back on 'the Hill' again after our refreshments, small groups gathered for mutual aid in preparation for the ordeal of the next day. In my room, Les, Dick, Sud, Paul, and I worried over what particular part of the 606 pages of Ethics—Dewey and Tufts—would be ours to discuss on the morrow. The hours sped. The night noises lessened, and the first sleepy predawn notes of some bird slipped through the open window. 🍷*

"There's not enough time left for sleeping," announced Dick. "Let's go for a walk to wake up properly." 🍷 It was good to walk under the stars, and no need for talking. Examinations and classes, studies and teachers, such things simply faded from my mind, as they must have from the minds of the others. Inchoate recollections of college life flickered through my head, a movie film that had been badly patched with little

regard for true sequence. 🐼 Of a sudden, as with one mind, we turned and retraced our steps. The first streaks of dawn stained the sky, and almost imperceptibly we increased our



pace. We struck a road between the fields and found that our arms were linked, our steps matched, our cadence sure. The pink clouds changed to gold as the sun came up to behold the strange sight of five men striding arm in arm, excitedly alive after a sleepless night. I think we had our first understanding of the feeling that created Phoebus Apollo and Ra. We crossed onto the campus singing. The exam was a cinch. 🐼 🐼 🐼

EXAMS WERE SUCCESSFULLY OVER . . . The word Commencement took on its real meaning, and we knew that a great and happy phase of our lives was almost at an end. We tried without conscious effort to absorb the sights, sounds, and smells that through future years would mean Western Maryland to us. By night the buildings took on a romantic appearance. It must have been the week of the full moon, for memory clothes everything in soft brilliance. By day we wove the daisy chain for Baccalaureate procession. We practiced our

entrance into Alumni Hall. It was a happy time, tinged, oh, so slightly, with sadness. 🐼 Commencement Day was hot. The buzz of many voices came through the open windows of Alumni Hall as the student body formed a line in preparation for its intricate entrance. Behind them the faculty, dignified in caps and gowns, made a striking contrast to the summer dresses of the girls in front of them. 🐼 The line stretches back to the entrance of Old Main, so we cannot hear the cue which starts us on our way, but we know that Gaul's orchestra has begun "Ein feste Burg." Now we mount the steep steps that lead to the stage. We follow the circular aisle past the class windows. We take our places. 🐼 Somewhere in the gallery is Mother. If it is a big day for me, it is a great day for her. From my position I cannot see any of the main floor, and only part of the gallery, but at last I locate her. Is that halation due to the light that streams in behind her, or something in my eyes?

1979 Phi Beta Kappa charter approved

1981 First WMC team (women's volleyball)

wins berth in national competition

1986 New liberal arts requirements endorsed

1987 Largest freshman class welcomed

1989 Groundbreaking for library expansion

🐼 Suddenly my name is called, and a scroll is thrust into my hand. From now on, come what may (and so much will!), I am an A.B. 🐼 🐼

Philip Myers, Class of 1916

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. The College's goal—to provide an academic and social environment that promotes liberal learning—is expressed in its First Principles:

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.



College History

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

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

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

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

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

In its 125-year history, the College has had only seven presidents: Dr. Ward, Dr. Thomas Hamilton Lewis (1886-1920), Dr. Albert Norman Ward (1920-1935), Bishop Fred G. Holloway (1935-1947), Dr. Lowell S. Ensor (1947-1972), Dr. Ralph C. John (1972-1984), and Dr. Robert H. Chambers (1984-present). Under their guidance, the College has assumed a place among the quality liberal arts colleges in the nation, developing programs and material and physical assets that fulfill the vision of its founders.

College Profile

Western Maryland College is fully accredited by the Middle States Association of Colleges and Secondary Schools and is listed as one of 142 selective Liberal-Arts Colleges in the nation by the Carnegie Foundation for the Advancement of Teaching. The College's undergraduate programs in teacher education are approved for certification by the Maryland State Department of Teacher Education. The College is also on the approved list of the American Association of University of Women and the American Chemical Society, and is accredited by the Council on Social Work Education.

CHARACTER

Private four-year college of the liberal arts and sciences founded in 1867; named for Western Maryland Railroad.

LOCATION

Thirty miles northwest of Baltimore, 56 miles north of Washington, D.C. The College overlooks Westminster, Maryland, Carroll County's largest town and county seat.

CAMPUS

Of the 40 building on the 160-acre campus, six are listed on the National Historic Register. Campus facilities include a 153,000-volume library (a \$10 million expansion is slated for completion in 1991), fully equipped science laboratories, an audiology lab, and video equipment; a nine-hole golf course, the new Physical Education Learning Center with a weight-training center and human performance laboratory; and Decker College Center, with a bookstore, lounges, post office, snack bar, photo darkroom, and pub.

ENROLLMENT

1,200 undergraduate students: 45 percent men, 55 percent women. Students come from 22 states and ten foreign countries; the majority from the Middle Atlantic Eastern Seaboard states.

FACULTY

Eighty full-time professors; 83 percent hold doctorates. Student-faculty ratio is 13:1. All courses and laboratories are taught by regular faculty members, not by teaching assistants.

ACADEMIC PROGRAM

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

HOUSING

Freshmen live on campus in single-sex residence halls. Singles, doubles, and triples are available.

COSTS

Western Maryland is one of 220 colleges in the nation and fours in Maryland to be featured in *The Best Buys in College Education* by Edward B. Fiske, education editor of the *New York Times*.

Average expenses for the academic year 1990-91:

Tuition	\$11,590
Room	2,000
Board	2,390
Total	\$15,980

Modest increases in tuition, room, and board may be expected each year.

ACADEMIC SCHOLARSHIPS

The College awards more than \$100,000 in academic scholarships—ranging from \$2000 to full tuition—every year to academically talented entering students. Transfer students are also eligible.

FINANCIAL AID

Seventy percent of students receive grants, scholarships, loans, or work-study employment; about 60 percent receive need-based awards, from \$200 to full tuition, annually.

ATHLETICS

Athletic teams compete in Division III of the NCAA and the Middle Atlantic States Athletic Conference. Ten sports for men: baseball, basketball, cross-country, field hockey, lacrosse, soccer, swimming, tennis, track, and wrestling. Ten sports for women: basketball, cross-country, field hockey, lacrosse, soccer, softball, swimming, tennis, track, and volleyball. The golf team is coed.

DEAF EDUCATION

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

Student Life

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

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

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

The diverse interests and needs of Western Maryland students are reflected in the wide-ranging and continuously evolving selection of activities. There are over 60 organizations, and campus events are largely planned and organized by students. The College Activities Office is responsible for coordinating and scheduling events, reserving facilities and advising student groups. Many organizations and publications have office space in Decker College Center.

College Regulations

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

In addition to areas of academic honesty addressed by the Honor Code, College regulations cover the use of alcohol and drugs; behavior which impedes the educational process of individuals or the institution; legal access to students' records, such as grades and billing; and other matters, including those affected by state and federal laws. These regulations are detailed in the *Student 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 Assembly (SGA), which is the student body's central governing and coordinating organization. It consists of two main parts; the Executive Council, elected by the student body at large, and the Senate, composed of representatives from the classes. The SGA is active in campus life, bringing influence to bear on a variety of matters, and serving generally as 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 standards, athletics, 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

CAPBoard, the College Activities Programming Board, sponsors various entertainment opportunities for WMC students. CAPBoard is a very active, student-governed organization, comprised of over 70 members, subdivided into five committees. CAPBoard fulfills a vast array of students' entertainment interest. The areas are: Films, Mainstage (illusionist, bands and dances), Second Stage (comedians, duo and solo singers/musical performers), and Performing Arts (plays, classical music festivals). The fifth committee, the Promotions committee, uses great enthusiasm and creativity to keep students aware of CAPBoard's events. From adventure movies and concert trips to classic rock singers and ballet, CAPBoard and its jam-packed calendar of events are fully committed to providing quality entertainment for the WMC campus.

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 Iota (Foreign Language) Phi Sigma Tau (Philosophy), Pi Gamma Mu (Social Sciences), Phi Sigma Alpha (Political Science) and Psi Chi (Psychology).

Publications and Media

Students interested in writing and publishing may work with three publications edited and published by students:

Phoenix, the official student bi-weekly newspaper; *Crowroads*, the College yearbook, a pictorial collage of campus life; and *Contrast*, a literary magazine published yearly. In addition students operate WMCR, the College radio station, and UPLINK, a cable broadcast channel.

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, Cheerleaders, Pom-pon Squad, Commuter Students, Ranger Platoon, Film Club, Equestrian Club, and the Photo 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 Concert Band, College String Orchestra, College Jazz Ensemble, College Singers, Madrigal Singers, the Bass Ensemble and Pep Band, and various other instrumental ensembles. Those

interested in dramatic arts may participate in both the technical production and performing aspects of several major plays and musicals planned by the Communication and Theatre Arts Departments and in less formal presentations of dramatic scenes. The Art Club, which is involved in a number of creative ventures in addition to staging exhibits, is open to all.

Community and Service Groups

Several organizations are designed to expand the experiences of the WMC student and to encourage participation in community projects. The Black Student Union, the "Sounds of Silence" Club, and the International Relations Club work to enhance social interaction and understanding between people from diverse backgrounds. Several organizations work with elementary school children in Westminster, retarded citizens and handicapped groups.

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 Ecumenical Chapel Committee organizes various worship services. Students are also welcomed at the many churches in Westminster.

Reserve Office 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. See the Financial Aid section of this catalog for information about ROTC scholarships.

Social Fraternities and Sororities

There are eight national and 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, Phi Mu (national), Phi Alpha Mu and Phi Sigma Sigma (national).

Approximately a third of the students join the Greek letter social organizations. Students 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 Inter-Greek Council works in cooperation with the Student Affairs Office to make rules for such activities as rushing, bidding, parties and special events. Western Maryland College prohibits hazing either on college property or off campus by any College organization.

Athletics

Western Maryland College considers participants 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 Gill Physical Education Learning Center in 1984, the College provides 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

9-hole Golf course

6 outdoor Tennis courts (2 indoor)

Volleyball courts

Basketball courts

Track

Gymnasium

Cross-country trail

Baseball field

Badminton

Stadium

Squash court

Racquetball

2 Saunas

Weight room

Fencing room

Dance studio

Table Tennis

Rappelling facility

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, soccer, 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 Catocin 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 40 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; the goal of Student Affairs staff is to help students make the best use of the College's and students' own resources and opportunities.

Residences

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

Housing

The College offers a variety of living arrangements. There are five traditional residence halls, in which men and women are separated by floors. These are Albert Norman Ward Hall, Blanche Ward Hall, McDaniel Hall, Rouzer Hall and Whiteford Hall; they contain single, double and triple rooms and, in some instances, suites. Daniel MacLea Hall is designed for suite-style living. Students may apply to live 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. Upperclass students 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.

Resident Staff

There is a Resident Assistant (RA) assigned to cover areas of residence halls. An RA is a qualified and trained undergraduate whose job it is to live with students and be available to oversee the quality of life in his or her area. Resident Assistants are responsible for advising individuals, assisting in health or safety emergencies, communicating campus policies to students, and reporting student concerns to administrative staff.

Resident Assistants are directly supervised by a professional Residence Life Coordinator. The Associate Dean of Student Affairs, Director of Housing and four Residence Life Coordinators 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 Director of Housing 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 residence halls, commuting students are a welcome and growing part of the Western Maryland student body. Many live with their parents or guardians within reasonable driving distance. However, a growing number of students are either resuming

their college education after a pause of a number of years, or beginning their studies at a later stage in their lives than do more typical freshmen coming directly from secondary school. Some students are seeking a second undergraduate degree. The College urges all of these commuting students to visit the Office of Student Affairs to meet the commuter coordinator and to learn about the services on campus tailored to their special needs. Commuters are particularly encouraged to participate in the many extra-curricular activities on campus. (See also Admission: Non-Traditional Students, page 10.)

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 advisers at this time, students are introduced to the layout of the campus, registration procedures, programs of study, student government, student activities, student services, residence hall facilities, and, in general, a host of people ready to assist new students in settling into campus life successfully. Placement tests are given during this period. There is also entertainment and a picnic at Harvey Stone Park. On the day new students arrive on campus, they and their parents or spouses and other family members are invited to attend the Introduction Convocation and a reception 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 and Pennsylvania Avenue houses are

required to subscribe to the meal plan in Englar Dining Hall. Meals are served seven days a week and include continental breakfasts for students who prefer to eat later than the scheduled breakfast hour. Dining services are managed by the Seilers Corporation, and menus include many alternate selections for the diet conscious. Commuting students, parents and visitors are welcomed to purchase meals.

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

Health Services

Student Health Services located in Smith House provides free confidential medical and health-related services for acute problems and health maintenance. This includes office visits, a limited number of medications for the treatment of common ailments, and certain lab tests. Also, students with chronic conditions may arrange for routine care, such as administering prescribed allergy medication. A full range of GYN services are also available. Each student must complete a Medical Record Form before entering. The Health Center is directed by a Certified Registered Nurse Practitioner; 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. The College requires 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. An Automatic Teller Machine (ATM) provides services for those holding accounts with Carroll County Bank or other banks in the MOST system. 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 may be purchased, and packages mailed and received. The Campus Safety Office is also located on the lower level.

Counseling Services

Counseling Services is free, voluntary, and *confidential*.

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

Career Services

The Career Services Office assists students with career planning and job placement needs throughout their undergraduate experience. Students can meet with a counselor to discuss academic major selection, career choices, employment opportunities, and job search strategies. Resources available to students include: DISCOVER II, a computerized career decision-making system; a complete career library; an alumni connections network; information on part-time and summer job opportunities; internship listings; and career-related workshops and seminars. As students approach graduation, they may take advantage of on-campus recruiting, career fairs, credential file service, monthly job bulletins, mock interviewing, and resume reviews. For further information, contact the Career Services Office at 857-2243 located in Smith House.

Admission

Western Maryland College welcomes applications from men and women who desire the life-long personal and professional benefits of a liberal arts education and who eagerly enter the partnerships necessary to achieve it. Every year the College enrolls approximately 350 freshmen. Among their number are international students and students beyond traditional college age. In addition to entering freshmen, the College welcomes applications from students wishing to transfer from community colleges and other four year colleges and universities.

Campus Information

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

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

Prospective students may request College publications and admission material as well as schedule campus visits and receive information about Open Houses and other special admission programs by writing to The Office of Admission, Western Maryland College, Westminster, Maryland 21157-4390 or by phoning 301/857-2230, or toll free 800/638-5005. Personal inter-

views and campus tours are available Monday through Friday from 9am to 4pm and Saturday by appointment.

Secondary School Background

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

Admission Evaluation

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

- Secondary school courses and grades, with special *consideration given to accelerated courses*;

- Secondary school class rank and the level of academic competition in the applicant's program;
- Aptitude and achievement tests;
- Personal traits, goals, and motivation;
- Recommendations and evaluations by principals, counselors, and teachers; and,
- Participation in non-academic activities.

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

the fall. High school counselors can advise students about the dates, times and locations for these tests.

The Application Process

A complete application for admission to Western Maryland College consists of the application form, official secondary school and college (if any) transcripts, official scores from the SAT or ACT tests, and a \$25 non-refundable application fee. Deadlines for receiving completed applications are December 1 for Early Decision and March 15 for regular admission. Once all of the application materials have been received, they are reviewed by the College's Admission Committee. Early Decision applicants will be notified of the Committee's decision by December 15; all other applicants for the entering class will be notified by April 1. Applications from transfer students will be accepted through the summer. Complete applications (application form, official transcript sent from secondary school, official SAT or ACT scores and recommendations), along with a \$25 non-refundable application fee, should be sent to The Office of Admission, Western Maryland College, Westminster, Maryland 21157-4390.

The College's Admission Committee may request additional test scores and recommendations.

Early Decision

Applicants with strong credentials who are certain in their choice of Western Maryland College may apply to the College for Early Decision. Candidates for Early Decision must submit a completed application by December 1; they will be notified of the admission decision by December 15. These candidates must agree to apply for Early Decision

at Western Maryland College only, and must enroll if accepted. All applications to other colleges must be withdrawn upon acceptance. Candidates who do not receive Early Decision may be considered when regular admission decisions are made.

Transfer Application

Each year, about 20 percent of Western Maryland College's new students have transferred from two- and four-year colleges and universities. Western Maryland grants transfer credit for courses that are standard liberal arts courses or that compare to the offerings of WMC if the institution is accredited 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.

Students at two-year and four-year colleges and universities who wish to have an unofficial evaluation of their transcripts may call 301/857-2215 or write The Registrar's Office, Western Maryland College, Westminster, Maryland 21157-4390.

To transfer to Western Maryland College, students should:

- submit a completed application along with the \$25 application fee,
- have official transcripts sent from all secondary and post-secondary institutions attended,
- have official SAT or ACT scores sent,
- have the Dean of Students of the previous college send a statement of good standing.

Applications from transfer students are accepted through the summer.

Non-Traditional Students

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

International Students

Western Maryland College has enrolled international students since 1890. The College continues an active commitment to the broadest educational and social experience particularly in bringing together students from diverse cultures. Western Maryland College invites and welcomes international students. In this respect, the College is committed to the principles of international education as defined by the National Association of Foreign Student Affairs. Not only does Western Maryland provide usual student services for international students, but it also makes available services to meet their special needs, including English language tutoring, liaison with INS, and other special services. In addition to the usual application materials listed above, international students must submit offi-

cial copies of their scores on the Test of English as a Foreign Language (TOEFL), and results from any and all secondary school, university and national examinations; copies of diplomas and certificates are also required. International students must also submit a Certificate of Finances form. Limited financial assistance is available to qualified international students.

The Honors Program

Western Maryland College's Honors program features one specially designed course each semester from freshman through junior year and a senior seminar. Honors students live in special housing, participate in special out-of-class activities and attend informal discussions with guest speakers. Enrollment in the Honors Program is severely limited and is by invitation only. These invitations are sent on or about April 1. Questions regarding the Western Maryland College Honors Program should be addressed to the Admission Office or to the Director of the Honors Program.

Advanced Standing and Placement

Western Maryland College makes decisions on advanced placement in specific academic areas, *excluding the basic liberal arts requirements*, based primarily on the student's high school program and potential major. Although College Board achievement test are not required for admission, they often assist in determining placement.

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

Test Score

■ 5 or 4: Student will receive advanced placement plus six hours credit (except Calculus AB receives 3 hours credit).

■ 3: Student will receive advanced placement plus three hours credit (except Calculus AB receives credit as determined by the Mathematics Department).

■ 2: The department concerned determines placement, but generally no advanced placement is given. No credit is given.

■ 1: No advanced placement or credit given.

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

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

Special Students

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

students are available from the Office of the Registrar.

Summer School

Western Maryland College operates a summer program which welcomes special and degree-seeking students. Non-degree-seeking students should contact the Office of the Registrar; entering degree-seeking students should contact the Office of Admission.

Students with Special Needs

Western Maryland College wishes to make programs and activities on its campus available to every enrolled student. The College admits qualified students and believes that no one should be barred from an education because of disability. Where physical barriers exist, accessibility will be attempted by means of reasonable accommodation. Where academic adaptations are necessary, individual adjustments will be considered based on appropriate diagnostic data. For information, contact the Coordinator of 504 Services at 301/857-2504.

Veterans Administration Benefits

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

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

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 62 percent of the current student body receives some form of financial assistance. A family's total financial resources and obligations are considered in awarding aid; it is expected that students and their families assume as much responsibility for educational expenses as they are able. The family income of students presently receiving financial aid ranges from low income to high middle income. Students are admitted to the College based on academic and other 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 request the Financial Aid Form from the Western Maryland College Financial Aid Office. The FAF should be filed as soon as possible after January 1. CSS generally requires four to six weeks to evaluate the financial data and forward the results to the College. The Financial Aid Office will then evaluate all information and make awards accordingly. Awards are generally announced after March 15. 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 file for financial aid as soon after January 1 as possible. Applicants must be accepted by the College before financial aid is awarded, so students should pay close attention to admission deadlines.

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 potential 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 on the first floor of Elderdice Hall, the Financial Aid Office reviews a student's eligibility for aid of various types, describes applicable alternatives, and explains the process involved. The 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 Offices of Admission or 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.

Academic Scholarships

Western Maryland College awards more than \$100,000 each year in scholarships to academically talented students. The renewable awards include: Trustee Scholarships valued at full tuition, Alumni Scholarships valued at two-thirds tuition, President's Scholarships valued at half tuition, Dean's Scholarships valued at one-third tuition, and Faculty Scholarships valued at \$2,000 to \$3,000.

Freshmen

In order to be eligible for the Trustees', Alumni, President's, Dean's or Faculty award, one must compete in the Academic Scholarship Competition, be a high school senior with a 3.5 grade point average (GPA), have a combined SAT score of 1100, and show evidence of leadership abilities in school or community activities. Information concerning the Academic Scholarship Competition is available through the Offices of Admission or Financial Aid.

Transfers

In order to be eligible for academic scholarships, a transfer student must have completed at least one year of

college work with a GPA of 3.2 or higher. Transfer Scholarships are awarded on a competitive basis and preference is given to those students who apply before March 15th.

In order to renew the Academic Scholarships, a student must maintain at least a 3.0 GPA in their Western Maryland College course work.

College Grants

A substantial number of grants valued from \$100 to \$7000 are awarded to students each year based upon their financial need. Endowed and special scholarships that are a portion of these awards are listed beginning on page 115.

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 \$2000 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.

Carroll County Scholarship

Western Maryland College offers residents of Carroll County a \$1500 renewable tuition scholarship. In order to receive this scholarship, the student must be a resident of Carroll County. A student does not have to demonstrate financial need in order to qualify, but if a student has financial need this scholarship will be used to help meet that need. The scholarship is renewable annually.

Eagle Scout/Gold Award

Eagle Scout and Gold Award recipients are eligible for a \$2000 renewable tuition scholarship. In order to receive this scholarship, students should be full-time and have at least a 2.5 GPA and a minimum SAT combined score of 900. They are required to send a letter of recommendation from their troop leader and a copy of their certificate.

Junior Achievement Scholarship

Western Maryland College offers a \$2000 Junior Achievement tuition scholarship to high school students participating in Applied Economics with at least a 2.5 GPA in school and 960+ on the SAT. The scholarship is renewable for all four years and students must write a letter to the Admission Office stating they are interested in applying for the scholarship.

AFS—American Field Service Scholarship

Western Maryland College offers a \$2000 tuition scholarship to two AFS returnees who have a minimum 2.5 GPA and at least a 900 on the SAT.

Federal Grants

Pell Grants 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 student 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 WMC Financial Aid Office. 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 General State scholarship requires 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 March 1. Applications may be obtained from high school guidance offices or the Western Maryland College Financial Aid Office.

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 \$2600 for the 1990-91 academic year. This type of scholarship does not restrict the recipient to any particular academic field or study or vocational choice.

Loans

The Perkins Loan enables the College to assist many needy students. The typical student loan granted is in the range of \$500 to \$1500 per year. The Perkins Loan presently carries an interest rate of 5%, starting at the time of repayment

of principal and interest which commences for new borrowers nine months after the student ceases to be enrolled at least half-time in college. A new borrower is someone whose enrollment period began on or after July 1, 1987 and did not have an outstanding Perkins Loan (or NDSL). For students who did have an outstanding Perkins Loan (or NDSL) on July 1, 1987, their grace period is six months.

The Robert T. Stafford Student Loan Program (formerly called Guaranteed Student Loans) also makes low-interest loans available to students. The maximum loan amount per year is \$2625 for a student's first and second year and then \$4000 per year after the student has achieved third year status. The maximum amount that an undergraduate student may borrow is \$17,250. For students who currently have a Stafford Loan, the interest rate on additional Stafford Loans will continue to be the same. For new borrowers the interest rate is 8% for the first four years of repayment and 10% after that. While the student is enrolled in college, the federal government pays the interest on the loan. Repayment begins six months after the student graduates or ceases to be enrolled at least half time.

College Work Study

Many students hold part-time jobs on campus during the academic year. Jobs are available only for students who have been awarded financial aid packages which include college work study. Students participating in these opportunities may earn between \$500 and \$1500 a year. Job openings are listed in the Financial Aid Office.

Typical student employment includes positions such as library aides, dining

hall workers, and assistants in the offices of Public Information, Finance and the Registrar. 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.

Satisfactory Progress Standards

All WMC students receiving financial aid must meet the requirements of satisfactory progress in order to continue receiving aid each year. The U.S. Department of Education mandates that standards of satisfactory progress be set and maintained by all students receiving federal funding.

At WMC, a student must successfully complete at least 75% of credit hours attempted and maintain the required GPA for the semesters listed below:

NUMBER OF SEMESTERS	GPA
1	1.00
2	1.50
3	1.60
4	1.70
5	1.80
6	1.90
7	1.95
8	2.00

Successful completion of a course requires a letter grade of A, B, C, D, or CR for a non-grade course.

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

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

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

Army ROTC Scholarships

The Army Reserve Officers' Training Corps program at Western Maryland College offers four-, three-, and two-year scholarships to qualified applicants. Army ROTC scholarships are awarded by a national board based on academic merit and leadership potential. These scholarships cover 80% of tuition, textbooks, laboratory fees and other purely educational expenses, plus \$100 per month for up to ten months of each academic year. In addition, three- and four-year scholarship recipients receive Western Maryland College ROTC scholarships for the other 20% of the tuition and free room. Four-year scholarship applications must be submitted by November 1 of the year prior to college entry. Information and applications may be obtained from high school guidance offices, the Military Science department at the College, or by writing to Army ROTC Scholarships, Fort Monroe, Virginia 23651.

Students who are enrolled in Army ROTC and those planning to enroll may apply for three- and two-year scholarships through the Professor of Military Science.

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 Air Force ROTC scholarships. The seven-, six-, five-, and four- semester scholarships cover 80% of tuition at both institutions and all required textbooks. They also 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 Department of Military Science 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, page 17.)

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

College Expenses and Services

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

The regular academic year for undergraduates consists of a fall semester, the January Term, and a spring semester. Students enrolling for 12 or more credit hours in the fall and spring semesters are charged tuition as full-time students. Students enrolling for less than full-time will be charged at the part-time rate. Full-time undergraduates are entitled to enroll in one January Term without paying additional tuition. For information concerning our January Term, please refer to the January Term catalog. All residential students (those living in college-owned housing) will pay full tuition costs.

Tuition and Payment of Bills

The College attempts to make the tuition charge comprehensive; thus, it includes Student Health Service fees and Student Activities fees. The tuition for part-time and special students is \$386 per semester hour. Students who have been out of school for two or more years are eligible for a reduced tuition rate of \$156 per semester hour for the first 15 hours at WMC. To apply for this grant, students should contact the Admission Office.

The College divides basic charges into two half-year billings, the first payable by August 17, 1990 and the second by January 14, 1991. An additional charge (late payment penalty) of 1½% a month on the unpaid balance or \$25, whichever

is greater, will be added if payment is not received in the Bursar's Office on or before the payment due date and on the unpaid balance of each succeeding month throughout the session. The proceeds of a Stafford Loan or Supplemental Loan are exempt from the late payment penalty provided a completed application is received by the Financial Aid Office at least two weeks prior to the first day of the semester. Additional bills for miscellaneous fees, library fines, property damages, etc. are mailed as charges are incurred. Checks should be made payable to Western Maryland College and mailed to the Cashier. No student will be permitted to enter class, advance from one class to another, or be graduated until all financial obligations are met.

Students may pre-register for the following semester during assigned periods as outlined in the Registrar's *Courses of Instruction* Booklet. Those students who do not pre-register during their assigned periods will be charged a \$15 late fee.

Students may receive their class schedules and finalize their registrations prior to the first day of the semester. A \$15 late registration fee will be charged to students completing their registration on or after the first day of the semester.

For the convenience of parents desiring monthly payment arrangements, 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 Bursar's Office upon request. A schedule of tuition and fees follows:

Average Undergraduate Student Expenses

College Year 1990-91	Resident	Non-Resident
Tuition per semester ¹	\$ 5,795.00	\$ 5,795.00
Matriculation fee ²	\$ 100.00	\$ 100.00
Residence Halls/semester ³	\$ 1,000.00	
Residence security deposit ⁴	\$ 100.00	
Board/semester ⁵	\$ 1,195.00	
Average total/semester (includes items 1, 3, 5)	\$ 7,990.00	\$ 5,795.00
Average total/year	\$15,980.00	\$ 11,590.00

¹ Comprehensive fee. See tuition below.

² One time fee required to reserve the student's place in class.

³ Two persons per room in campus Residence Halls.

⁴ One time deposit. Returned when student leaves campus housing.

⁵ Board is optional to residents of Garden Apartments, Pennsylvania Avenue houses and commuters. Modest increases in tuition, room, and board may be expected each year.

Miscellaneous Fees

A current listing of miscellaneous fees is available in the Bursar's Office.

Examples of those fees follow:

	Semester	Annual
Student teaching fee	\$ 200.00	
Music fee (private lessons)	\$ 100.00 per 1/2 hour \$ 200.00 per hour	
Physical Education fees:		
Bowling	\$ 10.00 to \$16.00	
Skiing	\$ 90.00 no rental \$ 128.00 full rental	
Racquetball	\$ 14.00	
Wallyball	\$ 13.50	
Late registration fee	\$ 15.00	
Transcript fee (per copy)	\$ 3.00	
Parking registration fee		\$ 20.00
ID replacement fee (per replacement)	\$ 15.00	
Yearbook		\$ 28.00
Photography class fee	\$ 50.00	
Liberations class fee	\$ 25.00	
Audit tuition rate (1/2 of regular credit hour)	\$ 193.00	

Room Fees

Students are assigned single, double or triple rooms in the Residence Halls. Double and single rooms are available in the Garden Apartments and Pennsylvania Avenue houses. The semester rates for these rooms follow.

Residence Halls

Triple.....	\$ 885.00
Double.....	\$ 1,000.00
Single.....	\$ 1,115.00

Garden Apartments

Double.....	\$ 1,182.50
Single.....	\$ 1,297.50

Pennsylvania Avenue Houses

Double.....	\$ 1,147.50
Single.....	\$ 1,262.50

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

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

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

Board Fees

The board charge of \$1195.00 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 12 and 5 meal plans, as well as the full board plan, are available to commuters and residents of the Garden Apartments and Pennsylvania Avenue Houses. The 12 meal plan is \$795 per semester and the 5 meal plan is \$257.50 per semester.

Health Insurance Fees

A Student Health Insurance fee of approximately \$200 is charged to all students each academic year. Waiver forms may be submitted to remove the charge. Information concerning the insurance and waiver forms may be obtained from the Student Health Center.

Refund Policy

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

Tuition Refund in Event of Withdrawal

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 receipt of written notification from the student in the Career or Counseling Centers.

Should a credit balance be generated due to a reduction in tuition or other charges when a student withdraws, policies regarding refunds to federal aid programs will take precedent. Any remaining credit balance will be mailed to the student within 2-3 weeks of the effective date of withdrawal.

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 two graduate degrees: 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 major academic areas of study, dual majors, 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 a fresh perspective on 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.

- 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.
- Completion of the basic liberal arts requirements, as outlined on page 32.
- Completion of at least one of the academic majors offered by the College.
- Completion of at least one January Term.
- A grade point average of 2.00 ("C") or above *on all work taken at Western Maryland*. (See Grades and Educational Records, page 27.)

Transfer students and others seeking advanced placement should consult

with their academic advisers and a faculty representative of their major department to determine applicable requirements.

Majors

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

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*. 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—Communication

Biology

Biology—Mathematics

Business Administration

Business Administration—Economics

Communication

Communication—English

Communication—Political Science

Communication—Psychology

Communication—Theatre Arts

Computer Science

Computer Science—Mathematics

Economics

Economics—Business Administration

Economics—Foreign Language

Economics—Mathematics

Economics—Political Science

English

English—Communication

English—History

English—Political Science

English—Theatre

Foreign Languages

Foreign Language—Economics

Foreign Language—History

Foreign Language—Political Science

History

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

Mathematics

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

Music

Music—Theatre

Philosophy

Philosophy—Mathematics
Philosophy—Religious Studies

Physics

Physics—Mathematics

Political Science

Political Science—Communication
Political Science—Economics
Political Science—English
Political Science—Foreign Language
Political Science—History
Political Science—Social Work
Emphasis

Psychology

Psychology—Communication
Psychology—Social Work

Religious Studies

Religious Studies—Philosophy

Social Work

Social Work—Psychology
Social Work—Spanish

Theatre Arts

Theatre Arts—Communication
Theatre—English
Theatre—Music

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 pro-

vides an opportunity to investigate and to apply the relationships among 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
Classical Civilizations
Linguistics and Communications with Sign Language
Recreation
Religious Studies/Social Welfare
Sports Medicine

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.

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, Missouri; or another qualified engineering school. Successful completion of this five-year program qualifies the student to receive the Bachelor of Arts degree from WMC 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 five-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-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 subjects. These standards are met by all Western Maryland College graduates.

Professional schools require in addition that students take specified courses and 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 curator-

ship, management, public education, and administration. Students major in Art and complete a program which includes Business Administration, an internship, and foreign language study.

Pre-Occupational Therapy Studies

Western Maryland participates in cooperative programs with the School of Medicine of Washington University, St. Louis, Missouri, and with Sargent College of Boston University, Boston, Massachusetts. Successful completion of this five-year program qualifies the student to receive the Bachelor of Arts degree from Western Maryland College together with a degree in Occupational Therapy from the cooperating institution.

Pre-Physical Therapy Studies

Students interested in becoming physical therapists can do so by completing three years at Western Maryland and two years at the University of Maryland, School of Physical Therapy in Baltimore, Maryland. Successful completion of this five-year program qualifies the student to receive the Bachelor of Arts degree from Western Maryland together with the Bachelor of Physical Therapy degree from the University of Maryland.

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 one semester of the senior year may be kept entirely free for student teaching. Teacher certification is addressed in detail in the *Guidance Bulletin*.

Minors

Accounting
African-American Studies
American History
Aquatics
Art History
Athletic Training
Biology
Business Administration
Chemistry
Classics
Communication
Comparative Literature
Computer Science
Cross-Cultural Studies
Economics
Elementary Education
English Literature
European History
Exercise Science
French
German
Japanese Civilization
Mathematics
Music
Outdoor Education
Philosophy
Physics
Political Science
Psychology
Religious Studies
Secondary Education
Sociology
Spanish
Sports Coaching
Sports Communication
Studio Art
Theatre Arts
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*.

Military Science

No major is offered in this field. However, Military Science can be an integral part of a student-designed major or an elective in any major. The courses are designed to develop each student's leadership ability and to prepare the student for commissioning as an officer in the Active Army, Army Reserve, or Army National Guard.

Courses are open to both men and women. Students will find that Military Science provides instruction and practical experience which complement any undergraduate major.

Electives

The additional courses to total 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, per-

haps 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 typical 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 a 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 programs. 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 in additional January Terms for nominal tuition and board costs.

January Term courses are described in a separate publication available from the Academic Affairs Office after September 15.

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.

No more than nine credits of internships may be counted toward the 120 credits required for graduation. For Social Work majors and Education minors, the number may be eleven.

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.

Studying Abroad

Every year a group of Western Maryland College students chooses to study abroad. Western Maryland has entered into formal association with several colleges and programs (see Courses of Instruction, page 100). Many other options for world-wide study are also available. In addition, the College is involved in an exchange program with Nagasaki Wesleyan Junior College, which provides an opportunity for a minor in Japanese Civilization through a year's study in Japan.

Students should start planning for studies abroad early in their college years. No definite commitments have to be made early but careful academic program planning is necessary. Study abroad information is available from the Academic Affairs Office.

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 freshman who enroll directly after high school. Recognizing that these non-traditional students have special needs, they are assigned special advisers.

For information please contact the Office of Academic Affairs and see also under Admission the entry on Non-traditional Students, page 10.

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 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 Admission Office.

Academic Regulations and Procedures

For a full discussion of academic regulations and procedures, 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 Educational Records

For each course, the instructor determines the progress of the individual and the class by means of class work, tests, special assignments or papers, 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 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-Fail 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 four-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 in regularly graded courses.

Thus, a student taking five 3-hour courses (totaling 15 hours) who received one A, two Bs and two Cs would have earned a GPA of 2.8 for the semester. $(3 \times 4) + (6 \times 3) + (6 \times 2) = 42 \div 15 = 2.8$.

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. Transfer credit is not calculated in the College's GPA.

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 34.

Auditing

An audit is entered on the record as "audit," no hours attempted, no quality

points. Amount of participation required in the course is set by the professor. For a full-time student, there is no additional charge. For a part-time student, the charge is one-half the regular tuition. Students may elect to switch from audit to credit (upon payment of the price differential, where applicable). Students who choose this option must complete course requirements as assigned, must make their decision prior to the withdrawal date, and must have the instructor's approval to change from audit to credit. Audited courses appear on student transcripts but do not carry grades or credit. For further details on Audits, see the *Student Handbook* and *Courses of Instruction* booklet.

Withdrawal

A student who withdraws from a course before the deadline specified for withdrawal 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

Grade reports are sent to all students at the end of each semester. All students receive mid-semester grade reports.

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 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 and the Master of Science degree to individuals who have a baccalaureate degree from an accredited institution. Courses are taught primarily in late afternoon and evening during the regular school year, and during the day in the summer.

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

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 program selected by the student.

Western Maryland College is a member of the Association of Graduate Liberal Studies Programs.

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 Science

The Master of Science 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 nine 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.S. in some fields.

Course descriptions, requirements for matriculation in each program, and details of specific program requirements are published in the Graduate Catalog available at the Graduate Studies office.

Recognition of Academic Achievement

Phi Beta Kappa Society

Phi Beta Kappa was established in 1776 as a philosophical society. Eventually it evolved into the paramount honor society for the liberal arts in America. Its major goal is to support, foster, and recognize the excellence of liberal arts scholarship in the institutions of higher education in America. There are presently 240 chapters in the United States; the Delta of Maryland Chapter was established in 1980. The chapter is sheltered by the college and consists of the faculty and staff members who are members of the Society. These members carry on the business of the chapter and elect the student members each year.

Student members are elected primarily on the basis of broad cultural interests, scholarly achievement, and good character. Eligible students must present a program including not less than 90 semester hours of liberal studies among the 120 hours required for the bachelor's degree. In addition, they must have completed at least three full semesters of work (45 semester hours) in residence at Western Maryland College and be fully registered for the fourth semester. They must have obtained the minimum average grade point (at Western Maryland College) specified by the chapter. While this varies slightly from year to year, usually it is 3.5.

Liberal studies shall be considered to be those designed principally for knowledge or understanding or appreciation of the natural and social world in which we live. Grades earned in applied or professional work may not be counted in computing the liberal arts hours or the grade point average for eligibility. Applied and professional work shall be understood to include all training intended to develop skill or vocational techniques; this work often leads to licensure or certification. Such courses generally are taken by students who are preparing for a specific type of job. Examples of such courses would be those in business administration, accounting, education, journalism, library science, military science, applied physical education, speech, applied art, arts administration, applied music, social work, applied communication, and computer science.

Weight shall be given to the breadth of the program of each candidate as shown by the number and variety of courses taken outside of the major. Weight will also be given to the balance and proportion of the liberal arts in the student's degree program as a whole. Students shall also have demonstrated knowledge of mathematics and of a foreign language at least to the level of the basic liberal arts requirement for the Western Maryland College bachelor's degree. The students' character and campus citizenship will be attested to by the Office of the Dean of Students.

Students who complete their college course at the end of the summer session, at the end of December, or at the end of January Term shall be considered with the eligible group the following Spring.

Election to membership in Phi Beta Kappa is wholly within the discretion of the local chapter, subject only to the limitations imposed by the Constitution and By-Laws of the Chapter. No right to election shall adhere to any student solely by reason of fulfillment of the minimum grade point average for election to membership in course, and no reason need be given for non-election.

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 2.)

Western Maryland College Honors Program

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

Completion of the program merits notation on diplomas upon these Honors Students' graduation.

Dean's List

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

- *Highest Honors*, requiring a grade point average of 3.80 to 4.00.
- *High Honors*, requiring a grade point average of 3.60 to 3.79.
- *Honors*, requiring a grade point average of 3.40 to 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:

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

- Have a grade point average of 3.2 in all courses taken in the major.
- 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.
- Be recommended by the department.

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.

■ *Heritage Sequence*

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

Comparative Literature 119 and 120, 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 Scientific Thought 203 and 204, Theatre of the Western World 225 and 226, Western Civilization 105 and 106, or Women in Western Culture 107 and 108.

■ *Distribution Requirements*

Distribution requirements cannot be satisfied or reduced by examination.

Cross-Cultural Studies

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

Fine Arts

One course from these offerings: Art History and Appreciation, Communication 124 or 204, Music History and Appreciation, or Theatre Arts 119.

Foreign Language

Two courses in a foreign language at the college level. (Foreign students whose native language is not English are exempt from the language requirement.)

Humanities

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

Natural Science

Two courses from offerings in Biology, Chemistry, General Science (excluding 203 and 204), and Physics. (*At least one laboratory course.*)

Quantitative Analysis

One course in Computer Science, Mathematics, or Statistics. (Note: Computer Science 102 and Mathematics 141 will not fulfill this requirement.)

Social Sciences

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

■ *Competence Requirements*

Competence requirements may be satisfied or reduced by examination.

English Composition

Students are required to demonstrate competence in English composition, either by sustained writing performance in English 101 and 102 or by completing the intensive one-semester course, English 103, by placement only. Upperclass students whose competence in writing falls beneath standards acceptable to the College may be referred to The Writing Center and must attain satisfactory progress before graduation.

Mathematics

Students are required to demonstrate competence in basic arithmetic operations and algebra. This must be demonstrated by passing a stated level on a standardized test given by the College in arithmetic and algebra. Students who fail to pass either part of the competency test are encouraged to enroll in skills workshops (Mathematics 001 or 002), and must continue to retake the test until both parts are passed.

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 34). 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.

Courses of Instruction

Key to Finding and Interpreting Course Descriptions

Departmental Listings

The academic departments are generally listed in alphabetical order. 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 below the course title. Normally, each course meets the same number of periods per week as the number of credits unless otherwise specified.

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.

Courses which fulfill a particular Basic Liberal Arts Requirement have the category listed in **bold type**.

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

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 education courses, those planning to teach high school English or social studies.

A major completes a basic program of two introductory courses in 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, 249; Music 110; Philosophy 216; Religious Studies 328; Political Science 202, 207, 305, 308, 319; 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 1990-91, Humanities.

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. Alternates with American Studies 201. Offered in 1991-92, Humanities.

302 (SEMINAR IN AMERICAN STUDIES) 3 credits

An interdisciplinary study of a specific problem, period, or issue in American culture, past or present. Alternates with American Studies 201. Offered in 1991-92, Humanities.

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.

Professors Badiee (Department Chair) and Palijczuk; Assistant Professor Bloom; Instructor Losch; Lecturers Hankins, MacDonald, and Van Hart.

Areas of particular teaching interest: Professor Badiee: art history with emphasis on both Western and non-Western traditions; Professor Palijczuk: 3-D design, drawing, watercolor, life drawing, painting, sculpture, and printmaking; Professor Bloom: drawing, photography, graphic design, and computer graphics; Instructor Losch: European art history and history of photography.

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

There are five basic approaches to the art major: graphic design, history of art, pre-museum studies, studio art, and combined studio art and history of art. See *Guidance Bulletin* for details. The following combined studio art and history of art program illustrates one of these approaches.

Combined Studio Art and Art History Major

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

Desirable electives: Art 211, 219, 239, 306, 313; Comparative Literature 201; History; Literature; Music History; Philosophy.

Other educational options in Art: Teacher Certification (7-12), and dual majors with history or communication.

Applied Art

Applied Art courses do not fulfill the Fine Arts Distribution requirement.

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.

206 COMPUTER GRAPHICS

3 credits

A study of the fundamentals and application of graphic design software programs. Students complete assignments exploring the wide range of design possibilities the computer offers. The course includes field trips and work in the Macintosh laboratory.

208 DESIGN II

3 credits

A study of the fundamental principles of three-dimensional design and their use in fine and commercial art. Insight into the nature of materials, both natural and man-made, is emphasized. Offered in 1990-91 and alternate years.

211 SCULPTURE I

3 credits

Clay modeling of the human head and figure, making of plaster molds and castings. Prerequisite, permission of the instructor. Offered in 1991-92 and alternate years.

214 JEWELRY AND LAPIDARY I

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.

215 PHOTOGRAPHY

3 credits

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

216 GRAPHIC DESIGN 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.

218 GRAPHIC DESIGN 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, 117, and 216. Offered in 1991-92 and alternate years.

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.

295; 296; 395; 396 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.

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. Offered in 1991-92 and alternate years.

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. Offered in 1990-91 and alternate years.

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. Prerequisite, Art 219.

313 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. Offered in 1991-92 and alternate years.

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.

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 313 or permission of the instructor. Offered in 1991-92 and alternate years.

414 JEWELRY AND LAPIDARY II

3 credits

Advanced techniques in forging, sculpting, and mass production of jewelry. Prerequisite, Art 214.

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

The course introduces students to the formal and historical aspects of major works of sculpture, architecture, and painting; field trips to museums included. **Fine 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. **Heritage Sequence or Fine Arts.**

114 HISTORY OF WESTERN ART II

3 credits

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

115 HISTORY OF PHOTOGRAPHY

3 credits

A survey of the history of photography from its discovery in 1839 to the present day. Old processes such as daguerreotype, albumin, and tintype are discussed as well as new technological trends toward magnetic media. Students are encouraged to develop their abilities to analyze their own visual environment and to understand how photography has been both a chronicler and shaper of the modern world. Fine Arts.

217 CLASSICAL ART AND ARCHAEOLOGY

3 credits

A survey of the major sites and material remains of the Greek and Roman worlds, this course includes a history of outstanding archaeological discoveries and the reconstruction of the private, civic, and religious life of the Greeks and Romans through their architecture, sculpture, and painting. Bronze Age through Roman Empire. Offered in 1990-91 and alternate years. Fine Arts.

222 ART OF THE MEDIEVAL WORLD

3 credits

A study of the Early Christian, Byzantine, Romanesque, and Gothic Arts in Europe. Offered in 1991-92 and alternate years. Fine Arts.

229 ARTS OF INDIA, CHINA, AND JAPAN

3 credits

The development of painting, sculpture, and architecture in India, China, and Japan. Offered in 1990-91 and alternate years. Cross-Cultural or Fine Arts.

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 1991-92 and alternate years. Fine Arts.

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, Velazquez, and Watteau. Offered in 1990-91 and alternate years. Fine Arts.

239 ROMANTICISM AND IMPRESSIONISM

3 credits

A study of the major artists of the nineteenth century including Goya, Delacroix, Courbet, Manet, Monet, Degas, Van Gogh and Gauguin. Includes both European and American art. Offered in 1991 and alternate years. Fine Arts.

240 TWENTIETH CENTURY ART

3 credits

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

242 ART AND CULTURE OF ISLAM

3 credits

An investigation of the architecture, painting and other arts of the Islamic world. Areas covered include the arts of Syria, Iran, Medieval Spain, North Africa, Central Asia and Moghul India. Offered in 1991 and alternate years. Cross-Cultural or Fine Arts.

305 SACRED ARCHITECTURE

3 credits

A historical and systematic examination of both formal and symbolic aspects of structures built for religious purposes, along with their associated religious activities. Offered in 1990-91 and alternate years. Cross-Cultural or Fine Arts or Humanities.

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.

465; 466 (SPECIAL TOPICS IN THE HISTORY OF ART)

3 credits

A course designed for the upper class students majoring or minoring in Art History. Specific topics are chosen allowing students the opportunity for in-depth discussion and research. Prerequisites: Art 113, 114.

Biology

Professors Alspach (Department Chair), Brown and Long; Associate Professors Iglich and Paquin; Lecturer Schmall.

Areas of particular teaching interest: Professor Alspach: comparative physiology of vertebrates and invertebrates, marine biology, physiological ecology; Professor Brown: microbiology, physiology of plants; Professor Long: developmental biology, evolution; Professor Iglich: ecology, evolution, botany; 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 and a 3-2 agreement with the Washington University (St. Louis) for those interested in biomedical engineering.

Courses for Students Not Majoring in Science

114 ENVIRONMENTAL BIOLOGY 4 credits

This course is designed to provide non-biology majors with the necessary scientific background so they may more effectively deal with the critical and often controversial environmental issues confronting humanity. Topics include population control; pollution of air, water and soil; ecology; energy concerns; nutrition; resource depletion and environmental ethics. Three class periods and one laboratory period per week. Natural Science with laboratory.

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. Natural Science without laboratory.

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. Three class periods and one laboratory period per week. Natural Science with laboratory.

Basic Biology Major

Required courses: Biology 111, 112, and seven additional biology courses selected from four groups: cell and molecular, diversity, organismal, and population biology; Chemistry 103, 104, 217.

Additional courses strongly recommended: Mathematics 117; 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

Biology 111 is a prerequisite for all other courses in biology except 114, 115, and 118. 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 laboratory period per week. Natural Science with laboratory.

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. Natural Science without laboratory unless completed with Biology 315.

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. Natural Science with laboratory.

205 INVERTEBRATE ZOOLOGY

4 credits

Structural and functional adaptations of invertebrate animals studied in relation to their habitats and evolution. Lecture and laboratory. Natural Science with laboratory.

209 ENVIRONMENTAL HEALTH

3 credits

The course presents the ecotoxicological effects resulting from environmental changes initiated of human origin. The reasons for these changes are studied. Natural Science without laboratory.

210 CELL BIOLOGY

3 credits

Structure and function of cells are studied with emphasis on energetics, transport pro-

cesses, biosynthesis, and cellular dynamics.

Prerequisite, Biology 111. Co-requisite, Chemistry 103. Natural Science without laboratory.

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 116, 118. This course may not be counted toward a major in biology. Three class periods and one three-hour laboratory period per week. Natural Science with laboratory.

230 LIMNOLOGY

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. Natural Science with laboratory.

265; 266; 365; 366 (SPECIAL TOPICS IN BIOLOGY)

3 to 4 credits

The study of particular topics in biology as the interests of students and faculty, as well as progress in the field, suggest.

304 ECOLOGY

4 credits

A study of the interactions between organisms and their environment and among organisms of the same and other species. Emphasis is on organismal ecology, population community and ecosystems ecology. Prerequisite, Biology 112. Three class periods and one laboratory period per week. Natural Science with laboratory.

307 MICROBIOLOGY

4 credits

A study of structure, metabolism, growth, and reproduction of microorganisms with emphasis on bacteria. Prerequisites, Biology 203, Chemistry 103 or 116 and 118. Natural Science with laboratory.

Biology

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 alternate years. Natural Science without laboratory.

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 alternate years. Natural Science without laboratory.

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. Fulfills laboratory for Biology 203 and therefore satisfies Natural Science with laboratory.

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 112. Chemistry 103, 104; some knowledge of organic chemistry is recommended. Three class periods and one laboratory period per week. Natural Science with laboratory.

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. Natural Science without laboratory.

323 VERTEBRATE EMBRYOLOGY 4 credits

A study of vertebrate morphogenesis, including structural and biochemical changes during development and the mechanisms which control developmental processes. Control, patterns, and the mechanisms of the morphogenetic movements are considered in depth. Prerequisite, Biology 112 or permission of the instructor. Three class periods and one laboratory period per week. Natural Science with laboratory.

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), and amphibian (Necturus), and a mammal (cat). Prerequisite, Biology 112 or permission of the instructor. Two class periods and two laboratory periods per week. Natural Science with laboratory.

326 PLANT PHYSIOLOGY 3 credits

A study of the principal functions of higher plants with emphasis on intercellular processes including development, hormone action, photosynthesis, gas exchange, nutrient transport, and mineral nutrition. Prerequisite, Biology 204. Natural Science without laboratory.

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

Business Administration

See Economics and Business Administration.

Chemistry

Professors Herlocker (Department Chair), Jones, and R. H. Smith; Assistant Professor Rouzer.

Areas of particular teaching interest: Professor Herlocker: preparation and properties of transition metal complexes; Professor Jones: computer applications to chemistry, chemical education, analytical and clinical chemistry; Professor Smith: studies in the mechanism of action of chemical carcinogens and the synthesis of cancer chemotherapeutic agents; Professor Rouzer: protein purification and characteristics, the biochemistry and pharmacology of cancer chemotherapeutic agents.

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.

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

Basic Major

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

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, successful passing of the arithmetic and algebra competency examinations. Three class periods and one four-hour laboratory period per week. Natural Science with laboratory.

115 CHEMISTRY AND SOCIETY 3 credits

Chemistry for the non-science major. The course (with or without laboratory) helps 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. Natural Science without laboratory unless completed with Chemistry 117.

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 an introduction to organic and biochemistry covering nomenclature, reactions, and the main units of biochemistry (carbohydrates, proteins, lipids, and nucleic acids.) Natural Science without laboratory unless completed with Chemistry 118.

Chemistry

117 CHEMISTRY AND SOCIETY LABORATORY 1 credit

The laboratory experiments are designed to augment the lecture in Chemistry 115 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. Fulfills laboratory requirement for Chemistry 115 and therefore satisfies Natural Science with laboratory.

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. Fulfills laboratory requirement for Chemistry 116 and therefore satisfies Natural Science with laboratory.

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. Prerequisite, Chemistry 104. Offered in 1991-92 and alternate years. Natural Science without laboratory.

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 110 or 117. Offered in 1990-91 and alternate years. Natural Science without laboratory.

217, 218 ORGANIC CHEMISTRY 4, 4 credits

A systematic study of the compounds of carbon based upon functional reactivity with emphasis on the physicochemical approach to reaction mechanisms. A coordinated laboratory incorporates classical techniques (recrystallization, distillation, and extraction) as well as selected analytical methods (chromatography and spectroscopy). Qualitative analysis of organic compounds comprises half of the second semester lab. Prerequisite, Chemistry 104. Three class periods and one four-hour laboratory period per week. Natural Science with laboratory.

219 QUANTITATIVE ANALYSIS 4 credits

Theory of titrimetric and gravimetric proce-

dures; 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. Prerequisite, Chemistry 104. Three class periods and one four-hour laboratory period per week. Natural Science with laboratory.

230 LIMNOLOGY

See Biology 230.

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 per week. Natural Science with laboratory.

312 BIOCHEMISTRY 3 credits

Structure and reactions of proteins, nucleic acids, carbohydrates, and lipids; protein chemistry techniques, including purification, amino acid sequencing, conformational analysis; enzyme kinetics and mechanisms; introduction to nucleic acid techniques, including isolation, sequencing, cloning, and expression of genes; metabolism, including major anabolic and catabolic pathways; bioenergetics; structure and function of membranes, including transport and signal transduction processes. Prerequisite, Chemistry 218. Natural Science without laboratory unless completed with Chemistry 316.

316 BIOCHEMISTRY LABORATORY 1 credit

Techniques in protein biochemistry including isolation, purification and characterization; enzyme kinetics; DNA electrophoresis and Southern blotting; lipid purification. Principles of amino acid chemistry; evolution of protein structure; immunologic specificity; Michaelis-Menton kinetics; nucleic acid hybridization; physical properties of lipids. Prerequisite or Co-requisite, Chemistry 312. Fulfills laboratory requirement for Chemistry 312 and therefore satisfies Natural Science with laboratory.

Chemistry

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 Spectrometry, X-ray. Laser usage, and laboratory computer applications. Prerequisites, Chemistry 219, 307. Pre- or Co-requisite, Chemistry 308. Two class periods and two four-hour laboratory periods per week. Natural Science with laboratory.

326 ADVANCED ORGANIC CHEMISTRY

3 credits

A study of physical organic chemistry (kinetics and linear free energy relationships) and selected topics from ^{13}C NMR, molecular rearrangements, photochemistry, and heterocyclic compounds, with emphasis on the content and use of current literature. Prerequisite, Chemistry 218. Offered in 1991-92 and alternate years.

Natural Science without laboratory.

351; 352; 451; 452 SPECIAL STUDIES IN CHEMISTRY

0 to 3 credits

Directed literature study or laboratory

research in 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 either chemistry majors or minors.

402 INTRODUCTORY QUANTUM MECHANICS

See Physics 402.

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 1990-91 and alternate years. Natural Science without laboratory.

415, 416 CHEMISTRY SEMINAR

0, 1 credit

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

Classics

Assistant Professor D. Evergates

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

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

201 ETYMOLOGY: GREEK AND LATIN ELEMENTS IN ENGLISH

3 credits

This course introduces the early sources of the English language and is designed to help students expand their English vocabulary through the historical study of Greek and Latin roots, prefixes, suffixes. Some technical, medical, and legal terminology is included. Offered in 1991-92 and alternate years.

217 CLASSICAL ART AND ARCHAEOLOGY

3 credits

A survey of the major sites and material remains of the Greek and Roman worlds, this course includes a history of outstanding archaeological discoveries and the reconstruction of the private, civic, and religious life of the Greeks and Romans through their architecture, sculpture, and painting. Bronze Age through Roman Empire. Offered in 1990-91 and alternate years. Fine Arts.

266 (SPECIAL TOPICS IN GREEK AND ROMAN LITERATURE IN TRANSLATION)

3 credits

A seminar on major themes, authors, and genres from the Greek and Roman world. The study of outstanding literary works of the Greeks and Romans in their original context, and their influence on Western culture. In 1990-91, the topic is Euripides and Athens. The topic in 1991-92 is Gender and Genre: Women in Ancient Greek Literature. Humanities.

Communication

Professor Sapora; Associate Professors Regis (Department Chair) and Weinfeld; Assistant Professors Dillman and R. Miller; Instructor Gregg.

Areas of particular teaching interest: Professor Sapora: film and video production, linguistics, mass media; Professor Regis: writing; Professor Weinfeld: rhetoric and performance; Professor Dillman: information systems, electronic media; Professor Miller: film history and criticism, speech arts; Instructor Gregg: mass media criticism, cultural studies, feminist theory and research.

Communication is an interdisciplinary major that treats the history, function, and effects of human communication from the earliest times through the appearance of printing to the advent of contemporary mass media. The major in communication prepares students for graduate programs in communication theory, film studies, journalism, and information systems; and for professional careers in film, video, and print media, journalism, advertising, information systems and other fields in which effective communication is essential.

Basic Major

Required courses: Communication 100, 101, 201, 204, 401; English 208; nine hours from Communication 103, 209, English 203, 325, Theatre Arts 113, 328; three hours from English 306, Statistics 215, Computer Science 103, Theatre Arts 111; six hours from Communication 224, 265, 266, 365, 366, 465, or 466.

Other educational options in Communication: Concentrations in Film and Video Studies, Information Systems, Minor in Communication, Dual Majors in Art and Communication, Theatre Arts and Communication, Political Science and

Communication, Psychology and Communication; Track in General Systems Analysis.

100 FOUNDATIONS OF COMMUNICATION 3 credits

Communication defined and described from a variety of perspectives: rhetorical, technological, linguistic, and cultural. An introduction, interdisciplinary in nature, to the study of communication.

101 HISTORY OF HUMAN COMMUNICATION 3 credits

A study of human communication from the advent of speech through the development of writing and movable type to the widespread use of newspapers, film, radio, and television. Prerequisite, Communication 100.

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.

124 FILM FOR NON-MAJORS 3 credits

An introduction to analysis and appreciation of the film. This course is intended for non-majors. Communication majors must complete Communication 204, and cannot receive credit for both courses. Fine Arts.

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. Prerequisite, Communication 101.

204 FILM STUDIES FOR COMMUNICATION MAJORS 3 credits

A study of film history, aesthetics, and techniques of film analysis, tracing the process of film making from script to screen. Prerequisites, major or minor in Communication, Communication 100, 101. Fine Arts.

Communication

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.

Prerequisite, Communication 101.

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.

222 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 103, or the permission of the instructor.

224 (TOPICS IN FILM HISTORY AND ANALYSIS)

3 credits

A study of major directors, works and ideas in the history of world cinema. Prerequisite, Communication 204 or permission of the instructor.

265; 266; 365; 366; 465; 466 (SPECIAL TOPICS IN COMMUNICATION)

3, 3, 3, 3, 3 credits

Intensive study of particular topics in the theory and practice of communication.

295; 296; 395; 396 INTERNSHIPS

1-3 credits

Opportunities for students to gain credit for workplace experience, on-campus and off.

322 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, Communication 222, or permission of the instructor.

401 SENIOR SEMINAR

3 credits

A colloquium based on individual research projects relative to current issues or topics in communication. Prerequisite, Senior standing in the department.

451; 452 SPECIAL STUDIES IN COMMUNICATION

0 to 3 credits

Directed study for students who desire specialized work in areas of communication not detailed in the course offerings of the department. Prerequisite, major in Communication, necessary courses to provide background for proposed study, and permission of the instructor.

422 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, Communication 322.

Comparative Literature

Professors Richwine (Director) and M. Palmer; Assistant Professor D. Evergates; Senior Lecturer N. Palmer; other faculty members from the departments involved.

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

119 GREAT WORKS OF THE WESTERN WORLD I

3 credits

Representative masterworks of European culture from ancient times through the Renaissance. Heritage Sequence or Humanities.

120 GREAT WORKS OF THE WESTERN WORLD II

3 credits

Representative masterworks of European culture from the Enlightenment to the present. Heritage Sequence or Humanities.

123 (GERMAN LITERATURE IN ENGLISH TRANSLATION)

See Foreign Languages, German 123.

125 (STUDIES IN HISPANIC LITERATURE IN ENGLISH TRANSLATION)

See Foreign Languages, Spanish 125.

210 COMPARATIVE MYTHOLOGY

3 credits

A study of the myth-making process and of the major mythological types and themes. Cross-Cultural or Humanities.

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 deals briefly with other ancient Near Eastern literature. Humanities.

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 focus on the conflict between tradition and modernization. Cross-Cultural or Humanities.

220 JEWISH IMAGES IN WESTERN LITERATURE

See Religious Studies 220.

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 the present. Heritage Sequence.

227 CONTEMPORARY DRAMA

3 credits

Theatre history and dramatic literature in the Western World from Realism to the present. Humanities.

266 (SPECIAL TOPICS IN GREEK AND ROMAN LITERATURE IN TRANSLATION)

3 credits

A seminar on major themes, authors, and genres from the Greek and Roman world. The study of outstanding literary works of the Greeks and Romans in their original context, and their influence on Western culture. In 1990-91, the topic is Euripides and Athens. The topic in 1991-92 is Gender and Genre: Women in Ancient Greek Literature. Humanities.

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

Associate Professor Eshleman (Department Chair); Assistant Professor Dillman; Instructor Moran.

Areas of particular teaching interest: Professor Eshleman: programming languages, computer architecture; Professor Dillman: information systems; Instructor Moran: knowledge-based systems, computer assisted learning.

Computing can be included in a student's major in several ways. The dual major in computer science and mathematics provides a solid foundation for a career in professional computing or for graduate study in computer science. The majors in economics, communication, and psychology include the option of a concentration in computer science. Students in any discipline can prepare for computer-related positions by completing a minor in computer science.

The College's computing facilities include two microcomputer labs (one equipped with Macintoshes in a classroom lab setting and the other containing IBM PS/2's), a Macintosh word processing center located in the English Department and small clusters of microcomputers in academic departments across campus. An additional microcomputer facility will be available in the Hoover Library expansion which is scheduled to open early in 1991. The labs are open for students to access afternoons and evening as use demands and laboratory consultants are available to provide assistance to users.

Computer Science-Mathematics Dual Major

Required courses: Computer Science 106, 210, 213, 301, and 6 additional hours at the 200 level or above; Mathematics

117, 118, 207, 218, 221, 323, one hour of Problem Seminar, one course chosen from 305, 316, 336, and 406, one course chosen from 324, 328, and 335.

102 INFORMATION PROCESSING 3 credits

A study of the nature of information, its manufacture and use. Topics include data acquisition and organization, computers and modern "productivity tools" (e.g., spreadsheets, graphics packages, data base systems), artificial intelligence, and concerns of privacy, security, automation, and ethics. This course does not meet the Basic Liberal Arts Subjects Quantitative Analysis requirement.

103 PROGRAMMING WITH BASIC 3 credits

This course provides an introduction to computer programming using the programming language BASIC on a microcomputer system. Emphasis is placed on studying the language and its application in problem solving. Students gain experience through a variety of programming projects ranging from numerically-oriented problems to ones with graphic output.

106 STRUCTURED PROGRAMMING WITH PASCAL 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 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.

Computing and Statistics

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. A microcomputer 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 213. Offered in 1990-91 and alternate years.

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.

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, comparative programming languages, and file processing. Different topics are chosen each year based on students' interests and needs.

Prerequisite, permission of the instructor.

Statistics

Professors Law, Olsh, and Seidel;
Associate Professor Claycombe

No major or minor 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 the social sciences. Not open to students who have completed Mathematics 324.

216 STATISTICAL METHOD
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.

Cross-Cultural Studies

Professor Zepp; Associate Professor Wu; Assistant Professor Alles (Coordinator); 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. **Cross-Cultural.**

108 CULTURAL ANTHROPOLOGY

3 credits

A study of culture, with material drawn from both primitive and complex societies. **Cross-Cultural or Social Sciences.**

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. **Cross-Cultural or Humanities.**

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. **Cross-Cultural.**

123 THE FRENCH-SPEAKING WORLD

3 credits

An examination of French speaking countries outside of Europe—especially Africa and the Caribbean—prior to, during, and after the establishment of French colonial rule. Special attention is given to the ways different cultures have reacted, in economic, religious, sociological, artistic, and literary spheres, to the experience of French hegemony. **Cross-Cultural.**

201 COMPARATIVE MYTHOLOGY

3 credits

A study of the myth-making process and of the major mythological types and themes. **Cross-Cultural or Humanities.**

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. **Cross-Cultural or Humanities.**

219 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 receive attention include Confucianism, Taoism, Yin and Yang, Neo-Confucianism, Zen, and Shintoism. Offered in 1990-91. **Cross-Cultural or Humanities.**

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. **Cross-Cultural or Humanities.**

225 CULTURAL HISTORY OF LATIN AMERICA

3 credits

Historical and contemporary culture of Latin America. Offered in 1991-92 and alternate years. **Cross-Cultural or Humanities.**

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. Offered in 1991-92 and alternate years. **Cross-Cultural or Humanities.**

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 242. **Cross-Cultural or Fine Arts.**

242 ART AND CULTURE OF ISLAM

3 credits

An investigation of the architecture, painting and other arts of the Islamic world. Areas covered include the arts of Syria, Iran, Medieval Spain, North Africa, Central Asia and Moghul India. Alternates with Cross-Cultural Studies 229. **Cross-Cultural or Fine Arts.**

Cross-Cultural Studies

254 PREHISTORIC AND TRIBAL RELIGIONS 3 credits

An examination of the myths and ideas, rituals, and institutions associated with the religious traditions of prehistoric peoples and contemporary tribal peoples of Africa, the Americas, and Australia-Oceania. *Cross-Cultural or Humanities.*

255 RELIGIONS OF ASIA 3 credits

A study in some detail of the major Asian religions: Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Attention is paid to origins and historical development, beliefs, practices, and institutions. *Cross-Cultural or Humanities.*

256 RELIGIONS OF THE ANCIENT WORLD 3 credits

A study in some detail of the religious traditions of the ancient Mediterranean and ancient Near East—e.g., Egypt, Mesopotamia, Iran, Greece—and the ancient New World—Maya, Aztec, and Inca. Attention is paid to historical development, beliefs, practices, and institutions. *Cross-Cultural or Humanities.*

501 SHAMANS, PRIESTS, PROPHETS, AND FOUNDERS 3 credits

A wide ranging study of religious leaders in a global context, including (but not limited to) such seminal figures as Moses, the Buddha, Jesus, and Muhammad. Uses methods of both sociology and religious studies. *Cross-Cultural or Humanities.*

502 CLASSICAL INDIAN PHILOSOPHY 3 credits

A rigorous introduction to the classical Indian tradition of philosophical thought, from its roots in the Vedas and Upanishads to its systematization in the six orthodox (*astika*) schools. Attention is also given to the "heterodox" views of the Buddhists, the Jains, and the "materialists." Prerequisite, permission of the instructor may be substituted for three hours of philosophy. Offered in 1991-92. *Cross-Cultural or Humanities.*

305 SACRED ARCHITECTURE 3 credits

An historical and systematic examination of both formal and symbolic aspects of structures built for religious purposes, along with their associated religious activities. Offered in alternate years. *Cross-Cultural or Fine Arts or Humanities.*

306 HINDU RITUALS AND ETHICS (KARMA AND DHARMA) 3 credits

An intense look at the Hindu "path of action" in its many dimensions: rituals of the life, related notions of purity and pollution, and the relations between action and liberation. Offered in alternate years. *Cross-Cultural or Humanities.*

310 THE POLITICS OF DEVELOPING AREAS 3 credits

An examination of the political, social, and economic problems of the third world with Latin America as the regional focus. The explanatory models of corporatism, bureaucratic authoritarianism, civil-military relations, and dependency are applied to case studies in Argentina, Brazil, Peru, and Cuba. *Cross-Cultural or Social Sciences.*

517 COMMUNIST POLITICAL SYSTEMS 3 credits

A comparative course exploring the historical, cultural, social, political, and economic similarities and differences of the two largest and most influential Marxist models, the Soviet Union, and the People's Republic of China. Both nations are compared in terms of their departures from Orthodox Marxism: Marxism-Leninism, Marxism-Leninism-Maoism. Theoretical paradigms that attempt to predict the future of these regimes is also analyzed. *Cross-Cultural or Social Sciences.*

526 ECONOMIC DEVELOPMENT 3 credits

The theories of economic growth and development applied particularly to underdeveloped areas of the earth. The interrelationships of economic, political, sociological, historical, and technological factors in growth and development are examined. *Cross-Cultural or Social Sciences.*

Dramatic Art

See Theatre Arts.

Professors Law (Department Chair), J. Olsh, and Seidel; Associate Professors Claycombe and Singer; Assistant Professor Milstein; Lecturers Carter 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; Professor Singer: accounting and taxation; Professor Milstein: intermediate and managerial accounting.

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

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, Communication 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.

Passing the arithmetic section of the mathematics proficiency examination is

prerequisite for Economics 101. Passing the arithmetic and algebra sections of the mathematics proficiency examination is prerequisite for all other economics courses.

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. Social Sciences.

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. Social Sciences.

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.

Social Sciences.

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. Offered in 1990-91 and alternate years. Social Sciences.

Economics and Business Administration

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. **Social Sciences.**

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. Offered in 1991-92 and alternate years. **Social Sciences.**

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 national income forecasting are undertaken. **Social Sciences.**

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 1990-91 and alternate years. **Social Sciences.**

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. **Cross-Cultural or Social Sciences.**

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. Offered in 1991-92 and alternate years. **Social Sciences.**

351; 451 READING LIST

1, 1 credit

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

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. **Social Sciences.**

452 SENIOR THESIS

1 to 3 credits

Directed individual research and writing. Open only to economics majors. Honors students are normally expected to register for three semester hours.

453, 454 ECONOMICS AND BUSINESS ADMINISTRATION COLLOQUIUM

1, 1 credit

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

Business Administration

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 English 203, 208, 325 or Communication 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. Passing the arithmetic section of the mathematics proficiency examination is prerequisite for Business Administration 101.

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.

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 antitrust law and the law of employment and labor relations.

209 PRINCIPLES OF MARKETING 3 credits

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

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 1990-91 and alternate years. Humanities.

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 1991-92 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. Includes preparation of federal tax forms. Prerequisites, Business Administration 101, 102.

Economics and Business Administration

214 PRINCIPLES OF MANAGEMENT

3 credits

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

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 1991-92 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 1990-91 and alternate years. Social Sciences.

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: Business Administration 101 and 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 1990-91 and alternate years. Social Sciences.

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. Social Sciences.

295; 296; 395; 396 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 Westminster/Baltimore/Washington areas.

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.

452 SENIOR THESIS

1 to 3 credits

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

453; 454 ECONOMICS AND BUSINESS ADMINISTRATION COLLOQUIUM

1, 1 credit

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

Professors Coley (Department Chair), Prickett, and Rabush; Associate Professors Denman-West, Fennell, and H. Wolfe; Assistant Professors Behling and Reiff.

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

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 35 other states; a list is available in the Education Office.

104 LEARNING: AFFECTIVE AND COGNITIVE

3 credits

Provides an overview of education in the U.S. and includes identification of pupil characteristics at all three educational levels. Topics include the recognition of individual differences and their effect on student behavior. Reinforcement, motiva-

tion, and teacher's role in mainstreaming, communication skills, and professional ethics are also examined. Students should plan to spend two class periods in the schools.

205 INSTRUCTIONAL PLANNING

3 credits

Studies the planning process in detail. Issues in curriculum design, including: entering behavior, construction of lesson plans with appropriate objectives and techniques, 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.

206 LANGUAGE ARTS/SOCIAL STUDIES

3 credits

Trends and techniques in language arts and social science instruction at the elementary level. Emphasis is placed on relating literature, reading, and the social studies.

Prerequisites, Education 104 and 205. Participation in the public schools, approximately two hours per week.

207 CREATIVE EXPERIENCES IN THE ELEMENTARY SCHOOL

3 credits

A course for prospective elementary teachers emphasizing the development of personal skills and knowledge in the creative application of art, music, drama, and literature as a creative dimension of elementary classroom instruction. Practical application of integrating techniques to produce a more creative atmosphere, establish positive classroom climate, and implementations to stimulate the learning environment. 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.

322 ELEMENTARY METHODS: SCIENCE/ MATHEMATICS 3 credits

Current trends in mathematics and science for the elementary school level examined with an emphasis on the student's ability to diagnose learner needs in these two content areas. Students acquire familiarity with a variety of teaching techniques and commercially available materials in these two areas so that they may identify and plan for effective instruction. Prerequisites, Mathematics 141, Education 104 and 205. Participation in the public schools, approximately two hours per week.

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 planned blocks of time for participation and/or microteaching in the public schools.

341 ENGLISH

342 ART

345 FOREIGN LANGUAGE

344 MATHEMATICS

345 SOCIAL STUDIES

346 MUSIC/INSTRUMENTAL

348 PHYSICAL EDUCATION

350 SCIENCE

404 READING IN THE CONTENT AREAS 2 credits

The teaching of reading for all content areas with special emphasis on the use of reading techniques to meet individual and group needs. Practical applications are concurrent with student teaching.

406 CLASSROOM ADAPTATIONS: MANAGEMENT, SPECIAL POPULATIONS 2 credits

A study of classroom management instructional strategies. Implications and applications of PL 94-142, The Education for all Handicapped Children Act. Special populations covered include disabled, gifted, multicultural, and ethnic groups. Practical applications are concurrent with student teaching.

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 extracurricular involvements of the professional teacher. Prerequisites, a minimum 2.5 grade point average, 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, a minimum 2.5 grade point average, 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, a minimum 2.5 grade point average, 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

Education

professional teacher. Prerequisites, a minimum 2.5 grade point average, Education 404, 406, 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 teaching. Prerequisites, a minimum 2.5 grade point average, Education 404, 406, 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 there are undergraduate semester hours of work in this field available, full certification in accordance with standards set by the Council on Education of the Deaf follows completion of the Master of Science program in this field. This program is also available at Western Maryland College.

Undergraduates are welcome to sample the offerings in sign language. Signed English (Education 121) is especially designed for such a purpose.

121 SIGNED ENGLISH 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 person in sign language.

122 AMERICAN SIGN LANGUAGE I 1 credit

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

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 are 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.

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 AMERICAN SIGN LANGUAGE II (ASL) 3 credits

A comprehensive course in American Sign Language. Students learn the language used by the majority of deaf people in America. ASL grammar and syntax is presented. Facial expression and body movement is stressed and their essential contributions to communication is emphasized. Prerequisites, Education 121, 122, and 133, or permission of the Director of the Center on Deafness.

135 SIMULTANEOUS COMMUNICATION 3 credits

A comprehensive course in signing and speaking at the same time. Students learn how to synchronize spoken and signed messages in an English context. Emphasis is given to the importance of proper facial expression and body movement to any session of signed communication. Students focus upon maintaining a high quality of signing and speaking throughout the entire communication. Prerequisites, Education 134, or permission of the Director of the Center on Deafness.

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

Education

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 serv-

ing 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.

311 PSYCHOLOGY OF DEAFNESS AND PROFOUND HEARING LOSS See Psychology 311.

English

Professors Richwine (Department Chair), Chambers, Mangan, M. Palmer, Panek, Phillips, Sapora, and Stevens; Associate Professor Regis; Assistant Professor Dalton; Senior Lecturer N. Palmer; Lecturers Azrael, S. Olsh, Pecoraro, and Spence.

Areas of particular teaching interest:

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

Study of our language and literature offers a basic 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 119, 120; History 105, 106.

Desirable electives: Philosophy, six hours; Comparative Literature 225, 226, or 227.

English

Other educational options in English:

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

English 101, 102 or 103 or permission of the instructor is prerequisite to all other English courses.

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.

101, 102 COMPOSITION AND READING 3, 3 credits

Instruction in how to write clear, correct, and effective expository prose; practice in careful, analytical reading of significant literature; training in research techniques. Completion of these courses with acceptable writing competence satisfies the college requirement in composition. English Composition with completion of English 102.

103 INTENSIVE COMPOSITION AND READING 3 credits

A one-semester course including concentrated practice in expository writing and training in research techniques; critical analysis of significant literature. Open only to those students selected by the department. Completion of this course with acceptable writing competence satisfies the college requirement in composition. English Composition.

201 ETYMOLOGY: GREEK AND LATIN ELEMENTS IN ENGLISH See Classics 201.

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.

204 JOURNALISM II 3 credits

An intensive writing laboratory designed for students who have mastered the funda-

mentals 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.

207 CREATIVE WRITING: FICTION A workshop in short fiction writing. Class discussion focuses on student writing and stories by recognized contemporary authors.

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.

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.

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. *Humanities.*

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

Period Studies

230 LITERATURE OF MEDIEVAL ENGLISH: 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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

233 THE ROMANTIC AGE

3 credits

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

234 THE WORLD OF THE VICTORIANS

3 credits

A study of the 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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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 1991-92. **Humanities.**

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 1991-92. **Humanities.**

English

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 1990-91. Humanities.

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 1990-91, the topics are Frost/Dickinson and Faulkner/Warren. Humanities.

Genre and Theme Studies

144 APOCALYPSE, HOLOCAUST, AND MODERN AMERICAN LITERATURE

3 credits

A study of the themes of apocalypse and holocaust in representative twentieth century American writers (Vonnegut, Eliot, Heller, and others). Humanities.

211; 212; 213 READING LIST

1, 1, 1 credit

Groups of selected novels read independently; credit by examination.

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 1991-92. Humanities.

282 (POETRY)

3 credits

The study of British and American poetry as a type of literary expression. Offered in 1991-92. Humanities.

284 (DRAMA)

3 credits

The study of British and American drama as a type of literary expression. Offered in 1991-92. Humanities.

285; 286 (MAJOR THEMES IN BRITISH AND AMERICAN LITERATURE)

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. Offered in 1991-92. Humanities.

400 SENIOR SEMINAR

3 credits

Designed for senior English majors; a different theme, genre, or topic each semester, emphasis on 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 Deveny (Department Chair); Associate Professor Williams; Assistant Professors Büttner, D. Evergates, Motard-Noar; Instructor Henriette; Lecturers Fick and Valiela.

Areas of particular teaching interest: Professor Deveny: medieval and Golden Age Spanish literature; Professor Williams: nineteenth and twentieth century peninsular literature; Professor Büttner: twentieth century German studies; Professor Evergates: Greek and Latin; Professor Motard-Noar:

nineteenth and twentieth century French literature; Instructor Henriette: Renaissance and eighteenth century French literature.

Recognizing that the study of language is essential to liberal arts education, the department is committed to the goal of providing a sequence of courses leading to competence in a foreign language. Concentration in a language may take the form of a major, thus preparing a student for graduate work in the field, or it may be combined with education

Foreign Languages

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 the academic program are provided both on and off campus. Students are encouraged to explore the opportunities for affinity housing, to participate in language clubs, and to take advantage of the many special events which focus on foreign cultures. The department requires students majoring in foreign languages to either live in language housing on campus for one year or live abroad for one semester. The January Term trips provide short-term study tours of major French, Spanish, or German speaking countries. Western Maryland also grants full academic credit for a number of fine programs which sponsor a summer, a semester, or a year abroad. Information on such programs is available in the Office of Academic Affairs.

A student may elect a major in French, German, or Spanish; no major is offered in Greek, Latin, or Russian.

Basic French, German, or Spanish Major

Required courses: A minimum of thirty-three hours is required. The total number of hours may be reduced by placement. In order to complete a major in French or Spanish, students must either live for one year in the appropriate language house on campus or live abroad for at least one semester. In order to complete a major in German, students must live abroad for at least one semester.

Other educational options in Foreign Languages: Dual majors with another language, Economics, History, or Political Science; Teacher Certification Secondary (7-12). The department also offers minors in each of the major languages. A minor consists of twenty-four hours, reducible to twelve by testing. Eight of the hours beyond the intermediate level must be taken in the target language.

French

101, 102 ELEMENTARY FRENCH 3, 3 credits

The acquisition of oral/aural skills through intensive exposure to French used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written French, and to understand communications of a moderate level of difficulty. Foreign Language with completion of French 102.

123 THE FRENCH-SPEAKING WORLD 3 credits

An examination of French speaking countries outside of Europe—especially Africa and the Caribbean—prior to, during, and after the establishment of French colonial rule. Special attention is given to the ways different cultures have reacted, in economic, religious, sociological, artistic, and literary spheres, to the experience of French hegemony. **Cross-Cultural.**

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). This course is taught in English.

201, 202 INTERMEDIATE FRENCH 3, 3 credits

Review and expansion of grammar; oral and written practice in the language; cultural studies and brief literary readings. Prerequisite, French 102 or the equivalent. French 201 must be taken before French 202. Foreign Language.

Foreign Languages

301, 302 INTRODUCTION TO THE STUDY OF FRENCH LITERATURE

3, 3, credits

A survey of literary history read through a detailed analysis of major representative works. The first semester covers the Medieval period through the Enlightenment; the second semester covers Romanticism to the present. Prerequisite, French 202 or the equivalent, Humanities.

311, 312 FRENCH COMPOSITION/ CONVERSATION I, II

3, 3 credits

Intensive practice in comprehending, writing, and speaking the French language. Prerequisite, French 202, Foreign Language.

320 FRENCH/ENGLISH TRANSLATION

3 credits

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. Prerequisite, French 202, or permission of the instructor.

401, 402 ADVANCED LITERARY STUDIES

3, 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 20ème Siècle
C. Le Theatre Classique
D. Le Siècle des Lumières
E. Le Realisme, le Naturalisme, et le Symbolisme
Prerequisites, French 301, 302, Humanities.

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

101, 102 ELEMENTARY GERMAN

3, 3 credits

The acquisition of oral/aural skills through intensive exposure to German used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written German, and to understand communications of a moderate level of difficulty. Foreign Language with completion of German 102.

123 GERMAN LITERATURE IN ENGLISH TRANSLATION

3 credits

Themes, topics, and periods in German literature including the Age of Hohenstaufen and the German Novel of the Twentieth Century. Humanities.

131 CULTURE OF GERMANY

3 credits

A study of diverse aspects of the culture and history of Germany and the contributions of German culture to Western Society. This course is taught in English.

201, 202 INTERMEDIATE GERMAN

3, 3 credits

Review and expansion of grammar; oral and written practice in the language; cultural studies and brief literary readings. Prerequisite, German 102 or the equivalent. German 201 must be taken before German 202.
Foreign Language.

301, 302 INTRODUCTION TO THE STUDY OF GERMAN LITERATURE

3, 3 credits

A survey of literary history read through a detailed analysis of major representative works. The first semester covers the Medieval period through the Enlightenment; the second semester covers Romanticism to the present. Prerequisite, German 202 or the equivalent, Humanities.

311, 312 GERMAN COMPOSITION/ CONVERSATION I, II

3, 3 credits

Intensive practice in comprehending, writing, and speaking the German Language. Prerequisite, German 202, Foreign Language.

320 GERMAN/ENGLISH TRANSLATION

3 credits

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. Prerequisite, German 202, or permission of the instructor.

401, 402 ADVANCED LITERARY STUDIES

4, 4 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 301, 302, Humanities.

Foreign Languages

453; 454 FORSCHUNGSPROJEKT
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

107, 108 ELEMENTARY GREEK
3, 3 credits

Fundamentals of grammar; basic vocabulary; reading and composition; Greek culture. Offered in 1991-92 and alternate years. Foreign Language with completion of Greek 108.

211, 212 TOPICS IN INTERMEDIATE GREEK
3, 3 credits

Study of major authors or genres in ancient Greek literature. Continued work in vocabulary, syntax and style. Critical analysis of prose and verse forms. Rotating topics will include Homer, Greek drama, Plato, Greek New Testament. Prerequisite, Greek 108 or equivalent.

Latin

107, 108 ELEMENTARY LATIN
3, 3 credits

Fundamentals of grammar; basic vocabulary; reading and composition; Roman culture. Foreign Language with completion of Latin 108.

211, 212 TOPICS IN INTERMEDIATE LATIN
3, 3 credits

Study of major authors or genres in the original language. Extensive reading to expand sight vocabulary and promote rapid reading skills; continued work in grammar and syntax. Critical study of Latin literary forms and style. Rotating topics will include Ovid as Mythmaker; Lyric Poetry-Catullus and Horace; Roman Comedy; Tacitus and the Traditions of Roman History; The Roman Novel-Petronius and Apuleius. Prerequisite, Latin 108 or equivalent.

302 ADVANCED LATIN: SEMINAR ON VERGIL
3 credits

A study of the forms, sources, and themes of Vergil's poetry and his influence on Latin and later western literature. Readings from *Eclogues*, *Georgics*, *Aeneid*. Prerequisite, Intermediate Latin or permission of the instructor.

Russian

107, 108 ELEMENTARY RUSSIAN
3, 3 credits

Fundamentals of grammar and pronunciation; basic vocabulary; reading, speaking, and writing practice. Offered on demand. Foreign Language with completion of Russian 108.

Spanish

101, 102 ELEMENTARY SPANISH
3, 3 credits

The acquisition of oral/aural skills through intensive exposure to Spanish used both as the medium of communication and the object of study. It enables the student accurately to express his or her daily experiences in spoken and written Spanish, and to understand communications of a moderate level of difficulty. Foreign Language with completion of Spanish 102.

125 STUDIES IN HISPANIC LITERATURE IN ENGLISH TRANSLATION
3 credits

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

131 CULTURE OF SPAIN
3 credits

A study of diverse aspects of the culture and history of Spain and the contributions of Hispanic culture to Western Society. This course is taught in English.

201, 202 INTERMEDIATE SPANISH
3, 3 credits

Review and expansion of grammar; oral and written practice in the language; cultural studies and brief literary readings. Prerequisite, Spanish 102 or the equivalent. Spanish 201 must be taken before Spanish 202. Foreign Language.

223 CULTURAL HISTORY OF LATIN AMERICA
3 credits

Historical and contemporary culture of Latin America. This course is taught in English. Offered in 1991-92 and alternate years. Cross-Cultural or Humanities.

301, 302 INTRODUCTION TO THE STUDY OF SPANISH LITERATURE

3, 3 credits

A survey of literary history read through a detailed analysis of major representative works. The first semester covers the Medieval period through the Enlightenment; the second semester covers Romanticism to the present. Prerequisite Spanish 202 or the equivalent. Humanities.

311, 312 SPANISH COMPOSITION/ CONVERSATION I, II

3, 3 credits

Intensive practice in comprehending, writing, and speaking the Spanish language. Prerequisite, Spanish 202. Foreign Language.

320 SPANISH/ENGLISH TRANSLATION

3 credits

Practice in the art of rendering a text from one language to another using both literary and non-literary sources. Prerequisite, Spanish 202, or permission of the instructor.

401, 402 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
- I. Novela/Cine de España

Prerequisites, Spanish 301, 302. Humanities.

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 See Foreign Languages.

General Science

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

No major is offered in this field.

102 DESCRIPTIVE ASTRONOMY

3 credits

A study of the stars and stellar evolution, the solar systems, galaxies, and cosmology, with emphasis on contemporary topics. Natural Science without laboratory unless completed with General Science 104.

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. Fulfills laboratory

requirement for General Science 102 and therefore satisfies Natural Science with laboratory.

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. Natural Science with laboratory.

115 A WORLD OF LIGHT AND COLOR

3 credits

A survey of the behavior of light and its roles in human experience. Topics to be considered include basic light phenomena, wave and photon models of light, color and color theories, light energy, effects of light on liv-

General Science

ing matter, atmospheric effects, optical instruments, human vision, and perception. Natural Science without laboratory.

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. Natural Science with laboratory.

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 alternate years. Natural Science without laboratory.

203 HISTORY OF SCIENTIFIC THOUGHT I: ANCIENT TO 1500 AD 3 credits

A study of the development of theories to explain physical and natural phenomena from the earliest Egyptian, Mesopotamian, Greek, Arabian, Indian and Chinese civilizations. The loss of impetus during the Medieval Age and reemergence in the Renaissance is traced. Three class periods per week. Offered in alternate years. Heritage Sequence or Natural Science without laboratory.

204 HISTORY OF SCIENTIFIC THOUGHT II: 1500 AD TO PRESENT 3 credits

A course which traces the development of the modern scientific theories in Astronomy, Biology, Chemistry, and Physics from the Renaissance to the present. Though initially national in focus the course follows the growth of an international scientific community. Three class periods per week. Offered in alternate years. Heritage Sequence or Natural Science without laboratory.

German

 See Foreign Languages.

Greek

 See Foreign Languages.

Geography

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 con-

cern, 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

Professors Darcy (Department Chair) and T. Evergates; Associate Professor Chase; Assistant Professors D. Evergates and Reed.

Areas of particular teaching interest: Professor Darcy: modern Europe; Professor T. Evergates: Medieval and Renaissance Europe; Professor Chase: modern America; Professor D. Evergates: Greek and Roman history; Professor Reed: early 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 European before 1789, Europe since 1789, and American; 259, 401; at least five additional history courses.

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. Minors in American or European History.

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. **Heritage Sequence or Humanities.**

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. **Heritage Sequence or Humanities.**

107 FORMATION OF THE AMERICAN REPUBLIC
3 credits

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

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. **Humanities.**

115 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. **Cross-Cultural or Humanities.**

219 AFRICAN-AMERICAN HISTORY I: COLONIZATION TO THE CIVIL WAR
3 credits

This course examines the relationship between black and white society in American culture. Using a thematic/topical approach, the course considers the issues of continuity and change over time, focusing on the growth of the black institutions, the impact of slavery, and the consequences of racism. **Humanities.**

220 AFRICAN-AMERICAN HISTORY II: RECONSTRUCTION TO THE PRESENT
3 credits

This course is a survey of the relationships between black and white society from 1865 to the present. The course considers such topics as Black Reconstruction, the evolution of racist ideology, the development of black urban communities, and aspects of black nationalism. **Humanities.**

History

Period Courses

211 ANCIENT GREECE

3 credits

Greek civilization from the Bronze Age through the Hellenistic Period with concentration on the religious, social, and political institutions of the Greek city-state.

Humanities.

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

226 THE ERA OF CIVIL WAR AND RECONSTRUCTION

3 credits

This course explores the social and political development of the United States during the nineteenth century with special emphasis on those issues which help explain the causes and consequences of The Civil War and Reconstruction. **Humanities.**

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. **Humanities.**

Topics Courses

208 AMERICAN LEGAL HISTORY

3 credits

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. **Humanities.**

209 THE AMERICAN FAMILY IN PAST TIME

3 credits

This course explores the history of the American family from the colonial period to the present day. It examines issues such as gender roles, family structure and organization, the role of children, and the impact of social, economic, and political development on the family. **Humanities.**

210 AMERICA'S WOMEN, 1607 TO THE PRESENT

3 credits

This course focuses on the experience of America's women in an effort to illuminate

History

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 its examines interaction between context and ideology in the process of social change. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

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. **Humanities.**

251; 252 SPECIAL STUDIES IN HISTORY 0 to 3 credits

Independent projects, arranged by special permission.

265; 266 (SPECIAL TOPICS IN HISTORY) 3, 3 credits

Intensive study of particular topics in history including "From Charity to Voluntarism: Philanthropy in America."

306 THE CRUSADES 3 credits

Reading and discussion of eyewitness accounts of the crusades and an analysis of

recent historical works on the origin, conduct, impact, and significance of the crusades in European history. **Humanities.**

307 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. **Humanities.**

308 THE AMERICAN REVOLUTION AS A SOCIAL MOVEMENT 3 credits

An exploration of the social dimensions of the Revolutionary experience. Emphasis is on class structure, military conflict, and the aftermath of the Revolution. Prerequisite, History 107, or permission of the instructor. **Humanities.**

309 PATRIOTISM AND PERSECUTION; DISSENT ON THE HOMEFRONT 3 credits

This course explores, through an examination of the American Revolution, W.W. I, and the Vietnam War, American society's struggle to come to terms with the internal conflicts generated between those supporting the wars and war-time mobilization, and efforts by groups and individuals advocating pacifism and neutrality. **Humanities.**

310 WORLD WAR I 3 credits

The English experience on the war front and on the home front as depicted by eyewitnesses and interpreted by historians—the trauma and the legacy. **Humanities.**

Seminars

259 INTRODUCTORY SEMINAR FOR HISTORY MAJORS 3 credits

An introduction to the development and practices of history as a discipline. Required of all majors.

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

Associate Professor Weinfeld and faculty members from the departments involved.

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

107, 108 WOMEN IN WESTERN CULTURE 3, 3 credits

A two-semester interdisciplinary study of the status and roles of women in the west-

ern world. The first semester covers the period from pre-classical to the French Revolution. The second semester covers the period from the French Revolution to the present. Heritage Sequence.

411, 412 HONORS SEMINAR

1, 1 credit

A seminar for the senior year of the Honors Program during which students pursue a topic in depth and write an Honors paper. During the junior year, the topic for the following year's seminar is chosen and announced. Prerequisite, enrollment in the Honors Program.

Latin See Foreign Languages.

Library Science

Associate Professor Denman-West.

Certification in library science requires a Master's degree program. The undergraduate courses listed below are required courses for students who are preparing to teach elementary or secondary English.

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.

Mathematics

Professors Rosenzweig (Department Chair), Boner, and Lightner; Associate Professors Clark and Eshleman.

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, dynamical systems and Chaos; Professor Eshleman: applied mathematics, numerical analysis, programming languages.

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 200 level or above, 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.

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 sections from the following topics: matrices and some applications, graph theory and mathematical modeling, discrete probability, game theory, and linear programming. **Quantitative Analysis.**

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. **Quantitative Analysis.**

Mathematics

110 CALCULUS FOR BUSINESS AND THE SOCIAL SCIENCES

3 credits

A heuristic approach to the basic techniques of calculus, with a major emphasis on applications to business and social science problems. Topics include derivatives with applications to optimization of functions of one and several variables, integration with applications, exponential and logarithmic functions, and differential equations. This course may not be used as the prerequisite for Mathematics 118. Prerequisite, Mathematics 106 (preferred), Mathematics 107, or permission of the department. Quantitative Analysis.

117 CALCULUS I

4 credits

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

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. Quantitative Analysis.

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. Quantitative Analysis.

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, measure-

ment, 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 are chosen from among: inclusion-exclusion formulas, trees, and network algorithms. Offered in 1990-91 and alternate years. Quantitative Analysis.

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 alternate years. Quantitative Analysis.

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. Quantitative Analysis.

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. Quantitative Analysis.

Mathematics

266; 366; 466 (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 alternate years. Quantitative Analysis.

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. Quantitative Analysis.

310 HISTORY OF MATHEMATICS

3 credits

A study of the development from primitive counting systems to modern mathematics, with particular emphasis on the seventeenth 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. Quantitative Analysis.

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. Quantitative Analysis.

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. Quantitative Analysis.

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. Quantitative Analysis.

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 alternate years. Quantitative Analysis.

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 alternate years. Quantitative Analysis.

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.

Mathematics

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 alternate years. Quantitative Analysis.

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. Quantitative Analysis.

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. Quali-

fied 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 alternate years. Quantitative Analysis.

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. Quantitative Analysis.

Military Science

Lieutenant Colonel Cinquino (Department Chair); Major Burkner; Captain Monaghan; Captain Williams; Sergeant Major Carter.

No major is offered in this field.

The Army Reserve Officer's Training Corps program, offered at Western Maryland College since 1919, is a means by which both men and women students, when they receive their college diplomas, also are commissioned as Army officers with the rank of Second Lieutenant. Students can be guaranteed part-time service as an officer with the Army Reserve or Army National Guard, or can compete for full-time positions in the Active Army.

Freshman and sophomore students can enroll in the program without obligating

themselves to service as an Army officer. Freshman courses meet for one hour each week and sophomore courses for two hours. Junior and senior courses are designed for cadets selected by the Professor of Military Science who have completed the freshman and sophomore courses or who have received constructive credit for them.

The total number of elective credit hours which can be earned for Military Science courses is 17 (plus 2 if a January Term course is taken). Military Science can be an integral part of a student-designed major or an elective in any major. The courses are designed to develop the leadership ability of each student.

Cadets attend a weekly one-hour leadership laboratory, which provides

Military Science

practical training in skills such as rifle marksmanship, first aid, rappelling, dismounted drill, radio communications, and water survival.

Other optional activities are available for Army cadets. These include helicopter rappelling, parachuting, cross country skiing, and winter survival training. The Ranger Platoon, which specializes in adventure training (rappelling, patrolling, mountain operations and river operations), is a student organization open to all Army cadets.

Cadets entering the junior year and choosing to do so sign a contract with the government. They receive \$100 per month during the academic year, plus pay for attending Advanced Camp, which is six weeks of training during the summer between their junior and senior years. They agree to complete the Military Science course of instruction and to accept an officer's commission if tendered. Officers serve in a variety of fields, including aviation, medical, personnel, armor, finance, communications, management, infantry, law enforcement, engineering, and others.

Freshman and sophomore students can compete for Army ROTC scholarships. These merit scholarships pay 80% of tuition, plus educational fees and expenses. Scholarship recipients also receive a generous book allowance and \$100 per month during the academic year.

101, 102 THE ARMY AS AN INSTITUTION 1.5, 1.5 credits

First semester: An introduction to the U.S. Army, to include small unit organization, weapons systems, and the traits and principles of leadership. Second semester: Intro-

duction 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.

201, 202 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. Emphasis on the application of the principles of war, the strategy and tactics leading to victory or defeat, and the development of weapons and their impact upon warfare. Second semester: American military history from the opening years of the twentieth century to the present. The role of the military in support of national policy is examined. Two class periods and one practical leadership laboratory period a week. Voluntary adventure training, tactical field training, and weapons firing off campus each semester.

301, 302 APPLIED LEADERSHIP 2.5, 2.5 credits

Theory and principles of small unit leadership and practical application; the principles of war; the chain of command and the roles of the officer and non-commissioned officer; small unit tactics; advanced land navigation; physical and mental conditioning. Emphasizes teamwork and mission accomplishment, and prepares the cadet for success at Advanced Camp. Two class periods and one practical leadership laboratory period per week. At least one weekend field training exercise each semester. Prerequisite, permission of the instructor.

401, 402 RESPONSIBILITIES OF OFFICERSHIP 2, 2 credits

A study of officership as a profession and of the ethics associated with the profession; the Uniform Code of Military Justice; command and staff functions; the Army training management system; written and oral communications; Army personnel management systems. Two class periods and one practical leadership laboratory period per week. At least one weekend field training exercise each semester. Prerequisite, permission of the instructor.

Music

Associate Professors Dietrich (Department Chair) and Hering; Assistant Professor Boudreaux; Lecturers Booth, Connell, Day, Eckard, Glick, Kirkpatrick, Kreider, Paxton, Ridgeway, Young, and Zafiris.

Areas of particular teaching interest: Professor Dietrich: band, orchestra, brass, strings; Professor Hering: music history and organ; Professor Boudreaux: choir and music history.

The Music Department offers opportunities for both the major and non-major student to develop their musical talents by offering courses for both disciplined growth and creative development. Recitals and concerts are performed each semester by faculty, students, and such organizations as the College Choir, Band, Jazz Ensemble, and various other performance ensembles.

Current faculty policy limits the number of hours taken for credit to 8 of the 120 hours required for graduation in vocal and instrumental ensembles such as Music 101, 102, 103, 150-160.

Basic Major

Required courses: Music 107, 108, 201, 202, 203, 204; six additional hours in music history at the 200 level; 8 hours of applied music lessons; 6 hours of music electives; 2 hours of special studies in music. Majors other than piano must study piano at the discretion of the music faculty; majors must give one public recital. The department also offers a minor in music.

Applied Music courses do not fulfill the Fine Arts Distribution requirement.

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 peri-

ods (0-.5 credit) to non-majors or hour periods (1 credit) to majors and minors. An extra tuition fee is charged for lessons: \$100 for half-hour periods and \$200 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 groups of singers to perform small ensemble classical and popular music. Prerequisite, permission of the instructor.

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. **Fine Arts.**

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. **Fine Arts.**

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.

Music

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.

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.

150 - 160 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.

150 FLUTE CHOIR

151 FLUTE QUARTET

152 WOODWIND QUINTET

153 SAXOPHONE QUARTET

154 JAZZ COMBO

155 CLARINET CHOIR

156 BRASS QUINTET

157 STRING ENSEMBLE

158 STRING QUARTET

159 ELECTRIC BASS ENSEMBLE

160 JAZZ ENSEMBLE

201, 202 ADVANCED MUSIC THEORY 3, 3 credits

The continuation of Music 107, 108 through the use of remote harmonies, twentieth century compositional styles, counterpoint and form. Prerequisites, Music 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. Heritage Sequence or Fine Arts.

214 (MASTERS IN MUSIC) 3 credits

A study of one major composer's life and representative compositions.

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. Fine Arts.

221 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 alternate years. Fine Arts.

295; 296; 395; 396 INTERNSHIPS 1 to 3 credits

Opportunities for students to acquire on-the-job experience in particular areas of study. Prerequisite, permission of the instructor.

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.

351; 352; 451; 452 SPECIAL STUDIES IN MUSIC 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.

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, Music 109, or permission of the instructor. Offered on demand. Fine Arts.

Philosophy and Religious Studies

Professors Hartman (Department Chair), Seligman, and Zepp; Associate Professor Wu; Assistant Professor Alles; Lecturers Maxey, Stanley, 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; Professor Alles: religions of South Asia and the Mediterranean world, history methods of the study of religions.

Students may plan their programs for general liberal education, for graduate study, or for special objectives in related fields.

Philosophy

Basic Major

Required courses: At least thirty hours of philosophy, including 113, 114, 205 or 210, 223, one 400-level course, and 441, 442. Twelve hours of electives.

Other educational options in Philosophy: Dual major in Philosophy and Mathematics, Philosophy and Religious Studies, and special programs combining Philosophy and other disciplines.

Philosophy 101, 102, 113, or 114 must be taken as a prerequisite to all philosophy courses numbered 200 and above.

101; 102 INTRODUCTION TO PHILOSOPHY I, II

3, 3 credits

A study of selected thinkers dealing with fundamental concepts and of the methods for dealing with issues reflectively and coherently. The first semester deals with epistemology, philosophy of religion, and ethics. The second semester deals with metaphysics, political philosophy, and aesthetics. Students

may take both semesters, or the second semester without the first. Humanities.

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. Heritage Sequence or Humanities.

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. Prerequisite, Philosophy 113. Heritage Sequence or Humanities.

205 ETHICS

3 credits

A study of the leading types of ethical theory, the origins of morality, and the principles involved in moral action. Offered in 1991-92. Humanities.

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 Kafka, Heidegger, Sartre, and Camus. Offered in 1990-91. Humanities.

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 1990-91. Humanities.

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, Mill, Marx, Kierkegaard, Comte, Darwin, and Nietzsche. Offered in 1990-91. Humanities.

Philosophy and Religious Studies

216 STUDIES IN AMERICAN THOUGHT 3 credits

A study of major American philosophers from the early Puritans such as Jonathan Edwards to the present, with emphasis upon the movement of Pragmatism. Offered in 1991-92, Humanities.

219 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 receive attention include Confucianism, Taoism, Yin and Yang, Neo-Confucianism, Zen, and Shintoism. Offered in 1990-91, Cross-Cultural or Humanities.

223 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. Permission of the instructor may be substituted for three hours of philosophy, Humanities.

265, 266 (SPECIAL TOPICS IN PHILOSOPHY) 3, 3 credits

A topic of special interest in philosophy offered at an intermediate level. The topic may be historical or contemporary and may involve another discipline, e.g., an issue relating to political, social, psychological, or religious questions. Offered in 1990-91.

302 CLASSICAL INDIAN PHILOSOPHY 3 credits

A rigorous introduction to the classical Indian tradition of philosophical thought, from its roots in the Vedas and Upanishads to its systematization in the six orthodox (*astika*) schools. Attention is also given to the "heterodox" views of the Buddhists, the Jains, and the "materialists." Prerequisite, permission of the instructor may be substituted for three hours of philosophy. Offered in 1991-92, Cross-Cultural or Humanities.

312 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). Offered in 1991-92, Humanities.

318 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. Offered in 1990-91, Humanities.

326 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 1991-92, Humanities.

365, 366 (SPECIAL TOPICS IN PHILOSOPHY) 3, 3 credits

A topic of special interest in philosophy at an advanced level. Prerequisite, six hours of philosophy. Offered in 1991-92.

431 SEMINAR IN EPISTEMOLOGY AND METAPHYSICS 3 credits

A detailed examination of one or more approaches to the problems of the theory of knowledge and the theory of reality. The subject matter varies from year to year. Prerequisite, six hours of philosophy. Offered in 1990-91.

441, 442 THESIS IN PHILOSOPHY 0, 3 credits

A directed project of research and writing a major paper on a topic agreed upon by the instructor and the student. The project extends over two semesters. Three hours credit are given with the completion of the thesis for both semesters' work. This course is intended for philosophy majors, but open to non-majors with permission of the department chair. Prerequisite, a minimum of twelve hours of philosophy.

465, 466 DIRECTED PROBLEMS IN PHILOSOPHY 3, 3 credits

A detailed consideration of selected problems and areas, the topics changing from year to year. The areas may be topical, historical, or centered around the thought of a major thinker. Prerequisite, six hours of philosophy. Offered in 1991-92.

Philosophy and Religious Studies

Religious Studies

In Religious Studies, students are encouraged, by exposure to a variety of religious expressions and beliefs, to develop attitudes and convictions of their own while gaining an appreciation for the meaning of religion in the lives of people throughout the ages and across cultures.

Fundamental to our approach is the comparative study of world religions, which includes historical and phenomenological methods. While we engage in the academic study of religion as an empirical dimension of human life, we do not espouse one single religious tradition.

The departmental curriculum is divided into historical/interpretive courses, e.g., Religion of the Ancient World and Sacred Architecture and ethical/critical courses, e.g., God and the Holocaust and Liberation Movements and Human Freedom.

Basic Major

Required courses: At least twenty-four hours of Religious Studies including 101 or 102, six hours each in both Ethical-Critical and Historical-Interpretive courses and Senior Seminar 402; Comparative Literature, six hours; History, six hours; Psychology and/or Sociology, six hours.

Strongly recommended electives: Comparative Literature 201, 225, 226; English 112, 231, 262, 285; History 105, 106, 213, 214; Philosophy 113, 114; Psychology 106, 204, 211; Sociology 108, 202.

Other educational options in Religious Studies: Special programs combining Religious Studies with other disciplines.

All 300 level courses prerequire three hours in Religion or permission of instructor.

Introductory Courses

101 WAYS OF BEING RELIGIOUS

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. **Humanities.**

102 RELIGION AND CULTURE

3 credits

An introductory study of the various ways in which religion and human culture interact: e.g., religion as a foundation for culture, religion as a critique of culture, religion and American public policy. Students become acquainted with some of the world's major religious traditions. **Humanities.**

Ethical-Critical

206 RELIGION AND SOCIETY

See Sociology 206.

212 LIFE AND THOUGHT OF MARTIN LUTHER KING, JR.

3 credits

The examination of the philosophical and religious influences on the life and thought of Martin Luther King, Jr., and in turn, his influence on the American Civil Rights Movement, on our understanding of religion to politics and the practice of non-violence. *Offered in 1992-93.* **Humanities.**

215 PREJUDICE AND POWER: MINORITIES IN AMERICA

3 credits

A study of ethnic minorities, women, gay and lesbian communities to determine the relationship between prejudice and power in America. *Offered in 1991-92.* **Humanities.**

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. **Cross-Cultural or Humanities.**

Philosophy and Religious Studies

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 1992-93 and alternate years. Humanities.

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). Offered in 1991-92 and alternate years. Humanities.

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). Offered in 1992-93 and alternate years. Humanities.

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. Humanities or Social Sciences.

Historical-Interpretive

201 COMPARATIVE MYTHOLOGY

See Comparative Literature 201.

208 THE BIBLE AS LITERATURE

See Comparative Literature 208.

213 HEBREW BIBLE

3 credits

An examination of the historical background, composition, and dominant religious themes of the books of the Hebrew Bible/Old Testament, as well as the use of these writings as sacred scripture. Humanities.

214 CHRISTIAN SCRIPTURES

3 credits

An examination of the historical background, composition, and dominant religious themes of the books of the Christian Scriptures (New Testament) and related writings, as well as the use of these writings as sacred scripture. Humanities.

219 JEWISH ROOTS IN CHRISTIANITY

3 credits

This course examines the contributions of Judaism to Christianity in its development stages. Primary and secondary texts of the Hellenistic period are utilized to shed insight on the process of development. Consideration is also given to the impact of Jewish roots in Christianity upon contemporary Jewish-Christian relations. *Sponsored by the Jewish Chautauqua Society.* Humanities.

220 JEWISH IMAGES IN WESTERN LITERATURE

3 credits

From the New Testament to Shakespeare and Chaucer to any number of twentieth century authors, the image of the Jew remains controversial. This course examines the writings of Jew and non-Jew in order to analyze how the Jew has been seen by writers throughout history. *Sponsored by the Jewish Chautauqua Society.* Humanities.

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. Offered in 1991-92 and alternate years. Cross-Cultural or Humanities.

253 JUDAISM, CHRISTIANITY, AND ISLAM

3 credits

A study in some detail of the major monotheistic religions: Judaism, Christianity, and Islam. Attention is paid to origins and historical development, beliefs, practices, and institutions. Humanities.

Philosophy and Religious Studies

254 PREHISTORIC AND TRIBAL RELIGIONS 3 credits

An examination of the myths and ideas, rituals, and institutions associated with the religious traditions of prehistoric peoples and contemporary tribal peoples of Africa, the Americas, and Australia-Oceania. *Cross-Cultural or Humanities.*

255 RELIGIONS OF ASIA 3 credits

A study in some detail of the major Asian religions: Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Attention is paid to origins and historical development, beliefs, practices, and institutions. *Cross-Cultural or Humanities.*

256 RELIGIONS OF THE ANCIENT WORLD 3 credits

A study of the religious traditions of the ancient Mediterranean and ancient Near East—e.g., Egypt, Mesopotamia, Iran, Greece—and ancient America—Maya, Aztec, and Inca. Offered in 1990-91 and alternate years. *Cross-Cultural or Humanities.*

301 SHAMANS, PRIESTS, PROPHETS, FOUNDERS 3 credits

A wide ranging study of religious leaders in a global context, including (but not limited to) such seminal figures as Moses, the Buddha, Jesus, and Muhammad. Uses methods of both sociology and religious studies. Offered in 1991-92 and alternate years. *Cross-Cultural or Humanities.*

302 CLASSICAL INDIAN PHILOSOPHY See Philosophy 302.

305 SACRED ARCHITECTURE 3 credits

A historical and systematic examination of both formal and symbolic aspects of structures built for religious purposes, along with their associated religious activities. Offered in 1990-91 and alternate years. *Cross-Cultural or Fine Arts or Humanities.*

306 HINDU RITUALS AND ETHICS (KARMA AND DHARMA) 3 credits

An intense look at the Hindu "path of action" in its many dimensions: rituals of the life cycle and daily life, seasonal festivals and celebrations, castes and stages of life, related notions of purity and pollution, and the relations between action and liberation. Offered in alternate years. *Cross-Cultural or Humanities.*

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 3 credits

A seminar required of all religious studies majors as part of their graduation requirements. Each student is required to write a major paper on a topic within the major. A member of the department supervises the project.

Physical Education

Professors Clower (Department Chair), Case, and Ober; Associate Professors Carpenter and Fritz; Assistant Professor Weyers; Lecturers Easterday, Martin, Seibert, Sprague, and Stuempfle.

Areas of particular teaching interest: Professor Clower: sport sociology and history; Professor Case: exercise physiology; Professor Ober: kinesiology; Professor Carpenter: sport psychology; Professor Fritz: teacher education; 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 104, 131, 182, 184, 207, 222, 224, 250, and two hours of activity beyond basic liberal arts requirements; Biology 111, 211, 324; Chemistry 103, 104, or 116, 118; Psychology 106, Sociology 103.

Other educational options in Physical Education: Minors are offered in aquatics, athletic training, exercise science, outdoor education, sports coaching, and sports communication. Cooperative programs in occupational therapy and physical therapy are also offered as well as the option for a related student designed major.

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 060-092; 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

Physical Education

- 016 Weight Training
- 017 Water Aerobics
- 018 Rock Climbing

TEAM SPORTS

- 031 Field Hockey
- 032 Softball
- 033 Flag Football
- 034 Rugby
- 035 Soccer-Speedball
- 036 Basketball
- 037 Lacrosse
- 038 Volleyball
- 039 Wallyball
- 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
- 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 Raquetball I
- 083 Kayaking
- 084 Canoeing II
- 085 Emergency Water Safety
- 092 Raquetball II

Each of the following activities meets approximately 28 hours per semester and carries one semester hour credit (except for 116; 166 and 129; 179).

103 FUNDAMENTALS OF RHYTHMS AND DANCE

1 credit

The development and analysis of basic rhythmic movements and dance skills including elements from folk, square, social, modern, and jazz modern forms.

104; 164 FUNDAMENTALS OF EXERCISE AND CONDITIONING

1 credit

The development and analysis of various exercise and conditioning programs including personalized fitness assessment and planning, exercise selection, weight training, and aerobic activities.

105 FUNDAMENTS OF GYMNASTICS

1 credit

The development and analysis of basic gymnastic skills including tumbling, floor exercise, and apparatus skills.

108 MODERN DANCE

1 credit

110; 160 BASIC SWIMMING

1 credit

113; 163 MARATHONING

1 credit

116; 166 LIFEGUARDING

2 credits

Principles, techniques, and skills of aquatic lifeguarding. Students must also complete or have completed standard First Aid and Adult CPR programs prior to the conclusion of the course to qualify for American Red Cross lifeguard certification. Prerequisite: demonstrated swimming competency.

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 INSTRUCTOR

2 credits
Principles, techniques, and skills of aquatic instruction leading to American Red Cross WSI certification. WSI certification qualifies individuals to instruct American Red Cross swimming progression courses — IPAP, LWT, BWS, and EWS.

Prerequisite: Physical Education 085 or 116 or the equivalent.

Physical Education

161 FUNDAMENTAL MOTOR SKILLS

1 credit

The development and analysis of primary movement skills, a variety of activities of low organization, and activities appropriate for the instruction of the elementary school age child.

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.

141 CONTEMPORARY HEALTH ISSUES

3 credits

An extensive examination of current health issues confronting the individual and society. The emphasis is on analyzing health behavior and influencing attitudes. Topics include wellness concepts, stress, sexually transmitted diseases, consumer health, environmental health, substance abuse, and aging.

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 sociocultural 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 prehistoric 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 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.

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.

Physical Education

231 - 239 SPORTS COACHING

Theory and techniques of coaching the sport listed.

251 BASKETBALL

1 credit

252 FIELD HOCKEY

1 credit

253 FOOTBALL

1 credit

254 LACROSSE

1 credit

255 SOCCER

1 credit

256 SOFTBALL

1 credit

257 TRACK

1 credit

258 VOLLEYBALL

1 credit

259 WRESTLING

1 credit

250 MOTOR LEARNING

3 credits

The effects of perception, reaction time, knowledge of results, rehearsal, retention and transfer on learning and performing motor skills.

265; 266; 365; 366; 465; 466 (TOPICS IN PHYSICAL EDUCATION)

3, 3, 3, 3, 3, 3 credits

A study of selected topics or themes in physical education and sport.

295; 296; 395; 396 (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.

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.

325 NUTRITION

3 credits

A study of the nutritional needs of humans throughout the life span. Topics include energy nutrients, vitamin elements, recommended daily allowances, and energy balance. Fad diets, nutritional supplementation and famine are also examined.

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

Professors Achor and Yedinak;
Associate Professor Pagonis (Department Chair).

Areas of particular teaching interest:

Professor Achor: acoustics, electronics, laboratory instruction; Professor Yedinak: mathematical physics, computers, meteorology; Professor Pagonis: solid state physics; microcomputers; archaeological dating.

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 103 and 208.

101, 102 GENERAL PHYSICS

4, 4 credits

An introduction to the fundamental phenomena, concepts, and theories of physics. The first semester deal with mechanics, special relativity, and heat. The second semester deals with electricity and magnetism, wave phenomena, and quantum physics. Prerequisites, for the noncalculus 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. Natural Science with laboratory.

103 APPLIED ELECTRONICS AND COMPUTERS

2 credits

An introduction to electronics with emphasis on laboratory applications of electronics. The use of microcomputers for data collection and analysis is emphasized. Topics include analog and digital electronics, uses of the microcomputer in the science laboratory. No previous experience with electronics is necessary. One hour lecture and three hours of laboratory per week. This course does not meet the Basic Liberal Arts Subjects Natural Science requirement.

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 alternate years. Natural Science with laboratory.

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. Prerequisites, Mathematics 118. Three class periods and one four-hour laboratory period a week. Offered in alternate years. Natural Science with laboratory.

Physics

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. Natural Science without laboratory.

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. Natural Science with laboratory.

307 THERMODYNAMICS

3 credits

A study of the laws of thermodynamics and their application to physical and chemical systems. Students enrolled in this course take the lecture portion of Chemistry 307, Physical Chemistry I, but not the laboratory. Three class periods per week. Offered in alternate years. Natural Science without laboratory.

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 alternate years. Natural Science without laboratory.

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 alternate years. Natural Science with laboratory.

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 alternate years. Natural Science without laboratory.

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 are also 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. Natural Science without laboratory.

Political Science

Professor H. Smith; Associate Professors Neal, Nichols, and Weber (Department Chair).

Areas of particular teaching interest: Professor Smith: state and local governments, public administration, national and Maryland elections and campaigns; Professor Neal: judicial process, political theory, American political behavior; Professor Nichols: comparative politics of Western Europe, developing nations and communist nations, methodology of comparative politics; Professor Weber: international law, American foreign policy, political gaming and simulation.

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, or 319, and nine hours from International and Comparative Politics: 203, 204, 213, 307, 310, or 317. 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.

Statistics is strongly recommended for graduate study.

Desirable electives: Additional political science, psychology, economics, history, literature, philosophy, and computer science.

Other educational options in Political Science: Dual majors with Economics, English, a Foreign Language, History, Social Work, or Communication; 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. **Social Sciences.**

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. **Social Sciences.**

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. **Social Sciences.**

Political Science

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. *Social Sciences.*

204 WORLD POLITICS

3 credits

An examination of the predominant theoretical and methodological approaches to the study of World Politics emphasizing the major factors conditioning international relations. This includes an examination of the history of diplomacy, international institutions and organizations, transnationalism, decision-making, and the increasing interdependence of the modern world. *Social Sciences.*

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. *Social Sciences.*

213 COMPARATIVE GOVERNMENT

3 credits

A comparative analysis of the Western European governments of Great Britain, France, and the Federal Republic of Germany utilizing the comparative method of research, including: systems analysis, structural-functionalism, elite analysis, and political culture. *Social Sciences.*

216 PUBLIC OPINION AND POLITICAL PARTICIPATION

3 credits

A study of the development, measurement, and significance of public opinion in the American political system. Special emphasis on the nature of survey research techniques and their application to political campaigns at the congressional, gubernatorial, and presidential levels. *Social Sciences.*

305 PUBLIC ADMINISTRATION

3 credits

An examination of the development and influence of the federal administrative system on public policy. Special emphasis on the impact of hierarchical power and bureaucratic politics through a case study approach. *Social Sciences.*

307 AMERICAN FOREIGN POLICY

3 credits

The study of the American foreign policy process with an emphasis on the Post-World War II era. Decision-making models and case studies are analyzed. *Social Sciences.*

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. *Social Sciences.*

310 THE POLITICS OF DEVELOPING AREAS

3 credits

An examination of the political, social, and economic problems of the third world with Latin America as the regional focus. The explanatory models of corporatism, bureaucratic authoritarianism, civil-military relations, and dependency are applied to case studies in Argentina, Brazil, Peru, and Cuba. *Cross-Cultural or Social Sciences.*

317 COMMUNIST POLITICAL SYSTEMS

3 credits

A comparative course exploring the historical, cultural, social, political, and economic similarities and differences of the two largest and most influential Marxist models, the Soviet Union, and the People's Republic of China. Both nations are compared in terms of their departures from Orthodox Marxism: Marxism-Leninism, Marxism-Leninism-Maoism. Theoretical paradigms that attempt to predict the future of these regimes is also analyzed. *Cross-Cultural or Social Sciences.*

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, Communication Law, and Assembly. *Social Sciences.*

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. *Heritage Sequence or Social Sciences.*

Political Science

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, conservatism, and various contemporary ideologies. *Heritage Sequence or Social Sciences.*

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. *Social Sciences.*

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, Missouri), 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 also well-prepared for the program.

Pre-Professional Courses

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, 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-OCCUPATIONAL THERAPY STUDIES

Western Maryland participates in cooperative programs with the School of Medicine of Washington University, St. Louis, Missouri, and with Sargent College of Boston University, Boston, Massachusetts. Successful completion of this five-year program qualifies the student to receive the Bachelor of Arts degree from Western Maryland College together with a degree in Occupational Therapy from the cooperating institution.

PRE-PHYSICAL THERAPY STUDIES

Students interested in becoming physical therapists can do so by completing three

years at Western Maryland and two years at the University of Maryland, School of Physical Therapy in Baltimore, Maryland. Successful completion of this five-year program qualifies the student to receive the Bachelor of Arts degree from Western Maryland together with the Bachelor of Physical Therapy degree from the University of Maryland.

PRE-PROFESSIONAL CURRICULUM FOR THE HEALTH SCIENCES

Pre-Dental, Pre-Medical, Pre-Optometric, Pre-Pharmacy, 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 specified courses and require that students achieve well above average grades in their studies. Students should become familiar with the requirements of specific schools through consultation with the Pre-Health Professions Adviser (Dr. Brown, Room 205, Lewis Hall of Science).

Psychobiology

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, 201, 216, 228, 329, and 3 additional approved hours in Psychology; Statistics 215.

Desirable electives: Biology 323; Chemistry 217, 218; Computer Science 106; Psychology 330; Statistics 216.

Psychology

Professors W. Miller and Vernon; Associate Professors Colyer (Department Chair) and Orenstein; Instructor Hughes.

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; Instructor Hughes: industrial, organizational behavior, and applied social psychology.

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 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 fifteen additional hours; Biology 111 or 118; Sociology 103, 108; Statistics 215.

Desirable electives: Computer Science 106, Philosophy 318, 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. **Social Sciences.**

201 PSYCHOLOGY OF LEARNING 4 credits

Overview of the fundamental principles of learning and memory and their applications for the understanding of behavior. Empirical and theoretical issues are examined. Students conduct laboratory experiments designed to illustrate principles and issues. Three class periods and one three-hour laboratory period a week. Laboratory work may extend beyond the allotted three-hour period. **Social Sciences.**

202 BEHAVIOR MODIFICATION 3 credits

The study of the basic principles governing human behavior with emphasis on procedures for eliminating and acquiring desirable behaviors through cognitive or behavioral intervention, anxiety management and self-control. Special emphasis is placed on cognitive and self-regulatory processes. **Social Sciences.**

204 SOCIAL PSYCHOLOGY 3 credits

A study of group behavior and cognitions as they can be explained through psychological principles and phenomena. A survey of how what people think, believe, or do is altered by the presence of other people. Topics include attitudes, attitude change, social perception, social influence, altruism, and group dynamics. **Social Sciences.**

Psychology

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. Social Sciences.

210 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

3 credits

An exploration of the principles and phenomena of psychology as they are relevant in the work environment. A discussion of how psychologists can help improve the workplace and the organizational concerns and activities that they study. Topics include selection, training, and personnel evaluation as well as a review of characteristics of the work environment in different organizations. Discussions also consider how these policies and practices may affect organizational, workplace, or individual effectiveness and attitudes. Social Sciences.

211 PSYCHOLOGY OF ABNORMAL BEHAVIOR

3 credits

The incidence, causes, treatment and prevention of disorganized behavior of persons. Social Sciences.

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. Social Sciences.

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. Social Sciences.

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. Social Sciences.

265; 266 (SPECIAL TOPICS IN PSYCHOLOGY)

3, 3 credits

The study of particular topics in psychology including but not limited to: decision making, behavioral correlates of genetics, history and systems, behavioral medicine, expectancy covariation, advertising and consumer behavior, psychology of management, drugs and behavior, interviewing techniques, and personal adjustment.

303 THEORIES OF PERSONALITY

3 credits

An overview of the major contemporary theories of personality. Emphasis on the normal personality. Social Sciences.

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. Social Sciences.

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.

Social Sciences.

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. Social Sciences.

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

Psychology

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. **Social Sciences.**

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. **Social Sciences.**

330 PSYCHOLOGY OF PERCEPTION 3 credits

An information processing approach to contemporary issues in perception. Topics include analysis of signal detectability, selective attention, taste perception, figure formation, illusions, visual stability, memory, novelty, and space, time and motion perception. **Social Sciences.**

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 habilitative process. Prerequisite, Psychology 211. **Social Sciences.**

338 LABORATORY IN HELPING RELATIONSHIPS 3 credits

Supervised experience in a human service agency including on-campus seminar sessions designed to facilitate utilization of skills unique to the helping professions (counseling). Placement may include youth service agencies, mental health organizations, group homes, hospitals, etc. Prerequisites, Psychology 335 and permission of the instructor.

340 CLINICAL NEUROPSYCHOLOGY 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. **Social Sciences.**

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

See Philosophy and Religious Studies.

Reserve Officers Training Corps Program

See Military Science.

Russian

See Foreign Languages.

Sociology and Social Work

Professor Ashburn (Department Chair); Associate Professors Herrman, Rees, and Tait; Instructors Adkins and Valdez.

Areas of particular teaching interest: Professor Ashburn: criminology, law enforcement, complex organizations; Professor Herrman: social theory and stratification; Professor Rees: human relations in the work place, family; Professor Tait: social research, juvenile delinquency; Instructor Adkins: social policy and clinical intervention; Instructor Valdez: anthropology, indigenous American Indians, and third world development.

Students majoring in sociology may prepare for graduate study in criminal justice, liberal arts, management, social work, or theology as well as in sociology or can move directly into careers in law enforcement, business, social service or education.

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 off-campus programs such as those available in American urban centers, Appalachia and abroad.

Sociology

Basic Major

Required courses: Sociology 103, 319, 351; Social Work 214 or Psychology 204; Economics 101 or 203; Political Science 201 or 202; Psychology 106; Statis-

tics 215; and at least twelve additional hours of sociology, including six hours chosen from 108, 203, 212, 316.

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 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. **Social Sciences.**

104 SOCIOLOGY OF DEVIANCE 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. **Social Sciences.**

108 CULTURAL ANTHROPOLOGY 3 credits

A study of culture, with material drawn from both primitive and complex societies. **Cross-Cultural or Social Sciences.**

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. **Social Sciences.**

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. **Social Sciences.**

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. **Social Sciences.**

Sociology and Social Work

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 1990-91 and alternate years. Humanities or Social Sciences.

210 POPULATION

3 credits

The composition, growth, distribution, and changes in population of the United States and other areas of the world. Offered on demand. Social Sciences.

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 emergence of hierarchies in groups, distributive justice and status consistency, class conflict, social mobility, and the relations between status and conformity deviance. Offered in 1991-92 and alternate years. Social Sciences.

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 1990-91 and alternate years. Social Sciences.

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, Social Sciences.

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. **Social Sciences.**

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 prosecutor's function within the criminal justice system; comparison between democratic and totalitarian systems of law enforcement. Prerequisite, Sociology 205, Social Sciences.

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. **Social Sciences.**

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 alternate years. Social Sciences.

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 with the group process are illustrated. **Social Sciences.**

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. **Humanities or Social Sciences.**

Sociology and Social Work

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

Basic Major

Required courses: Sociology 103, 108, 202, 328; Social Work 102, 214, 217, 218, 322, 349, 409, 415, 416, 417, 418; Biology 114 or 118; Economics 101; Political Science 207; Psychology 106, 202, 204; Statistics 215.

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

A theoretical base for understanding individuals as they develop and have membership in families, groups, organizations, and communities. Emphasis on interaction of persons and society against the background of varied societal opportunities and expectations; integration of related social science knowledge.

217 SOCIAL WELFARE AS A SOCIAL INSTITUTION 3 credits

An overview of social welfare in modern America, emphasizing its historical development and current institutional nature. Analysis of social agencies and the social work profession functioning in this system with consideration of programs designed to meet identified needs and social problems.

218 SOCIAL WELFARE POLICY 3 credits

An analysis of the process of social welfare policy development with an evaluation of the effectiveness of policies and programs in selected fields of service.

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.

322, 409 SOCIAL WORK PRACTICE I, II 3, 3 credits

Provides the knowledge, skill, and affective preparation necessary for entry level generalist practice in social work. Focus is on training students to use a variety of interventions in work with a wide range of problems experienced by people as they interact with their environment. 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 programs. Research projects for community social agencies are conducted by students. Prerequisite, Social Work 217.

415, 416 FIELD INSTRUCTION SEMINAR I, II 2, 2 credits

Weekly seminar focusing on integration of social work concepts and theories with field instruction. Assignments are related to students' agency experiences. To be taken concurrently with Field Instruction in Social Work I, II.

417, 418 FIELD INSTRUCTION IN SOCIAL WORK I, II 4, 4 credits

Supervised experience in the practice of generalist social work in a community social agency. Students assume direct service responsibility using a variety of social work methods and roles. Each student is assigned to a specific agency for the year. Sixteen hours of field instruction per week. To be taken concurrently with Field Instruction Seminar in Social Work. Prerequisite, permission of the department.

Sociology and Social Work

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.

Spanish See Foreign Languages.

Statistics See Computing and Statistics.

Study Abroad

No major is offered in this field. Studying abroad can be an important and exciting part of students' college programs. Students majoring in most disciplines can find programs abroad which will complement their Western Maryland College courses of study.

The College has entered into formal association with the programs listed below. Many other options for world-wide study are also available. An exchange program with Nagasaki Wesleyan Junior College provides an opportunity for a minor in Japanese Civilization.

A minimum grade point average of 2.50 is required to study abroad. Some study abroad programs listed below require a 3.0 or 3.2 grade point average.

001 STUDY ABROAD—CENTRAL COLLEGE OF IOWA

12-30 credits

Courses offered include cultural, liberal arts, and, in the foreign language centers, intensive language study. Central College has programs in London, Wales, the Netherlands, Yucatan, France, Austria, and

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.

Spain. Students may enroll for one or two semesters depending on the program.

002 STUDY ABROAD—UNIVERSITY OF MARYLAND

12-30 credits

Courses offered vary depending on the program locale but include cultural, traditional liberal arts, and business. The University of Maryland has study opportunities in London, Copenhagen, and Israel. Students may enroll for one or two semesters depending on the program.

004 STUDY ABROAD—AMERICAN INSTITUTE FOR FOREIGN STUDY (AIFS)

12-30 credits

Traditional liberal arts courses as well as local specialized courses are offered. The American Institute for Foreign Study has established programs in Great Britain, the Republic of Ireland, Austria and Germany, France, Italy, Spain, Switzerland, Australia, and China. Students may enroll for one or two semesters.

005 STUDY ABROAD—MARYMOUNT COLLEGE

12-30 credits

Liberal arts courses are emphasized. Marymount College offers study locations in the United Kingdom and Australia. Students may enroll for one or two semesters depending on the program.

Study Abroad

006 STUDY ABROAD—HEIDELBERG COLLEGE 12-30 credits

Liberal arts curriculum offered at the University of Heidelberg in Heidelberg, Germany. Students may enroll for one or two semesters.

007 STUDY ABROAD—SYRACUSE UNIVERSITY 12-30 credits

Courses offered include traditional liberal arts, cultural, and languages. Syracuse University has study centers in England, France, Germany, Israel, Italy, and Spain. Students may enroll for one or two semesters depending on the program.

008 STUDY ABROAD—ALMA COLLEGE 12-30 credits

Language and liberal arts courses are offered. Alma College offers programs in Madrid, Paris, Mexico City, and Kassel, Germany. Students may enroll for one or two semesters depending on the program.

009 STUDY ABROAD—ACADEMIC YEAR ABROAD AND RIPON COLLEGE 15-30 credits

Diverse liberal arts curriculum offered. Academic Year Abroad offers study opportunities in Paris, Madrid, Siena/Milan. Students may enroll for one or two semesters depending on the program.

010 STUDY ABROAD—SAINT LOUIS UNIVERSITY 12-30 credits

All levels of Spanish and intermediate and advanced French courses with liberal arts subjects. Saint Louis University has programs in Paris and Madrid. Students may enroll for one or two semesters depending on the program.

011 STUDY ABROAD—NAGASAKI WESLEYAN JUNIOR COLLEGE 30 credits average

Courses offered include Japanese language, customs, literature, and history. Students may earn a Japanese Civilization minor. Students enroll for a year.

012 STUDY ABROAD—HARLAXTON COLLEGE 12-30 credits

Traditional liberal arts curriculum offered at Harlaxton College, which is the British campus of the University of Evansville. The College is a former nineteenth century manor house in the County of Lincolnshire

about an hour's travel from London. Students may enroll for one or two semesters.

014 STUDY ABROAD—CENTER FOR CROSS-CULTURAL STUDY 12-30 credits

Spanish language and culture, specializing in cross-cultural study in Seville, Spain. Students may enroll for one or two semesters.

015 STUDY ABROAD—SCHOOL FOR INTERNATIONAL TRAINING, COLLEGE SEMESTER ABROAD 16 credits

A semester program which emphasizes cross-cultural study, intensive language training, a homestay, field study, and an independent study project. Locations include Africa, Australia, South Asia, Europe, and Latin America. Students enroll for one semester.

016 STUDY ABROAD—UNIVERSITY OF BUCKINGHAM 9-18 credits

Courses offered are from the Schools of Accounting, Business, and Economics; Humanities; and Sciences. The University of Buckingham is a private British university in Buckingham, England. The British style of teaching classes is used. Students may enroll for one, two or three terms.

017 STUDY ABROAD—COLLEGE YEAR IN ATHENS, INC. 12-30 credits

Ancient and modern Greece are studied in courses which frequently include study tours to appropriate sites in Athens, Greece, and the Greek Isles. Students may enroll for one or two semesters.

018 STUDY ABROAD—UNIVERSITY OF SHEFFIELD 12-30 credits

A diverse curriculum, including archaeology, literature, mathematics, history, is offered by The University of Sheffield. Located in Sheffield, England, this large university follows the British educational system, both in calendar and in teaching style. Students may enroll for one or more terms.

019 STUDY ABROAD—BEAVER COLLEGE 10-30 credits

The course of study is determined by the university chosen by the student. American students are fully integrated into university life. Major universities in England, Scotland, and Ireland are available through this program. Beaver College also offers study opportunities in Vienna and Greece. Students may enroll for one or two semesters.

Theatre Arts

Associate Professors Domser and Weinfeld; Assistant Professor R. Miller (Department Chair).

Areas of particular teaching interest: Professor Domser: Design and Technical Production; Professor Weinfeld: Directing, Theatre History and Dramatic Literature, Scriptwriting; Professor Miller: Acting, Theatre History and Dramatic Literature.

The theatre arts program offers a program of comprehensive study in theatre history, dramatic literature and criticism, and performance and production skills. Coursework is complemented by opportunities to participate in productions directed by faculty, visiting artists, and students. The major in theatre arts prepares students for careers in the professional theatre, for graduate studies in theatre, and for a variety of other vocations which demand the analytic, creative, and interactive skills developed by theatre majors.

Basic Major

Required courses: Theatre Arts 111, 113, 119, 225, 226; twelve hours from Theatre Arts 265, 266, 328, 365, 366, 465, 466 (including three hours of Drama Workshop); six hours from Theatre Arts 227, English 261, 262, 284; three hours from Theatre Arts 231-6; three hours from Theatre Arts 295, 296, 395, 396, 410.

Other educational options in Theatre Arts: Dual majors with Communication and English, minor in Theatre Arts.

111 STAGECRAFT 3 credits

An introduction to the theory and practice of stagecraft for theatre, film, and video. Concentration on basic drafting, stage management, carpentry, rigging, and electronic skills.

113 ACTING 3 credits

A course designed to develop in each student the physical, vocal, emotional, and interactive creativity necessary to imaginative theatrical performance.

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. *Fine Arts.*

151; 152; 251; 252; 351; 352; 451; 452 SPECIAL STUDIES IN THEATRE 1 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.

225; 226 THEATRE OF THE WESTERN WORLD 3, 3 credits

Fall semester: theatre history and dramatic literature in the Western World from the ritual to Renaissance. Spring semester: theatre history and dramatic literature in the Western World from the Renaissance to the present. *Heritage Sequence.*

227 CONTEMPORARY DRAMA 3 credits

Theatre history and dramatic literature in the Western World from Realism to the present.

231-236 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.

265; 266; 365; 366; 465; 466 (SPECIAL TOPICS IN THEATRE) 3, 3, 3, 3, 3, 3 credits

Intensive study of particular topics in theatre, such as directing, oral interpretation, or design.

Theatre Arts

295; 296; 395; 396 INTERNSHIPS

1 to 3 credits

Opportunities for students to gain credit for workplace experience, on-campus and off.

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.

Women's Studies See Interdisciplinary Studies.

College Organization

Presidents

- 1867-1886 James Thomas Ward, D.D.
1886-1920 Thomas Hamilton Lewis,
A.M., D.D., LL.D.
1920-1935 Albert Norman Ward, A.M., D.D.
1935-1947 Fred Garrigus Holloway,
A.B., B.D., D.D., LL.D., L.H.D.
1947-1972 Lowell Skinner Ensor, B.A.,
B.D., D.D., L.H.D., LL.D.
1972-1984 Ralph Candler John, B.A.,
S.T.B., S.T.M., Ph.D., L.H.D., Litt.D.
1984- Robert Hunter Chambers, III,
A.B., B.D., Ph.D.

Chairmen of the Board

- 1868-1892 John Smith, Esq.
1892-1897 The Reverend James Thomas
Ward, D.D.
1897-1913 Joshua Webster Hering, A.M.,
M.D., LL.D.
1914-1918 Charles Billingslea, D.D.S.
1919-1922 Elias Oliver Grimes, Esq.
1922-1928 The Reverend Francis T. Little,
D.D.
1929-1949 The Bishop James Henry
Straughn, D.D., LL.D.
1949-1963 Franklin Murray Benson, LL.D.
1963-1968 Brigadier General Robert
Joshua Gill, LL.B., LL.D.
1968-1971 Joshua Weldon Miles, LL.B., LL.D.
1971-1982 Wilbur Day Preston, Jr.,
J.D., D.C.L.
1982-1986 Robert Edwin Bricker, B.A.
1986- William Sorrell Keigler, B.S.

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Superintendent, Maryland School for the Deaf
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Clinical Professor and President
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New York University
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Catherine S. Kiddoo '46 (1982)
Community Leader
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Marjorie A. Lippy '77 (1984)
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Reisterstown, Maryland

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Director, Tripp Lake Camp
Owings Mills, Maryland

James O. Olfson (1980)

President, General Elevator Company, Inc.
Edgewater, Maryland

Wilbur D. Preston, Jr. '44 (1967)

Managing Partner, Whiteford, Taylor and Preston
Baltimore, Maryland

Alleck A. Resnick '47 (1972)

Attorney, Law Offices of Alleck Resnick
Pikesville, Maryland

M. Lee Rice '48 (1980)

Business Consultant
Round Hill, Virginia

Frank C. Robey, Jr. '57 (1980)

County Administrative Officer
Timonium, Maryland

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Private Investor
Boulder, Colorado

Robert W. Schaefer (1980)

Executive Vice President, First National Bank
of Maryland
Baltimore, Maryland

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Professor, Essex Community College
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Orthopedic Surgeon
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Educator
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Attorney (Formerly Associate Judge, Maryland
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Frederick C. Malkus, Jr. '34 (1962)

Maryland State Senator
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Heshmat Badiee, Audio-Visual Services

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B.A., Western Maryland College

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B.A., M.S., Shippensburg University

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B.A., Western Maryland College; M.D., University of Maryland School of Medicine

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B.A., Western Maryland College; M.Div., Wesley Theological Seminary

Joanne Alice Goldwater, Assistant Director of Resident Life
B.S., M.Ed., University of North Carolina at Greensboro

Jude S. Yearwood, Residence Life Coordinator: Staff Supervisor
B.A., Western Maryland College

Eric M. Chase, Residence Life Coordinator: Alcohol and Drug Education
B.A., Wilkes University

Charlene R. Kinsey, Residence Life Coordinator for Programming
B.S., Shepherd College

Donna M. Cooper, Residence Life Coordinator for Administration
B.S., Radford University

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B.A., Stetson University; M.A., Ph.D., Syracuse University

Maureen L.T. Meloche, Office Coordinator for Administration and Finance

Arthur Steven Wisner, Director of Financial Services/Treasurer
B.S., Iowa State University

Ruth L. Thomas, Director of Financial Planning and Budget/Assistant Treasurer
B.A., Western Maryland College

Edgar S. Sell, Jr., Director of Physical Plant

Don Ehrhardt, Systems and Network Manager for Administrative Computing Services
B.A., California State University; M.B.A. Frostburg State University

Li Chen, User Services Analyst
B.S., Beijing University of Science and Technology; M.E.C., University of Charleston

Ernest Larry Ogle, Computer Operations/Telecommunications Manager

Thomas G. Steback, Director of Personnel Services
B.S., St. Francis College; A.A., Marietta College

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B.S., Salisbury State College; M.S., Hood College

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B.S., Towson State University

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B.S., University of Baltimore

Mary Colatorti, Director of Dining Services

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B.A., University of Maryland

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Barbara Jane Yantis, Payroll Manager

Teresa A. McAndrew, Supervisor of Accounts Payable

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B.S., Central State University; M.B.A., Morgan State University

M. Elaine Simpson, Assistant to the Director of Physical Plant

Sonya Powell Horner, User Services Manager, Administrative Computing Services

Velva A. Cooper, Assistant Director of Personnel Services
B.S., Morgan State University

Mary Jo Colbert, Director of Conference Services
B.S. Erskine College

Katherine Layton Cousins, Special Events Coordinator, Conference Services

Maureen Gregg, Administrative Assistant, Food Services

Beverly Jeanne Carroll, Central Services Coordinator

Eather E. Griffith, Mail Services Coordinator

M. Joseph Manzer, Golf Shop Manager
B.S., Loyola College

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Phillip R. Boob, Grounds Maintenance Supervisor

Melvin J. Whelan, Building Services Coordinator

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Chris Hart, Assistant Director of Public Information
B.A., Indiana University

Carol Ann Wetherson, Office Manager and Public Information Assistant

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B.S., West Chester University of Pennsylvania; M.Ed., Western Maryland College; Ed.D., George Washington University

Catherine Eisenbrandt Easterday, Coordinator of Aquatic Programs and Lecturer
B.A., Denison University

Rebecca Lynn Martin, Coach and Lecturer
B.A., M.Ed., Western Maryland College

David Gobrecht Seibert, Coach and Lecturer
B.A., M.Ed., Western Maryland College

Dale Lynn Sprague, Coach and Lecturer
B.S., American International College; M.Ed.,
State University of New York, Albany

Kristen Stuempfle, Assistant Athletic Trainer
and Lecturer
B.S., Ursinus College

Matthew Robinson, Equipment/Contest Manager
B.S., York College

E. Ray Wilson, Equipment/Contest Manager

HEAD COACHES

Baseball, **David Seibert**

Men's Basketball, **Nicholas Zoulas**

Women's Basketball, **Rebecca Martin**

Cross-country, **Douglas Renner**

Field Hockey, **Susan Sandonato**

Football, **Dale Sprague**

Golf, **Scott Moyer**

Men's Lacrosse, **Michael Williams**

Women's Lacrosse and Swimming,
Catherine Easterday

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Women's Soccer, **Jennifer Flynn**

Men's Tennis, **Alexander Ober**

Women's Tennis, **Joan Weyers**

Track, **Douglas Renner**

Volleyball, **Jolene Jordan**

Wrestling, **Paul Johnson**

Emeriti

The dates in parentheses following the listing of each person are the dates of first appointment and retirement. Persons are listed in order of retirement from the College.

EXECUTIVE

Ralph Candler John, B.A., S.T.B., S.T.M.,
Ph.D., L.H.D., Litt. D., President Emeritus
(1972-1984)

ADMINISTRATION

Martha Eliza Manahan, A.B., Registrar Emerita
(1938-1966)

Elizabeth Simkins, A.B., B.S.L.S., A.M.L.S.,
Librarian and Professor Emerita (1946-1970)

Cora Virginia Perry, B.A., M.L.A., Registrar
Emerita (1936-1977)

Philip Elwood Uhrig, B.A., M.Ed., Director of
Alumni Affairs Emeritus (1949-1980)

Philip Blettner Schaeffer, B.A., Vice President
for Business Affairs and Treasurer Emeritus
(1959-1982)

Leonard Stanley Bowsbey, Jr., B.A., M.Ed.,
Ph.D., Dean of Graduate Affairs and Professor
of Education Emeritus (1969-1989)

Bernice Talbott Beard, B.A., M.L.A., Executive
Assistant to the President/Secretary of the Board
and College Emerita (1962-1989)

FACULTY

Maude Gesner, Professor of Music Emerita
(1917-1955)

Frank Benjamin Hurt, A.B., A.M., Associate Pro-
fessor of Political Science Emeritus (1930-1965)

Roselda Fowler Todd, A.B., M.A., Assistant
Professor of Physical Education Emerita
(1930-1965)

Joseph William Hendren, A.B., A.M., Ph.D.,
Professor of English Emeritus (1947-1966)

Alfred Winfield de Long, Associate Professor of
Music Emeritus (1936-1969)

Kathryn Belle Hildebran, A.B., A.M., Ph.D.,
Professor of Modern Languages Emerita
(1940-1969)

Esther Smith, D.F.A., Professor of Dramatic Art
Emerita (1926-1970)

Ervin Lajos Szilagyi, L.L.B.; B.S., Jur.D.,
B.F.A., Assistant Professor of History of Art
Emeritus (1957-1970)

Mary Louise Shipley, A.B., Associate Professor
of Art Emerita (1938-1972)

Theodore Marshall Whitfield, A.B., Ph.D.,
Professor of History Emeritus (1929-1972)

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Professor of Classics Emeritus (1938-1973)

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Professor of Biology Emeritus (1948-1973)

Reuben Simon Henry Holthaus, A.B., A.M.,
S.T.B., Ph.D., Professor of Philosophy Emeritus
(1946-1976)

Jacques Theophile Derasse, Baccalaureat es
Lettres; Certificat d'Aptitude Pédagogique de Lille;
Licence de l'Académie de Paris; Mention Hono-
rable en Pédagogie de l'Académie de Paris, Assistant
Professor of French Emeritus (1963-1976)

Ralph Bevere Price, B.A., M.A., Ph.D.,
Professor of Economics Emeritus (1954-1977)

Edith Farr Ridington, A.B., A.M., Senior Lec-
turer in Classics Emerita (1957-1977)

Charles Edward Crain, B.A., B.D., Ph.D.,
Professor of Religion Emeritus (1949-1978)

Jean Kerschner, A.B., Ph.D., Professor of
Biology Emerita (1952-1980)

Gerald Edward Cole, B.Mus., M.Mus., Profes-
sor of Music Emeritus (1955-1984)

William Morris David, Jr., A.B., M.A., Ph.D.,
Professor of Political Science Emeritus
(1952-1984)

Fern Rudolph Hitchcock, Jr., B.A., M.Ed.,
Assistant Professor of Physical Education
Emeritus (1962-1984)

Leonard Earl Griswold, B.A., M.A., Ph.D.,
Professor of Sociology Emeritus (1956-1985)

Julia Taylor Hitchcock, B.Mus.Ed., B. Mus.,
Assistant Professor of Music Emerita (1960-1985)

David Ralston, Cross, B.A., M.A., Ph.D.,
Professor of Chemistry Emeritus (1964-1989)

Arleen Heggemeier, B.Mus., M. Mus., D.Mus., Professor of Music Emerita (1950-1989)

Donald Richard Zauche, B.A., M.A., Assistant Professor of Foreign Languages Emeritus (1965-1989)

Faculty

William Thomas Achor, Professor of Physics B.S., Auburn University; M.S., Ph.D., Vanderbilt University. (1965)

Judith Karen Adkins, Instructor in Social Work B.A., College of Notre Dame of Maryland; M.S.W., University of Maryland at Baltimore; Ph.D., University of Maryland. (1990)

Gregory D. Alles, Assistant Professor of Religious Studies B.A., Valparaiso University; M.A., The Divinity School, University of Chicago; M.Div., Lutheran School of Theology; Ph.D., The Divinity School, University of Chicago. (1987)

George Samuel Alspach, Jr., Professor of Biology A.B., Antioch College; M.S., Ph.D., Oregon State University. (1969)

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., Acquisitions 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 Badiee, Professor of Art History B.A., M.A., Ph.D., University of Michigan. (1978)

Herman E. Behling, Jr., Assistant Professor of Education B.S., Kent State University; M.A., D.Ed., Columbia University. (1988)

Susan Ruddick Bloom, Assistant Professor of Art B.F.A., M.F.A., The Maryland Institute College of Art. (1986)

Robert Philip Boner, Professor of Mathematics A.B., Rockhurst College; A.M., Indiana University; Ph.D., University of Notre Dame. (1970)

Margaret A. Boudreaux, Assistant Professor of Music B.M., University of Arizona, Tucson; M.M., University of Oregon, Eugene; D.M.A., University of Colorado, Boulder. (1989)

Michael Mathison Brown, Professor of Biology B.S., Lebanon Valley College; Ph.D., University of Delaware. (1968)

Albert Lee Burkner, Captain, Military Police, Assistant Professor of Military Science B.A., Pennsylvania State University; M.A., Troy State University. (1987)

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)

Robert Hunter Chambers, III, President and Professor of American Studies A.B., Duke University; B.D., Yale University; Ph.D., Brown University. (1984)

William Clinton Chase, Associate Professor of History A.B., Dartmouth College; J.D., Harvard Law School; Ph.D., Harvard University. (1981)

Joseph M. Cinquino, III, Lieutenant Colonel, Infantry, Professor of Military Science B.S., United States Military Academy; M.S., Long Island University; M.A., Boston University. (1988)

Jack E. Clark, Associate Professor of Mathematics B.S., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University. (1978)

Richard J. Claycombe, Associate 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)

Joan Develin Coley, Professor of Education A.B., Albright College; M.Ed., Ph.D., University of Maryland. (1973)

Stephen Wheeler Colyer, Associate Professor of Psychology A.B., Gettysburg College; M.A., Ph.D., Temple University. (1970)

Terence A. Dalton, Assistant Professor of English B.A., Lafayette College; M.A., Pennsylvania State University. (1990)

Cornelius Paul Darcy, Professor of History B.A., Bowdoin College; M.A., Harvard University; Ph.D., Columbia University. (1963)

Margaret Woods Denman-West, Associate Professor of Education B.A. University of Oklahoma; M.S.Ed., Central Missouri State University; Ph.D., Texas Woman's University. (1977)

Thomas George Deveny, Professor of Foreign Languages B.A., State University of New York; M.A., University of Florida; Ph.D., University of North Carolina. (1978)

Carl Leo Dietrich, Associate Professor of Music
B.Mus., M.Mus., Peabody Conservatory of
Music. (1967)

Richard W. Dillman, Assistant Professor of
Computer Science
B.E.S., The Johns Hopkins University; M.S.,
Elmira College. (1981)

Ira Domser, Associate Professor of Dramatic Art
B.A., Utica College of Syracuse University;
M.F.A., Boston University. (1981)

Linda Ruth Eshleman, Associate Professor of
Mathematics and Computer Science
B.S., Florida State University; M.A., Bowdoin
College; Ph.D., University of Maryland. (1969)

Donna Evergates, Assistant Professor of Classics
B.A., Goucher College; Ph.D., The Johns
Hopkins University. (1987)

Theodore Evergates, Professor of History
A.B., Brown University; Ph.D., The Johns
Hopkins University. (1973)

Francis Michael Fennell, Associate Professor
of Education
B.S., Lock Haven University of Pennsylvania;
M.Ed., Bloomsburg University of Pennsylvania;
Ph.D., The Pennsylvania State University. (1976)

Carol Ann Fritz, Associate Professor of
Physical Education
B.S., West Chester University of Pennsylvania;
M.Ed., Western Maryland College; Ed.D.,
George Washington University. (1967)

Nina Gregg, Instructor in Communication
A.B., Princeton University; M.A., McGill
University. (1989)

Robert Hill Hartman, Professor of Philosophy
and Religious Studies
A.B., Oberlin College; S.T.B., Boston University;
Ph.D., Northwestern University. (1969)

Colette Martin Henriette, Instructor in French
Baccalauréat Philosophie/Lettres; Diplôme
Universitaire d'Etudes Littéraires. (1990)

Evelyn Smith Hering, Associate Professor
of Music
B.Mus., Wesleyan College; M.Mus., Eastman
School of Music. (1951)

David Webb Herlocker, Professor of Chemistry
B.A., Knox College; M.S., Ph.D., University of
Illinois. (1966)

Charles Chapman Herrman, Jr., Associate
Professor of Sociology
B.I.E., Georgia Institute of Technology; B.D.,
Emory University; M.A., Ph.D., University of
Virginia. (1974)

Sherri Lind Hughes, Instructor in Psychology
B.A., Davidson College; M.S., Georgia Institute
of Technology. (1989)

Esther Mildred Iglich, Associate Professor
of Biology
B.A., Queens College of CUNY; M.S., Ph.D.,
University of Georgia. (1979)

Donald Eugene Jones, Professor of Chemistry
A.B., Manchester College; Ph.D., Purdue
University. (1963)

Alton Dennis Law, Professor of Economics
B.S., M.S., West Virginia University; Ph.D.,
Rutgers University. (1966)

James Edward Lightner, Professor of
Mathematics and Education
B.A., Western Maryland College; A.M.,
Northwestern University; Ph.D., The Ohio State
University. (1962)

Wilbur Lee Long, Professor of Biology
B.S., Towson State University; Ph.D.,
Dartmouth College. (1973)

Michael L. Losch, Instructor in Art History
B.A., M.A., Michigan State University; Ph.D.,
Pennsylvania State University. (1990)

Kathy Steele Mangan, Professor of English
B.A., Denison University; M.A., Ph.D., Ohio
University. (1977)

Ronald R. Miller, Assistant Professor of
Communication and Theatre Arts
B.A., Swarthmore College; Ph.D., University of
Wisconsin, Madison. (1987)

William Gene Miller, Professor of Psychology
A.B., West Virginia Wesleyan College; M.Div.,
Wesley Theological Seminary; Ph.D., Boston
University. (1962)

Susan Matz Milstein, Assistant Professor of
Business Administration
B.S., M.Ed., Towson State University; M.B.A.,
Mt. St. Mary's College. (1985)

Richard Monaghan, Captain, Infantry,
Assistant Professor of Military Science
B.S., University of Kansas. (1989)

Lucy M. Moran, Instructor in Computer Science
B.A., Grinnell College; M.A., University of
Wisconsin, Madison; M.S., The George
Washington University. (1990)

Martine Motard-Noar, Assistant Professor
of French
Certificat de Didactique des Moyens Audio-
Visuels Université de la Sorbonne; Maîtrise,
Université de la Sorbonne; Ph.D., University of
Nebraska, Lincoln. (1989)

Charles Edward Neal, Associate Professor of
Political Science
B.A., Luther College; M.A., Iowa State Univer-
sity; Ph.D., University of Minnesota. (1978)

Christianna E. Nichols, Associate Professor of
Political Science
B.A., The American University; M.A., Ph.D.,
Georgetown University. (1984)

Alexander George Ober, Professor of
Physical Education
B.A., M.Ed., Western Maryland College; Ph.D.,
University of Maryland. (1969)

John Lindsay Olsh, Professor of Economics
B.A., Western Maryland College; M.A., Ph.D.,
University of California, Davis. (1980)

- Howard Bernard Orenstein**, Associate Professor of Psychology
B.A., Hunter College of City University of New York; M.A., Ph.D., University of Cincinnati. (1971)
- Vasilis Pagonis**, Associate Professor of Physics
B.S., University of Athens, Greece; M.S., Ph.D., Northeastern University. (1986)
- Wasył Palijczuk**, Professor of Art
B.A., M.A., University of Maryland; M.F.A., The Maryland Institute College of Art. (1967)
- Melvin Delmar Palmer**, Professor of Comparative Literature
B.A., M.A., Ph.D., University of Maryland. (1965)
- LeRoy Lad Panek**, Dean of Planning and Research and Professor of English
B.A., Marietta College; M.A., Lehigh University; Ph.D., Kent State University. (1968)
- Louise Anne Paquin**, Associate Professor of Biology
B.A., Trinity College; Ph.D., Georgetown University. (1980)
- Raymond Clarence Phillips, Jr.**, Professor of English
A.B., Dickinson College; M.A., Columbia University; Ph.D., University of Pennsylvania. (1963)
- Hugh Tarply Prickett, Jr.**, Professor of Education appointed to the Joseph D. Baker Fund, Inc., Chair in Deafness
B.C.E., Auburn University; M.A., Appalachian State University; Ed.D., University of Georgia. (1974)
- Carol Jean Quinn**, Reference Librarian, Instructor
B.A., University of Florida; M.A. in L.S., University of Minnesota; M.A., University of Florida. (1972)
- Donald Robert Rabush**, Professor of Education
B.A., M.Ed., Western Maryland College; Ed.D., University of Denver. (1973)
- Robert Patrick Reed**, Assistant Professor of History
B.A., University of California, San Diego; M.A., Ph.D., Cornell University. (1989)
- Daniel K. Rees**, Associate Professor of Sociology and Social Work
B.A., Ohio University; M.S.W., Ohio State University; Ph.D., The Catholic University of America. (1975)
- Pamela Lynne Regis**, Associate Professor of English
B.A., M.A., Ph.D., The Johns Hopkins University. (1984)
- Henry B. Reiff**, Assistant Professor of Education
A.B., Princeton University; M.Ed., Ph.D., University of New Orleans. (1989)
- Eleanor Nace Richwine**, Catalog Librarian, Instructor
B.S.Ed., Shippensburg University of Pennsylvania; M.S., Simmons College, School of Library Science. (1970)
- Keith Norton Richwine**, Professor of English
B.S.Ed., Shippensburg University of Pennsylvania; M.A., Pennsylvania State University; Ph.D., University of Pennsylvania. (1962)
- Harry Lewis Rosenzweig**, Professor of Mathematics
B.S., Massachusetts Institute of Technology; M.S., University of Arizona; Ph.D., University of Virginia. (1971)
- Carol A. Rouzer**, Assistant Professor of Chemistry
B.A., Western Maryland College; Ph.D., M.D., Rockefeller University and Cornell University Medical College. (1989)
- Robert William Saporita**, Professor of English
B.A., University of Illinois; M.A., Ph.D., University of Connecticut. (1971)
- Ethan Abba Seidel**, Professor of Economics and Business Administration
B.A., The Johns Hopkins University; M.B.A., Wharton Graduate School, University of Pennsylvania; Ph.D., The Johns Hopkins University. (1969)
- David Ben Seligman**, Vice President: Dean of Academic Affairs and Professor of Philosophy
A.B., University of Rochester; Ph.D., Duke University. (1990)
- Diana Sue Singer**, Associate Professor of Business Administration
B.S., Towson State University; M.B.A., Loyola College. (1983)
- Herbert Charles Smith**, Professor of Political Science
B.A., Ursinus College; M.A., Ph.D., The Johns Hopkins University. (1973)
- Richard Hilton Smith, Jr.**, Professor of Chemistry
B.S., Washington College; Ph.D., University of Virginia. (1971)
- Harold Ray Stevens**, Professor of English
B.A., Western Maryland College; Ph.D., University of Pennsylvania. (1966)
- Ronald Keith Tait**, Associate Professor of Sociology
B.A., M.A., University of Delaware; Ph.D., University of Maryland. (1968)
- Norberto Valdez**, Instructor in Sociology
B.A., University of Colorado, Boulder; M.A., University of Idaho; M.A., University of Wisconsin, Madison. (1990)
- McCay Vernon**, Professor of Psychology and Director of the Western Maryland College Institute on Hearing Impairment
B.A., University of Florida; M.S., Gallaudet College; M.A., Florida State University; Ph.D., Claremont Graduate School; Lit.D., Gallaudet College. (1969)

Robert Joseph Weber, Associate Professor of Political Science
B.S., University of Wisconsin, Milwaukee; M.A., Ph.D., University of Maryland. (1969)

Tim Weinfeld, Associate Professor of Dramatic Art
A.B., Miami University; A.M., Indiana University. (1970)

Joan Rita Weyers, Assistant Professor of Physical Education
B.S., Wisconsin State College at La Crosse; Ed.M., University of North Carolina at Greensboro. (1963)

Daniel Anthony Williams, Associate Professor of Foreign Languages
B.A., University of Maryland; M.A., Ph.D., The Johns Hopkins University. (1972)

Glenn Franklin Williams, Captain, Infantry, Assistant Professor of Military Science
B.A., Loyola College; M.A., Webster University. (1990)

Helen Bickel Wolfe, Dean of Graduate Affairs and Associate Professor of Education
B.S., State University of New York, Buffalo; M.S., Cornell University; Ed.D., State University of New York at Albany. (1980)

Laurence Ching-Fang Wu, Associate Professor of Philosophy
B.A., National Taiwan University; M.A., University of Minnesota; Ph.D., University of Texas at Austin. (1976)

Peter Demerton Yedinak, Professor of Physics
B.S., Union College; A.M., Ph.D., Clark University. (1967)

Ira Gilbert Zepp, Jr., Professor of Religious Studies
B.A., Western Maryland College; B.D., Drew Theological Seminary; Ph.D., St. Mary's Seminary and University. (1963)

College Scholar

Edward Regis, College Scholar
B.A., Hunter College; M.A., Ph.D., New York University.

Senior Lecturers and Half-Time Faculty

Joseph L. Carter, Jr., Internship Coordinator and Lecturer
B.A., Western Maryland College; M.B.A., The Johns Hopkins University. (1981)

Nancy Baugh Palmer, Senior Lecturer in Comparative Literature
B.S., Western Kentucky University; M.A., University of Maryland. (1965)

William Padian Spence, English as a Second Language Tutor and Lecturer
B.A., Western Maryland College; M.A., University of South Carolina. (1988)

Lecturers

Brian F. Alles, Lecturer in Psychology
B.A., Western Maryland College; M.A., Ohio State University.

Mary Azrael, Lecturer in English
B.A., Bryn Mawr College; M.S., Yeshiva University; M.A., The Johns Hopkins University.

Patricia Read Barnhart, Lecturer in Education
B.S., Towson State University; M.L.A., Western Maryland College.

Naomi Benzil, Lecturer in Education
B.A., M.L.A., Western Maryland College.

Carolyn Boner, Lecturer in Mathematics
B.S., Wittenberg University; M.A.T., Indiana University.

Anne Bontekoe, Lecturer in Education
B.A., Calvin College; M.A., Wayne State University.

David E. Booth, Jr., Lecturer in Music
B.S., Towson State University.

Frank Matthew Chiteji, Lecturer in Cross-Cultural Studies
B.A., University of San Francisco; M.A., Ph.D., Michigan State University.

Michael J. Connell, Lecturer in Music
B.A., Duquesne University.

Bruce L. Damasio, Lecturer in Geography
A.B., Grove City College; M.Ed., Western Maryland College; M.S., The Johns Hopkins University.

Derek Dana Day, Lecturer in Music

Barbara Jean Disharoon, Lecturer in Education
B.S., Towson State University; M.Ed., Western Maryland College

Steven C. Eckard, Lecturer in Music

- Ronald E. Elwell**, Lecturer in Education
B.S., University of Maryland; M.Ed., The Johns Hopkins University.
- Barbara W. Fick**, Lecturer in Spanish
Licentiate, University of Chile; M.A., Ph.D., University of Maryland.
- Lawrence S. Glick**, Lecturer in Music
- Janet R. Halman**, Lecturer in Education
A.B., West Liberty State College;
M.A. Ed., Towson State University.
- O. Kenneth Hankins**, Lecturer in Art
B.F.A., Maryland Institute College of Art;
M.S., Alfred University.
- Gary Wayne Harner**, Lecturer in Communication
B.A., M.L.A., Western Maryland College;
M.A., New York University.
- Linda Kirkpatrick**, Lecturer in Music
B.M., M.M., North Texas State University.
- David Kreider**, Lecturer in Music
B.M., M.M., Peabody Conservatory of Music;
D.M.A., The Catholic University of America.
- Gay Jewell Love**, Lecturer in Education
B.A., M.Ed., Western Maryland College
- Patricia Reidy Love**, Lecturer in Education
B.A., University of Maryland.
- William Allen MacDonald**, Lecturer in Art
A.B., Oberlin College; A.M., Ph.D., The Johns Hopkins University.
- Kimberley I. MacLean-Blevins**, Lecturer in Psychology
B.A., M.Ed., Western Maryland College.
- Rosemary McCombs Maxey**, Lecturer in Religious Studies
B.S., Oklahoma Baptist University; M.R.E.,
Southwestern Baptist Theological Seminary.
- Suzanne N. Olsh**, Lecturer in English
B.A., M.L.A., Western Maryland College.
- Sue Ott-Rowlands**, Lecturer in Theatre Arts
B.S.E., Oklahoma Christian College; M.F.A.,
University of Oklahoma.
- James Carvel Paxton, III**, Lecturer in Music
B.A., Western Maryland College.
- Lisa Pecoraro**, Lecturer in English
B.A., Loyola College; M.A., The Johns Hopkins University.
- Betty Malkus Ridgeway**, Lecturer in Music
B.M.Ed., Peabody Conservatory of Music;
M.A., Morgan State University.
- Katharine Munzer Rogers**, Lecturer in History
B.A., Barnard College; Ph.D., Columbia University.
- Mary Lee Younger Schmall**, Laboratory Assistant and Lecturer in Biology
B.A., Western Maryland College.
- Leslie J. Simpson**, Lecturer in Education
B.S., University of Maryland; M.Ed., Western Maryland College.
- Monica W. Smith**, Lecturer in Education
B.A., Hood College; M.Ed., Western Maryland College.
- Kate Sontag**, Lecturer in English
B.A., Boston University; M.F.A., University of Iowa.
- Kevin M. Stanley**, Lecturer in Philosophy
B.A., Ball State University; M.A., University of Maryland.
- Douglas P. Steinel**, Lecturer in Political Science
B.S., College of St. Thomas; M.A., University of Kansas; M. Phil., George Washington University.
- Suzanne Heckert Tevis**, Lecturer in Education
B.A., M.Ed., Western Maryland College.
- Isabel Valiela**, Lecturer in Spanish
B.A., State University of New York at Albany;
M.A., New York University; Ph.D., Duke University.
- Linda Van Hart**, Lecturer in Art
B.S., Western Maryland College; M.A. Ed.,
Towson State University.
- Barbara C. Walker**, Lecturer in Education
B.A., University of Delaware; M.Ed.,
Edinboro University of Pennsylvania.
- Rachael A. Wentz**, Lecturer in Education
B.A., Western Maryland College; M.A., Wake Forest University.
- John T. Willis**, Lecturer in Business Administration
B.A., Bucknell University; J.D., Harvard Law School.
- Charles E. Wolfe**, Lecturer in Religious Studies
B.A., Northern Iowa University; B.D., Austin Presbyterian Theological Seminary; D.Min., Wesley Theological Seminary.
- Delmas P. Wood, III**, Lecturer in Sociology
B.A., Morningside College; M.Ed., University of Maryland.
- Amy Marie Yerkes**, Lecturer in English
B.A., M.A., Pennsylvania State University.
- Lauretta Dorsey Young**, Lecturer in Music
B.M., Peabody Institute of Johns Hopkins University.
- Mary Kolb Zafiris**, Lecturer in Music
B.M., West Virginia University.

Endowed Scholarships and Loans

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., a devoted trustee of the college.

The Ballard-McDonald Treasure Seekers

Scholarship Fund: Established in 1987 by Virginia Sweeney Ballard, Class of 1942, Worthy Grand Matron, and Robert D. McDonald, Worthy Grand Patron 1986-87, of the Grand Chapter of Maryland Order of the Eastern Star, as the Grand Matron's special project in Education of the Deaf. The scholarship is to be awarded annually to a student or students in the Education of the Deaf Program, based on a high level of scholarship and skill.

The Barnes Scholarship Fund:

Established in 1981 through the bequest of Vivian Englar Barnes, Class of 1921, to provide scholarships for students to learn how to teach the deaf.

The 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, past president of the Alumni Association and long-time, devoted trustee of Western Maryland College. This scholarship is to provide financial aid for outstanding, academically qualified students in the Humanities.

The Margaret A. Bowers Scholarship

Fund: Established in 1980 in memory of Margaret Anne Bowers, Class of 1926, to assist deserving women students.

The Bessie C. Branin Music Scholarship

Fund: Established in 1982 through the bequest of Bessie C. Branin, Class of 1924, for scholarship aid to a music major.

The Franklin L. Byers and Louise C. Byers Memorial Scholarship Fund:

Established in 1984 through the bequest of Louise C. Byers, because of the family's long-time interest in Western Maryland College, to provide scholarships for students demonstrating excellent scholarship.

The William W. Chase Scholarship Fund:

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

The Class of 1932 Scholarship Fund:

Established in 1988 as a memorial to the members of the Class of 1932. It provides scholarships to students who demonstrate a true interest in academic pursuits; participation in community service activities will be considered as a positive factor in favor of an applicant.

The Class of 1962 Scholarship Fund:

Established in 1987 on the occasion of their 25th reunion as a memorial to the members of the Class of 1962 to provide scholarships to students who demonstrate a true interest in academic pursuits.

The Class of 1963 Scholarship Fund:

Established in 1988 on the occasion of their 25th reunion as a memorial to the members of the Class of 1963 to provide scholarships to students who demonstrate a true interest in academic pursuits.

The Katharine H. Clower Memorial Scholarship Fund:

Established in 1988 by Dr. Richard A. Clower, Class of 1950, in memory of and in tribute to his beloved wife Kay, M. Ed., Class of 1973.

The James F. and Hazel Gompf Coleman

Scholarship Fund: Established in 1984 by the children of James F., Class of 1938, and Hazel Gompf Coleman, Class of 1938, in memory of their parents. It is to be awarded annually to a returning student (sophomore, junior, or senior) from the Eastern Shore with at least a B average.

The Hugh '69 and Kathy Dawkins Scholarship

Fund: Established in 1989 by Hugh '69 and Kathy Dawkins. This fund is to provide scholarships to students who demonstrate a true interest in academic pursuits and involvement in student organization leadership.

The Lowell R. Duren Mathematics Scholarship Fund: Established in 1983 by the Mathematics and Computer Science Department in memory of Lowell R. Duren, a loyal and respected friend and former chairman of the Mathematics Department, especially remembered for his outstanding teaching. This scholarship will be awarded annually to the freshman or sophomore mathematics major who earns the highest score on the Lowell Duren Mathematical Competition.

The Dorothy Elderdice International Student Scholarship Fund: Established in 1979 by the friends of Dorothy Elderdice, Class of 1911, in recognition of her long devotion to the college and to her loving interest in the many foreign students who attended Western Maryland College. The scholarship is awarded annually to a worthy student from a foreign country.

The 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 Charles "Rip" and Mary Broughton Engle Scholarship Fund: This fund was begun in 1974 as an annuity to assist a worthy student in attending Western Maryland. Both Charles and Mary Engle are of the Class of 1930.

The Eloise B. and Lowell S. Ensor Scholarship Fund: Established in 1972 at the time of Dr. Ensor's retirement as fifth president of the college by the faculty, friends, students, and alumni of Western Maryland College to honor Dr. and Mrs. Lowell S. Ensor for their 25 years of dedicated service. It is to be awarded to the student(s) who most appropriately demonstrate the dedication to the college that Dr. and Mrs. Ensor did during their years on the Hill.

The Dr. James D. Essig Memorial Scholarship Fund: Established in 1985 in memory of Dr. James D. Essig, history professor at Western Maryland College at the time of his death, by his family, friends, colleagues, and students as a living memorial to an outstanding scholar and teacher. The scholarship is to be awarded annually to a history major with at least a B average demonstrating high personal and academic integrity.

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

The Charles and Mary Falkenstein Memorial Scholarship Fund: Established in 1989 by Ruth A. Falkenstein as a memorial to her parents.

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 Charles '32 and Lois Forlines Scholarship Fund: Established in 1988 as a tribute to Charles and Lois Forlines, two people devoted to Western Maryland College. In addition to demonstrated need, the recipient must have and maintain at least a 2.5 GPA, and be of exemplary moral character.

The Arthur Pue and Amanda Clark Forsyth Memorial Scholarship Fund: Established by M. J. Grove in memory of the parents of his mother, a member of the Class of 1897.

The Dr. Grace E. Fox Scholarship Fund: Established in 1984 through the bequest 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. The scholarship is to be awarded to students demonstrating great potential for success in their chosen fields.

The Eleanor B. Gaither Memorial Scholarship Fund: Established through the bequest of Mr. and Mrs. James H. Gaither in memory of their daughter, a member of the Class of 1940.

The Arnold W. Garrett Memorial Scholarship Fund: Established in 1980 by his friends and family in memory of Arnold W. Garrett, Class of 1949.

The Madeleine W. Geiman Scholarship Fund: Established in 1987 through the bequest of Madeleine W. Geiman, Class of 1922, to provide scholarship aid.

The Hering Leister Giggard Educational Fund: Established by Gertrude Giggard, in recognition of her brother, to provide scholarships to the handicapped not otherwise able to obtain a college education.

The William P. Grace Memorial Scholarship Fund: Established in 1985 by the family of Col. William P. Grace, Class of 1927, to honor an ROTC Junior Cadet not on an Army scholarship. The scholarship will be credited to the Cadet's senior year.

The Reverend Frank W. Grippin Memorial Scholarship Fund: Established in 1981 in memory of The Reverend Frank W. Grippin, Class of 1926, by his wife.

The Anna Forsyth Grove Memorial Scholarship Fund: Established by M. J. Grove in memory of his mother, a member of the Class of 1897.

The Stephan Haje Memorial Scholarship Fund: Established in 1985 in memory of Stephan Haje, Class of 1974, by his parents as a tribute to their beloved son. The scholarship is awarded annually to students majoring in art.

The 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 Jim Hindman Scholarship Fund: Established in 1989 in honor of W. James Hindman, former football coach, by members of his football teams, family, and friends.

The Hines Scholarship Fund: Established by George Millard Hines, Class of 1925, in memory of his mother, Class of 1897, and other members of his family who attended Western Maryland College.

The Ralph G. Hoffman Scholarship Fund: Established in 1987 upon his retirement as director and chairman of the Carroll County Bank and Trust Company Board of Directors by the officers and directors of the Bank, his family, and friends. The scholarship honors Ralph G. Hoffman, lifelong resident of Westminster; outstanding member of the Bar; and emeritus member of the Board of Trustees, Western Maryland College. It is to be awarded each year to a Carroll County student majoring in economics or business administration with an outstanding academic record.

The Abbie White Holland Memorial Scholarship Fund: Established in 1981 by the family of Sarah "Abbie" White Holland, a member of the Class of 1902. The scholarship is awarded annually to a member of the senior class.

The Dr. Alvey Michael Isanogle Memorial Scholarship Fund: Established in 1952 as a memorial to Dr. Isanogle, who joined the WMC faculty in 1920 and for most of his career served as dean of the School of Education. It provides scholarships to students who demonstrate a true interest in academic pursuits.

The 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.

The Dorothy Reed Johnson Memorial Scholarship Fund: Established in 1990 through the bequest of Dorothy Reed Johnson, Class of 1929, to provide scholarships for needy students.

The Florence Johnson Memorial Scholarship Fund: Established by Mrs. George S. Johnson of the Class of 1921. The income is used annually to provide assistance to a student preparing for full-time Christian service in music.

The Harry C. Jones Scholarship Fund: Established by the bequest of professor Harry C. Jones. It is awarded to two seniors, one in the chemistry Department and one in the Physics Department.

The Dr. John Bayley Jones Scholarship Fund: Established in 1985 by the Frostburg United Methodist Church and his many friends and colleagues in honor of the 50th year of Dr. Jones' ordination. It is 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 Drs. Kerschner, Royer, and Sturdivant Endowed Scholarship Fund: Established in 1988 by the former students, friends, and colleagues of three premier Western Maryland College professors who spent their careers educating students in the finest tradition of the liberal arts. This scholarship is to be awarded each year to a student or students majoring in biology, who has at least a 3.0 GPA and is a returning student.

The Emma Bowen Kistler Scholarship Fund: Established in memory of Emma Bowen Kistler, Class of 1897, by her sister.

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

The Jeanine Lave Memorial Scholarship Fund: Established in memory of Miss Lave who was a junior at the college at the time of her death in 1974. The scholarship is awarded annually to a student majoring in art.

The Lee Scholarship Fund: Established through a bequest of Miss Grace Lee.

The Eva L. Lewis Memorial Scholarship Fund: Established through the bequest of Dr. E. Ralph Lewis and awarded to a pre-ministerial student for the junior and senior years. The award is made by the college on the basis of academic ability and qualification for the Christian ministry.

The Dr. Annabel Glockler Liebelt '48 Scholarship Fund: Established in 1988 upon the 40th reunion of Dr. Liebelt, to provide scholarships to students majoring in biology.

The D. Carlyle MacLea '22 Memorial Scholarship Fund: Established in 1988 by The Board of Beneficence of St. John's I.M.P. Church, family, and friends as a memorial and celebration of the life of D. Carlyle MacLea, Class of 1922 and a member of Western Maryland's Board of Trustees, and his total commitment to education and service to others. The scholarship will be awarded to deserving students who are involved in on- and/or off-campus organizations, demonstrate moral character, and contribute to the college community.

The Frank C. Marino Scholarship Fund: Under the provisions of this contribution, \$250.00 is available annually to give scholarship aid to needy and deserving students.

The Anna Kenney Walls McCool Scholarship Fund: Established in 1988 on the occasion of her 50th class reunion. This scholarship serves as a tribute to Ann McCool, a devoted teacher and honorary trustee of Western Maryland College. The recipient must have and maintain at least a 2.5 GPA and be of exemplary moral character. Preference will be given to a student from Sussex County, Delaware, followed by a resident of the Eastern Shore of Maryland.

The William McCormick, Jr. Memorial Scholarship Fund: Established by family, friends, colleagues, and former students of Dr. William McCormick, Jr., dean of academic affairs from 1973 until his death in 1983. It is to be awarded annually to a returning student who represents the quali-

ties 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 Allan W. Mund Scholarship Fund:

Established in 1969 by Allan W. Mund as a celebration of his life and total commitment to education and service to others. This loyal member of the Western Maryland College community is a distinguished businessman, dedicated church member, devoted family man, and trustee of the college, who gave of his time to serve as acting President of the college in 1970. This \$5,000 scholarship is awarded to a deserving junior or senior, not necessarily based on financial need. The student must have earned at least a 3.0 GPA. Major factors in the selection will be the student's involvement in on- and/or off-campus organizations, moral character, and contribution to the college community.

The Elsie Held Naclerio and Thomas A. Naclerio Scholarship Fund: Established in 1985 by Elsie Held Naclerio, Class of 1928, and Thomas A. Naclerio. The scholarship is to be awarded annually to a worthy student majoring in the Humanities.

The Nichols Scholarship Fund: Established by Mrs. Laura Wilson Nichols as a memorial to her husband, The Rev. James L. Nichols, Class of 1925, and a former pastor of the Westminster Methodist Protestant Church. The fund has been augmented by their children to include a memorial to the sons, James H. Nichols, Class of 1927, and John Wilson Nichols, Class of 1948. The scholarship is to be used to assist a worthy student to prepare for a full-time career in Christian service.

The R. Y. Nicholson Scholarship Fund: Established by Mrs. Altie B. Nicholson in memory of her husband, The Rev. Dr. Reuben Y. Nicholson, a trustee of the college from 1929 to 1947.

The Eloise Chipman Payne Scholarship Fund: Established in 1986 by John R. and Eloise Chipman Payne, Class of 1938. The scholarship will be awarded to student(s) for their junior and senior years. The recipient(s) must be academically deserving student(s) who are active in on- and/or off-campus college-related organizations or activities, be of high moral character, and have contributed the most to the college community.

The Helen E. Porter Scholarship Fund:

Established in 1983 by the will of Helen E. Porter, Class of 1917. It is awarded annually to students from Wicomico County.

The Ralph B. Price Scholarship Fund:

Established in 1987 by Dr. Price's former students to honor him because they have said "his valuable contributions are intricately woven into the fabric of our lives." The recipient will be chosen based on his/her academic performance in department courses as well as overall academic achievement. The recipient must also demonstrate the characteristics for which Dr. Price is most remembered: intellectual curiosity, humane manner, love of the college community, and caring for others.

The Queen Anne County Scholarship Fund:

Established in 1975 by Julia Thomas Burleigh for residents of Queen Anne County, Maryland.

The Lewis C. Radford Memorial Scholarship Fund:

Established in memory of Dr. Lewis C. Radford, Class of 1916, by his friends, family, and classmates.

The Martha Harrison Ramsey Scholarship Fund:

Established in 1983 in memory of Martha Harrison Ramsey, Class of 1934, by her family and friends. It will be awarded to a student who plans to teach in the performing arts. Preference will go to students from Baltimore County, Maryland, or 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:

Established in 1978 by Ethel Grace Ridgeway for a deserving pre-ministerial student in consideration of the wishes of her nephew, Clarence Knott.

The Jesse C. and Ruth H. Royer Scholarship Fund:

Established in 1988 through the bequest of Ruth H. Royer as a tribute to Jesse and Ruth Royer. The recipient must have and maintain at least a 3.0 GPA and be of exemplary character.

The Reverend Russell Wells Sapp Memorial Scholarship Fund:

Established in 1979 by the family and friends of Russell Sapp, Class of 1923.

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

The Donna Sellman Alumni Children Grant Fund: Established in 1986 by Donna DuVall Sellman, Class of 1945, to provide grants to incoming students who are children of WMC alumni. The recipients must meet the following minimum standards to qualify: freshman—1100 combined SAT score and 3.5 GPA in high school; sophomore transfer—3.2 GPA in college or the freshman standards; be recognized for outstanding participation in extracurricular activities in high school and a stated intent to participate in student activities in college.

The John H. Simms Scholarship Fund: Established in 1986 by John H. Simms, Class of 1929, honorary trustee of the college.

The James D. Smyth, Jr. Memorial Scholarship Fund: Established in 1987 by his parents, Mr. and Mrs. James Donald Smyth, Sr., Class of 1948, as a living memorial to James D. Smyth, Jr., Class of 1971. This scholarship is to be awarded annually to a student demonstrating outstanding personal character and an above average academic record. The recipient must be a major in psychology or biology with preference to psychology.

The Stone Scholarships Fund: The will of Harvey A. Stone provides that the income from the property he bequeathed to the college shall be applied to the education of male students at Western Maryland who may be pursuing a course preliminary to entering upon a theological course.

The 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 TARGET Endowed Scholarship Fund

The Margaret Lee Tawes Scholarship Fund: Established in 1987 by Margaret Lee Nelson Tawes, Class of 1932. This scholarship is awarded annually to a student with a

major or minor in music with preference to students from the Delmarva Peninsula. The recipient must maintain a B average to have the scholarship renewed.

The Dr. Charles Roberts Thomas Scholarship Fund: Established in 1968 by Dr. Thomas, a member of the Class of 1911.

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

The Theron Barker Thompson Memorial Scholarship Fund: Established in memory of his father by Ernest Thompson, award-winning playwright, to support scholarships for students from Carroll County pursuing studies in the field of the fine or performing arts. Dr. Thompson was a member of the faculty of the college for 15 years, 1961-1974.

The Metro J. Truly, Jr. Memorial Scholarship Fund: Established in 1983 by the family and friends of Metro J. Truly, Jr., Class of 1979.

The Henrietta Roop Twigg Memorial Scholarship Fund: Established in 1979 by Mr. and Mrs. Eugene Willis, Classes of 1934 and 1935, in memory of Henrietta Roop Twigg, Class of 1913. The scholarship is to be awarded annually to a student majoring in music.

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

The Sidney H. Waghelstein '39 Memorial Scholarship Fund: Established in 1988 by the family and friends of Sidney H. Waghelstein, class of 1939, as a celebration of his life. It is to provide scholarships to students majoring in biology and entering their senior year with at least a 2.5 GPA.

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

The Margaret Wappler Memorial Scholarship for Applied Music Fund: Established by the Omicron Eta Chapter of Delta Omicron, this scholarship of \$175.00 is awarded annually to an upperclass music major making a significant contribution to music on the Hill.

The W. Edwin Warfield Memorial Scholarship Fund: Provided by the Lions Club of Silver Spring, Maryland, in memory of W. Edwin Warfield, a member of the club and an alumnus of Western Maryland who died in action during World War II.

The Western Maryland College Endowed Scholarship Fund: Established in 1985 by the family and friends of Western Maryland College to honor family and friends.

The Western Maryland College Student Foundation Scholarship Fund: Established in 1985 by the members of The Student Foundation. The scholarships are to be awarded to Western Maryland College students based on leadership and need.

The Whitfield History Scholarship Fund: Established in 1960, it is to be awarded to a student majoring in history.

The Roger H. Willard Memorial Scholarship Fund: Established in 1982 by the family of Roger H. Willard, Class of 1930. The scholarship is awarded annually to a WMC student from Frederick County.

The Dr. Charles H. and Margaret V. Williams Scholarship Fund: Established in 1987 upon the 50th reunion of Dr. Williams, Class of 1937. A student granted this award may be eligible to receive the award in consecutive years, if he/she maintains at least a 3.0 GPA.

The 1st Lt. George W. "Geordie" Williams Memorial Scholarship Fund: Established in 1989 in memory of George W. "Geordie" Williams, Class of 1986, a dedicated Army officer, who died aboard Pan Am Flight 103 in December 1988. It provides scholarship(s) to students enrolled in Advanced ROTC.

The Clarence M. Willis Scholarship Fund: Established by Clarence M. Willis in 1987 in memory of Evelyn Johnson Willis; her mother, Katharine Hobbs Johnson, Class of 1910; and in tribute to his beloved wife, Pearl Dotson Willis.

The W. Wilson Wingate Memorial Scholarship Fund: Established in 1981 by his sister, Carolyn W. Todd, in honor of his self-sacrificing devotion to his family and his concern for and support of all young athletes.

The William R. Winslow Scholarship Fund: The income from this fund provides three full-tuition scholarships.

The B. Irene Young Pre-Medical Scholarship Fund: Established in 1983 by B. Irene Young, clerk-in-charge of the Western Maryland College post office for many years, for a student seeking a career as a physician.

The Raymond L. and Jessie B. Young Scholarship Fund: Established by their daughter, B. Irene Young, for the purpose of providing financial aid to a hearing-impaired and blind student. Should there not be a candidate with this dual limitation, the aid may be awarded to a deaf or a blind student.

Annual Scholarships

Each year a number of individuals, companies, and foundations provide gifts restricted to scholarship aid. The following is the current list of donors and the special purpose of their grants:

Baltimore Alumni Chapter Scholarship—to a student from Baltimore

The Hilary A. Faw Loan Fund—established in 1987 by Robert D. Faw, Class of 1941, in memory of his father, to provide loan funds to full-time undergraduate junior and senior students faced with an emergency situation

James M. Johnston Trust for Charitable and Educational Purposes Scholarship—to students preparing to teach the deaf

Henry Buckingham Kimmey Annual Scholarship—to a sophomore from Carroll County who demonstrates both financial need and high academic promise

John J. Leidy Foundation Scholarship—to a student based upon demonstrated need and reasonable academic standards

MacPherson Fund Charlotte W. Newcombe Foundation Scholarship—to handicapped students in the Education of the Deaf Program

Opportunity Scholarship—to provide a half-tuition scholarship to a black student

Duane L. Peterson Memorial Scholarship—to a student based on need

Royer Biology Scholarship—to biology students demonstrating aptitude, interest, and academic achievement

The Board of Beneficence of St. John's L.M.P. Church Scholarship—to students from the Baltimore area with financial need

Westminster Rotary Club Scholarship—to provide aid to Carroll County students

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 Alumni Citizenship Awards: Established in 1952 by the Western Maryland Alumni Association, are given annually to a senior man and senior woman for their active participation in campus events. These awards honor members of the graduating class who have demonstrated maturity of judgment, integrity of attitude and steady loyalty in their contributions to college life.

The Baker Chapel Endowment Fund: Established in 1988 by the Class of 1948 to provide for the upkeep and maintenance of Baker Chapel.

The John P. Barthel Memorial Poetry Competition: Established in 1985 in 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 B. Christopher Bothe Memorial Lectureship Fund: Established in memory of B. Christopher Bothe, Class of 1972, this endowed fund provides support for an annual day-in-residence for a poet or prose writer under the general supervision of the college's English Department.

The Class of 1927 Endowed Library Fund

The Dunning Memorial Fund

The John T. and Birdie S. Ensor Memorial Fund

The Maude Gesner Professor of Music Endowment Fund: Established in 1984 in honor of Maude Gesner, for her many years of dedicated service as inspiring teacher and head of the Music Department.

The Eileen C. Henze Memorial Fund: Established in 1981 by the will of Eileen C. Henze, Class of 1938, in support of the English Department.

The Tony and Sherry Hill Periodical Publications Fund: Fifty percent of the income is to be used to defray the costs of subscriptions to periodical publications.

The Fred Garrigus Holloway Lectureship Fund: Established in 1986 by anonymous donors to honor Dr. Fred G. Holloway, fourth president of Western Maryland College. The lecture will be held annually in the fall of each year and will be given by a respectable scholar or critic of literature.

The Frank Hurt Tennis Fund: Established in 1981 to provide funds for the upkeep and maintenance of the Frank B. Hurt Tennis Courts.

The Drs. Kerschner, Royer, and Sturdivant Growth Endowment Fund: Established in 1988 by a group of former students of Dr. Jean Kerschner, Dr. Isabel Thompson Isanogle Royer, and Dr. Harwell P. Sturdivant. This fund, which will receive gifts over the next several years, will eventually create a \$1 million fund, the income from which will be used by the Board of Trustees for scholarships or for faculty support.

The Margaret Reisler Kishbaugh Memorial Fund

The Makosky Book Collection Fund:

Established in 1976 by alumni and friends of John D. Makosky, academic dean emeritus. This fund is used each year to purchase books selected by the English Department for Hoover Library.

The Corinthia Caldwell Meyls Memorial Fund

The George and Sally Bridges Meyls Memorial Fund

The Oscar Lafayette Morris Library Memorial Fund: Established by a bequest from Oscar Lafayette Morris.

The Col. Harry A. Patterson Memorial Fund

The Duane L. Peterson Memorial Fund

The Jane M. Prichard Memorial Fund: Established in 1988 in memory of Jane M. Prichard, Class of 1980, by her family and friends.

The William Ridington Library Fund

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

The Samuel and J. Corinne Schofield Memorial Endowment in Chemistry: Established in 1989 by an anonymous donor to be used to support and enhance the Chemistry Department.

The Frank E. Shipley Memorial Fund

The Laura F. Stalnaker Scholarship Loan

Fund: Established in memory of Miss Laura F. Stalnaker, Class of 1881. Loans from this fund are available to worthy students on a non-interest bearing basis and are repayable within a ten-year period after graduation.

The Grace T. Stewart Memorial Fund

The 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 Wenner-Wingate Memorial Lecture on the History and Literature of Sport Fund:

Established in 1989 by Dr. Evelyn Wingate Wenner, as a proper and fitting memorial to two very special members of the WMC family: W. Wilson Wingate '18, member of the WMC Sports Hall of Fame and noted sports writer, and Charles Malcolm Wenner, Jr., a friend of Western Maryland College and devoted husband to Evelyn Wingate Wenner. This annual lecture will focus on the history of sports in all of its dimensions: literary, historical, and philosophical.

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

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, and awarded to the member of the graduating class with the best record in athletics.

The Bates Prize: Established in memory of The Rev. Laurence Webster Bates, D.D. A gold medal is awarded to the member of the graduating class who has made the best record during the undergraduate course as a college man.

The Michael and Polly Beaver Award for Excellence in Education: Established in 1985 by the family, colleagues, students, and friends of Michael and Polly (Grayson) Beaver, Class of 1979, as a lasting memorial of their lives and their impact on education. The recipient, selected by the Education Department, is a graduating senior completing the minor in elementary or secondary education; someone who has had a distinguished college career as reflected in their scholarship and contributions to life both on- and off-campus. The award is presented at Honors Convocation.

The David Brian Cross Memorial Award for Achievement in Mathematics: The award, established in 1983, is based on performance in the William Lowell Putnam Mathematical Competition. It is given in memory of Davey Cross, Class of 1981, whose academic achievements serve as a model of excellence.

The James P. Earp Sociology Award: Established in 1985 in memory of Dr. James P. Earp, former chairman and emeritus professor of sociology. The award is given annually to a junior who has demonstrated the qualities for which Dr. Earp is remem-

bered: a high level of scholarship in the study of sociology, as well as qualities of character and leadership which have been an inspiration to the campus community.

The Eloise B. and Lowell S. Ensor Award for Graduate or Professional Study: Presented annually to that member of the graduating class whose excellence while at Western Maryland College, based on scholarship, character, and contributions to the life of the college, best predicts success in attaining a graduate or professional degree. This award was established by family and friends to honor Dr. and Mrs. Ensor for their many years of service and dedication to Western Maryland College.

The Lynn F. Gruber Medal: Endowed by the Black and White Club (now Phi Delta Theta fraternity) as a memorial to Lynn F. Gruber, Class of 1926. It is awarded for proficiency in extracurricular activities.

The Charles W. Havens Award: Established in 1981 in honor of Charles W. Havens, Class of 1930, by the 1951 Undeclared Football Team. It is presented to a graduating senior who has participated in intercollegiate athletics and has shown by word and deed the attributes of charity, altruism, benevolence, and a humane and compassionate concern for his fellow man.

The Mary Ward Lewis Prize: Founded in 1920 by the Browning Literary Society in honor of the wife of the second president of the college. A gold medal is awarded to the woman of the graduating class who has made the best record during her undergraduate course.

The Makosky Award for Excellence in English: Established in 1981 by the members of the English Department to honor John D. Makosky, dean of faculty emeritus. This award is given each year to an outstanding graduating senior.

The Frank and Margaret Malone Award for Excellence in a Foreign Language: Established in 1987 by Col. W. Frank Malone, Class of 1938, in memory of his wife, Margaret C. Malone. The award is made each year to that senior who shall have demonstrated the highest level of excellence in a foreign language.

The Malcolm L. Meltzer Psychology

Award: Established in 1987 by the Meltzer family in memory of and in tribute to Dr. Malcolm L. Meltzer, Class of 1951. The award shall be made each year to the graduating senior who has majored in psychology, has the highest overall GPA, and has been accepted by, and is planning to attend, an accredited graduate school in psychology.

The James B. Moore Memorial Award: To that member of the sophomore class who during his freshman year showed superior qualities of character and leadership in all phases of campus life and activity including ROTC. The award was established by the family, classmates, and friends of Lt. Col. James B. Moore, Class of 1953, who in 1967 gave his life for his country in Vietnam and who, during his student days and as an officer in the United States Army, demonstrated in an unusual fashion these same qualities of character and leadership.

The Felix Woodbridge Morley Memorial

Award: To that member of the freshman class who has most happily justified admission to the college community. The award was established in 1952 by Mr. and Mrs. Felix Morley in memory of their son, who was a freshman at the college during the academic year 1951-52.

The Philip and Azalea Myers Award for Creativity in English:

Established in 1979 by Philip Myers in memory of his wife, Azalea (Sally) Myers, Class of 1914. It is awarded to an outstanding senior in the English Department.

The John D. Nawrocki Memorial Award:

Established in 1979 by his teammates, fraternity brothers, and friends in honor of John D. Nawrocki, Class of 1977. It is awarded annually to that male member of the senior or junior class who has participated in soccer and lacrosse and who emulates the traits of quiet leadership through example, concern for teammates and friends, and willingness to give fully of himself to the joy and benefit of others.

The Phi Delta Gamma Award:

Western Maryland College's Psi Chapter of Phi Delta Gamma, a national fraternal organization for graduate students, has established

an endowed fund to make an annual award to a member of the graduating class to encourage graduate study.

The 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:

Initiated in 1973 by Wasyl Palijczuk, professor of art, in recognition of M. Louise Shipley's years of teaching in the department and her leadership as chairman for many years. The award is given to the outstanding graduating senior art major.

The Esther Smith Award: 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 Ester 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., Class of 1945, who was killed in World War II while serving with the armed forces in Germany.

The Dr. Clyde A. Spicer Award:

Originally established by Kappa Mu Epsilon in 1969, it was endowed by the family, colleagues, former students, and friends of Dr. Spicer as a living memorial of his 40 years of dedicated service to Western Maryland College and, most specifically, to the mathematics program of the college. This award is given annually to the outstanding graduating senior in mathematics.

The James Stephens Memorial Award:

Established in honor of James C. Stephens, Class of 1964, to provide a trophy to the outstanding football player as voted by his teammates.

The H. P. Sturdivant Biology Award:

Established in 1973 at the retirement of Dr. Sturdivant as chairman of the Biology Department. Awarded to the senior biology major who displays the following qualities: academic excellence, dedication to the liberal arts philosophy, and unselfish service.

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

The Michael L. Waghelstein Memorial

Award: To that member of the graduating class who demonstrated to the greatest extent the following attributes: military proficiency and leadership potential; athletic ability; sincerity; zest for living; and loyalty to country, college, and friends. The award was established in 1970 by the family, classmates, and friends of Captain Michael L. Waghelstein, Class of 1967, who, during his student days and as a regular Army officer, demonstrated and was recognized for these characteristics.

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

The Mr. and Mrs. Harold F. Wentz Most Promising Art Freshman Prize: Endowed by Harold F. Wentz, to be awarded to the freshman showing the greatest promise as an artist.

The Steve Robert Wilson Memorial Award:

Established in 1986 by the alumni fraternity brothers, family, and friends as a living tribute to Steve R. Wilson, Class of 1975, a dedicated member of the track and field team during his four years at WMC. The award is to be made each year at the Honors and Investiture Convocation to the senior man and senior woman with the most outstanding record in track and field.

The Barry A. Winkelman Memorial Award:

Granted to a student beginning his junior year who has been accepted for advanced ROTC, has evidenced academic and athletic ability, and exhibits certain characteristics reminiscent of Captain Winkelman, Class of 1955, an Army pilot at the time of his death.

The WMC Distinguished Teaching Award:

Established by Sigma Sigma Tau Sorority, this award is given annually to an outstanding member of the WMC faculty.

Annual Awards

Undergraduate College Scholars 1989-90

Scott Edward Aaron '90, Physics
Lisa Renee Brown '90, Mathematics
Robert David Brown '90,

Mathematics/French

Deborah Ardath Camara '90, Mathematics
Michael James Cleveland '90, Biology
Julie Ann Herling '90, Biology/Chemistry
Jon Nathan Marsh '90, Physics
Ellen Ann Marth '90, English
Rhonda Sue Mize '90,

English/Communications

Robin Jo Myers '90, Economics/Spanish
Beth Ann Sullivan '90, Biology
Beth Ann Trust '89, Chemistry

Distinguished Teaching Award

Tim Weinfeld (1989),

Associate Professor of Dramatic Art
Robert W. Sapor (1990),
Professor of English

Honorary Degree

1989 Honorees:

William Sloane Coffin
William Bevard Dulany
W. James Hindman
Dolores Cauwels Snyder
Julian A. Tavenner

1990 Honorees:

Norman Ralph Augustine
Catherine Welker Eaton
Howard W. Eves
Parren James Mitchell

1990/91 Calendar with Special Events

Fall Semester 1990

Registration of freshman/transfer students	Mail in August 6-10
Orientation	August 30-September 2
Daily class schedule begins, 7:50am	Mon., September 3
Last day to add a class, 4:30pm	Mon., September 10
Last date for course drops and Credit/Fail applications, 4:30pm	Mon., September 17
Admission Visitation Day	Sat., October 6
Homecoming	Sat., October 13
Science Day	Fri., October 19
Trustees Weekend	Fri. & Sat., October 19 & 20
No classes	Mon. & Tues., October 22 & 23
Midsemester grades are due in the Registrar's Office, Noon	Tues., October 23
Last date for withdrawal from course with "W" grade, 4:30pm	Fri., October 26
Admission Visitation Day	Sat., October 27
Parents' and Families' Weekend	Fri.-Sun., November 2-4
Admission Visitation Day	Sat., November 17
Thanksgiving recess begins, 7pm	Tues., November 20
Classes resume, 7:50am	Mon., November 26
College Day for Minority Students—Admission	Fri., November 30
First semester classes end	Fri., December 7
Reading Day(s)	Sat. & Sun., December 8 & 9
Examinations begin	Mon., December 10
First semester ends	Sat., December 15
Final grades due in Registrar's Office, 10am	Tues., December 18

January Term 1991

January Term begins, 10am	Thurs., January 3
Last day for course changes, 4:30pm	Fri., January 4
Last day for withdrawal from courses with "W" grade, 4:30pm	Wed., January 9
January Term ends; winter recess begins	Wed., January 23

Spring Semester 1991

Second semester classes begin, 7:50am	Mon., January 28
January Term final grades due in Registrar's Office, 10am	Fri., February 1
Shadowing Day—Admission	Fri., February 1
Last day to add a class, 4:30pm	Mon., February 4
Academic Scholarship Competition—Admission	Sat., February 9
Last date for course drops and Credit/Fail applications, 4:30pm	Mon., February 11
Academic Scholarship Competition—Admission	Sat., February 16
Trustees Meeting	Sat., February 16
Senior College Day—Admission	Sat., March 9
Spring recess begins, 7pm	Fri., March 15
Midsemester grades are due in the Registrar's Office, Noon	Tues., March 19
Classes resume, 7:50am	Mon., March 25
Last date for withdrawal from courses with "W" grade, 4:30pm	Wed., March 27
Trustees Weekend	Fri. & Sat., April 19 & 20
Transfer Day—Admission	Sat., April 27
Honors and Investiture Convocation	Sun., April 28
Second semester classes end	Fri., May 3
Reading Day(s)	Sat. & Sun., May 4 & 5
Examinations begin	Mon., May 6
Examinations end	Sat., May 11
Junior College Day—Admission	Sat., May 11
Senior Week	Sun.-Fri., May 12-17
Final grades due in the Registrar's Office, 10am	Tues., May 14
Baccalaureate Service	Fri., May 17
Commencement	Sat., May 18

1991/92 Calendar with Special Events

Summer Semester(s) 1991

Session I begins.....	Mon., June 24
Session I ends.....	Wed., July 24
Session II begins.....	Thurs., July 25
Session II ends.....	Fri., August 23

Fall Semester 1991

Registration of freshmen/transfer students.....	to be announced
Daily class schedule begins, 7:50am.....	Mon., September 2
Last day to add a class, 4:30pm.....	Mon., September 9
Last date for course drops & Credit/Fail applications, 4:30pm.....	Mon., September 16
Homecoming.....	Sat., October 12
Trustee Weekend.....	Fri. & Sat., October 18 & 19
No Classes.....	Mon. & Tues., October 21 & 22
Midsemester grades are due in the Registrar's Office, noon.....	Tues., October 22
Last date for withdrawal from courses with "W" grade, 4:30pm.....	Fri., October 25
Thanksgiving recess begins, 7pm.....	Tues., November 26
Classes resume, 7:50am.....	Mon., December 2
First semester classes end.....	Fri., December 6
Reading Day(s).....	Sat. & Sun., December 7 & 8
Examinations begin.....	Mon., December 9
First semester ends.....	Sat., December 14
Final grades due in Registrar's Office, 10am.....	Tues., December 17

January Term 1992

January Term begins, 10am.....	Mon., January 6
Last day for course changes, 4:30pm.....	Tues., Jan. 7
Last date for withdrawal from courses with "W" grade, 4:30pm.....	Fri., January 10
January Term ends; winter recess begins.....	Fri., January 24

Spring Semester 1992

Second semester classes begin, 7:50am.....	Mon., February 3
January Term final grades due in Registrar's Office, 10am.....	Wed., February 5
Last day to add a class, 4:30pm.....	Mon., February 10
Trustees Meeting.....	Sat., February 15
Last date for course drops and Credit/Fail applications, 4:30pm.....	Mon., February 17
Spring recess begins, 7pm.....	Fri., March 13
Midsemester grades are due in the Registrar's Office, noon.....	Tues., March 17
Classes resume, 7:50am.....	Mon., March 23
Last date for withdrawal from courses with "W" grade, 4:30pm.....	Wed., March 25
Trustees Weekend.....	Fri. & Sat., April 17 & 18
Honors and Investiture Convocation.....	Sun., May 3
Second semester classes end.....	Fri., May 8
Reading day(s).....	Sat. & Sun., May 9 & 10
Examinations begin.....	Mon., May 11
Examinations end.....	Sat., May 16
Senior Week.....	Sun.-Fri., May 17-22
Final grades due in the Registrar's Office, 10am.....	Tues., May 19
Baccalaureate Service.....	Fri., May 22
Commencement.....	Sat., May 23

Summer Semester(s) 1992

Session I begins.....	Mon., June 22
Session I ends.....	Wed., July 22
Session II begins.....	Thurs., July 23
Session II ends.....	Fri., August 21

Key Administrators and Services

All may be reached through the WMC
switchboard: 301/848-7000, 301/876-2055
Events line: 301/857-2766

You may write to any individual or
service in care of: Western Maryland
College, 2 College Hill,
Westminster, Maryland 21157

Academic Work and Progress

David B. Seligman,
Dean of the Faculty
LeRoy Panek,
Dean of Planning and Research
Barbara Disharoon,
Assistant Dean of Academic Affairs

Admission

Caryl Connor, Director

Archives

Alice Chambers, Archivist

Athletics and Physical Education

J. Richard Carpenter,
Director of Athletics

Campus Safety

Joseph Owsianiecki, Director
Frank Lamas,
Associate Dean of Student Affairs

College Activities

Mitchell Alexander,
Director of College Activities

College Bills

Susan Schmidt,
Student Accounts/Bursar

Counseling and Career Services

Karen Arnie; Susan Glore and
Cathleen Nosel

Financial Aid

Caryl Connor,
Director of Financial Aid

Food Services

Mary Colatorti, Director

Fraternities and Sororities

Cynthia Zeiher,
Associate Director of College Activities

General Information

Information Desk,
Decker College Center

Gifts

Walter L. Wahlen,
Vice President for College Relations

Health Services

Marlene Clements,
Registered Nurse Practitioner

Housing Director

JoAnne Goldwater,
Director of Housing

January Term

Office of Academic Affairs

Motor Vehicle Registration

Campus Safety Office

Notary Services

Mary Louise Poole, Admission Office

Parent's Board

Philip Sayre, Dean of Student Affairs

Parking

Campus Safety Office

Post Office

Esther Griffith,
Mail Services Coordinator

President

Robert H. Chambers

Public Relations and Publications

Joyce E. Muller,
Director of Public Information

Registrar

Barbara Disharoon

Student Records and Transcripts

Registrar

Student Services

Philip Sayre, Dean of Student Affairs

Title IX Coordinator

Susan Bloom, Art Department

Withdrawal

Academic Affairs

Student Course Record

Use the form to make a personal record of your academic program. (Refer to the academic section of the catalog for specific information about degree requirements.)

Basic Liberal Arts Requirements

Heritage Sequence course title _____ date taken _____ grade _____ semester hours _____

Distribution Requirements

Cross-Cultural Studies course title _____ date taken _____ grade _____ semester hours _____

Fine Arts course title _____ date taken _____ grade _____ semester hours _____

Humanities course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

Natural Sciences course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

Quantitative Analysis course title _____ date taken _____ grade _____ semester hours _____

Social Sciences course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

Competence Requirements These may be satisfied or reduced by examination.

English Composition how satisfied _____ date taken _____ grade _____ semester hours _____

Foreign Language how satisfied _____ date taken _____ grade _____ semester hours _____

how satisfied _____ date taken _____ grade _____ semester hours _____

Mathematics how satisfied _____ date taken _____ grade _____ semester hours _____

Physical Education how satisfied _____ date taken _____ grade _____ semester hours _____

lifetime sports (2) how satisfied _____ date taken _____ grade _____ semester hours _____

team activity (1) how satisfied _____ date taken _____ grade _____ semester hours _____

movement (1) how satisfied _____ date taken _____ grade _____ semester hours _____

Major Courses

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

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course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

Electives

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

course title _____ date taken _____ grade _____ semester hours _____

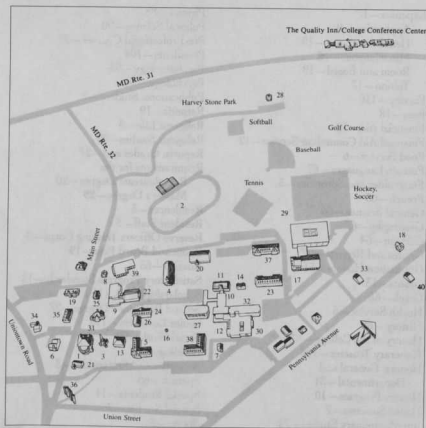
course title _____ date taken _____ grade _____ semester hours _____

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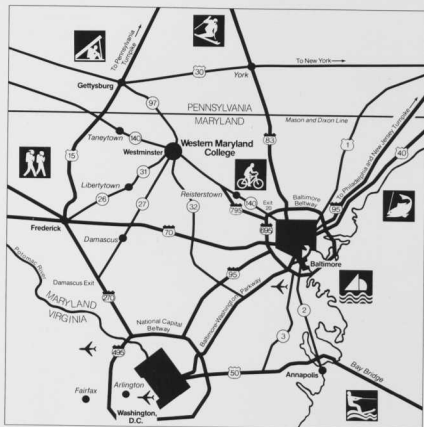
Campus Map



Key

- | | |
|----------------------------|--|
| 1 Alumni Hall Theatre | 21 Levine Hall |
| 2 Bair Stadium | 22 Lewis Hall |
| 3 Baker Chapel | 23 Daniel MacLea Hall |
| 4 Baker Memorial Chapel | 24 McDaniel Hall |
| 5 Blanche Ward Hall | 25 McDaniel House |
| 6 Carroll Hall (Admission) | 26 McDaniel Lounge |
| 7 Smith House | 27 Memorial Hall |
| 8 Dean's Cottage | 28 Harvey Stone Pavilion |
| 9 Decker Auditorium | 29 Gill Physical Education Learning Center |
| 10 Decker Center | 30 Harlow Pool |
| 11 Elderdice Hall | 31 President's House |
| 12 Englar Dining Hall | 32 Rouzer Hall |
| 13 Fine Arts Building | 33 Service Area |
| 14 Forlines | 34 Art Studio |
| 15 Garden Apartments | 35 Thompson Hall |
| 16 Gazebo | 36 Ward Arch |
| 17 Gill Gym | 37 Albert Norman Ward Hall |
| 18 Golf Clubhouse | 38 Whiteford Hall |
| 19 Harrison House | 39 Winslow Center |
| 20 Hoover Library | 40 Physical Plant Department |

Directions to Campus



Mileage

From Baltimore.....	31 miles
From Columbia.....	36 miles
From Gettysburg.....	24 miles
From Philadelphia.....	136 miles
From New York.....	218 miles
From Northern Virginia	
Fairfax, Arlington.....	70 miles
From Richmond.....	86 miles
From Washington.....	56 miles
From Wilmington.....	100 miles

Both Washington, DC, and Baltimore, Maryland are served by major airlines and Amtrak. Westminister is a short drive from both cities.

Directions

From Baltimore: Take I-695 (Baltimore Beltway) to Exit 19 onto I-795 North (Northwest Expressway), continue to its completion. Follow signs to Westminister via Rte. 140 around Westminister, and turn left exiting onto Rte. 31. Drive 1/4

mile (WMC golf course is on your left) and turn left at the second light, onto Uniontown Rd. Drive 3/10 of a mile and turn left into Admission Visitor Parking.

From Washington, DC: From I-495 (Washington Beltway) exit onto I-270 toward Frederick, then onto Rte. 118 East toward Germantown/Damascus. Take Rte. 27 to Westminister. Turn left at the intersection of Rtes. 27 and 32, and go 1/2 mile. Bear left at the forked road and turn right into Admission Visitor Parking.

From the North: From US 15 at Gettysburg, exit onto Rte. 97 South. Follow 97 to Rte. 140 North, and follow it around Westminister. Exit left onto Rte. 31 and go 1/4 mile (WMC golf course is on your left) and turn left at the second light, onto Uniontown Rd. Drive 3/10 of a mile and turn left into Admission Visitor Parking.

WESTERN MARYLAND COLLEGE
2 College Hill
Westminster, Maryland 21157-4390

Non Profit Org
U S P o s t a g e
P A I D
Westminster, MD
Permit No 178

