

The background is a complex collage. A violin is positioned diagonally from the upper left towards the center. In the lower right, there is a close-up of a person's face, looking upwards. A five-pointed star is visible in the upper right quadrant. The entire image has a textured, marbled appearance with a color palette dominated by deep blues, purples, and reds.

WESTERN

Undergraduate

MARYLAND

Catalog 1994-1995

COLLEGE

Table of Contents

Introduction to Liberal Arts Education	2
First Principles	10
College History	12
College Profile	13
Student Life	15
Student Services	19
Admissions	22
Financial Aid	27
College Expenses and Services	32
Educational Program	36
Basic Liberal Arts Requirements	37
Recognition of Academic Achievement	47
Courses of Instruction	49
College Organization	134
Endowed Scholarships and Loans	147
Endowed Annual Prizes and Awards	159
Calendar	164
Key Administrators and Services	166
Student Course Record	167
Index	169
Campus Map	171
Directions to Campus	172

WESTERN MARYLAND COLLEGE

2 College Hill

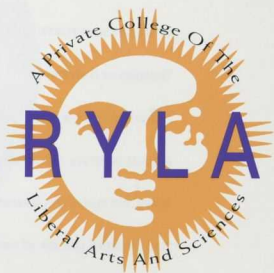
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The College reserves the freedom to change any programs, policies, requirements, or regulations published in this catalog.

Published August, 1994

W E S T E R N

M A R Y L A N D



C O L L E G E

THE LIBERAL ARTS MAY BE REGARDED AS
ONE OF THE CENTRAL AND CONTROL-
LING ELEMENTS IN HUMAN THOUGHT. THE
PREMISE OF THE DIGNITY OF THE INDIVIDUAL PER-

SON, THE FREEDOM OF THE HUMAN WILL AND THE BELIEF THAT WE LIVE UNDER SOME KIND
OF SUPERHUMAN POWER IS SAFEGUARDED BY THE
TREASURES OF THIS HERITAGE.

THE IDEAL OF THE LIBERAL ARTS EMBODIES WHAT
IS GOOD, BEAUTIFUL AND REASONABLE. THE LIBERAL
PERSPECTIVE PLACES LESS EMPHASIS ON KNOWLEDGE
THAN WISDOM, LESS ON SELF-INTEREST THAN THE



A HILLTOP CAMPUS CENTRALLY LOCATED BETWEEN THE CHESAPEAKE



m a r

RIGHTS OF OTHERS. IT RESTS ON THE PRINCIPLES OF
PRUDENCE, COMPASSION, JUSTICE AND AN OPENNESS
TO WHAT IS TRANSCENDENT AND VIBRANT. A

DISCIPLINED ENCOUNTER WITH THE LIBERAL ARTS IN
THE FIELDS OF PHILOSOPHY, LITERATURE, HISTORY,
THEOLOGY, SCIENCE AND THE ARTS OFFERS THE
OPPORTUNITY TO SEEK AND FACE ANSWERS TO
UNDERLYING PERSONAL AND SOCIAL QUESTIONS.



BAY AND THE BLUE RIDGE MOUNTAINS BECKONS IN EVERY SEASON.



THE FAMILIARITY WITH THE LIBERAL ARTS TAKES
US TO THE HEART OF THE ETHICAL DIMENSION OF
OUR LIVES. IT LETS US SEE THE CONSEQUENCES
THAT MAKE US RESPONSIBLE FOR OUR ACTIONS.
IT ENHANCES THE CAPACITY FOR THE DEVELOP-
MENT OF PERSONAL QUALITIES, THE ENJOYMENT
OF THINGS OF AN AESTHETIC NATURE, A SYMPA-
THETIC UNDERSTANDING OF VARIED POINTS OF
VIEW AND THE PURSUIT OF A LIFE OF GROWTH
AND CRITICAL JUDGMENT.



historical

THE LIBERAL ARTS CHALLENGE US,

THEREFORE, TO CONSIDER THE PRE-

SENCE OF HUMAN CHARACTER AND WILL IN MORAL

LIFE. ALTHOUGH IT IS DIFFICULT TO BE CONVER-

SANT WITH THE COMPLEXITY OF THOUGHT

CARRIED OVER FROM EARLIER CENTURIES, THE

SUBSTANCE AND NUANCED DISCOURSES OF THE

LIBERAL ARTS AFFORD AN OPPORTUNITY TO CEMENT THE FOUNDATIONS OF PER-

SONAL CHARACTER, PUBLIC DUTY AND A COMMIT-

MENT TO INTELLECTUAL VALUES THAT TEMPER

KNOWLEDGE WITH CREATIVE WISDOM. PERHAPS

THE GREATEST CHALLENGE DERIVES FROM

ATTEMPTS TO PRESERVE AND PERFECT THE MEANS

TO ADAPT VALUES TO PURPOSEFUL WORK, A SENSE

OF POWER OVER OUR MENTAL EQUIPMENT AND

THE FOSTERING OF MORAL STAMINA.



THE VALUE OF THE LIBERAL ARTS DOES NOT

REST ON UTILITY, BUT THE ENLARGEMENT AND

CULTIVATION OF REASON AND WISDOM. THE LIB-

ERAL DISCOURSE STRENGTHENS CULTURAL FIBERS

THAT ARTICULATE OUR SOCIETY AND PROVIDE



FREEDOM TO GET INVOLVED WITH MORE THAN 80 SPECIAL

ACCESS TO ONE ANOTHER'S MINDS. WHILE THE

EMPHASIS ON SKILLS AND MECHANICAL TECH-

NIQUES MAY APPEAR TO BE A NECESSARY REQUIRE-

MENT, TO REST ON THIS ASSUMPTION MIGHT

INTROVERT THE LIBERAL TRADITION AS THE NEMESIS

OF HISTORY

THE ETHICAL DILEMMA OF OUR TIMES SUG-
GESTS THAT THERE IS A CONTINUING NEED FOR
CONTEMPLATION OF THE VALUES OF THE LIBERAL
ARTS. THE CHALLENGE RELIES ON ATTENTION TO
PROSPECTS THAT PROVIDE THE OPPORTUNITY TO
LIVE WISELY, RICHLY AND DECENTLY.

Dr. Frank Benjamin Hurt, Associate professor of political science emeritus [1930-1965]



INTEREST GROUPS MAKES STUDENT LIFE AT WMC THE BEST

n o m y

THE SEVEN LIBERAL ARTS AS A COURSE OF INSTRUCTION WERE ORIGINALLY DEVELOPED IN ANCIENT GREECE IN THE FOURTH AND FIFTH CENTURIES B.C. BY HUMANISTS WHO REJECTED A STUDY OF THE WORLD BASED SOLELY ON MYTH AND RELIGION AND INTRODUCED A SYSTEMATIC STUDY OF THE WORLD BASED ON A HARMONIOUSLY UNITED, WELL-ROUNDED, AND COMPLETE EDUCATIONAL CURRICU-



LUM KNOWN AS THE *PAIDEIA*. THIS APPROACH TO LEARNING WAS FOUNDED ON GRAMMATICAL CORRECTNESS AND INTELLECTUAL ACCURACY, AND IT ULTIMATELY EVOLVED INTO THE SEVEN LIBERAL ARTS, WHICH WERE DIVIDED INTO THE *QUADRIVIUM* — ARITHMETIC, GEOMETRY, MUSIC, AND ASTRONOMY — AND THE *TRIVIUM* — GRAMMAR, RHETORIC, AND LOGIC. PHILOSOPHY WAS

CONSIDERED TO BE THE MOTHER OF ALL THE
LIBERAL ARTS. THIS SYSTEM OF LEARNING FORMED
THE BASIS OF CLASSICAL EDUCATION.

IN 1912 SEVEN STAINED GLASS WINDOWS
PORTRAYING THE MEDIEVAL LIBERAL ARTS WERE
INSTALLED IN ALUMNI HALL. THESE DECORA-
TIVE WINDOWS CAN STILL BE SEEN IN THE AREA
KNOWN AS THE UNDERSTAGE. IN 1991 NEW
WINDOWS WERE ADDED TO GRACE THE
EXPANDED HOOVER LIBRARY AND TO EMBODY, IN
MODERN FORM, THE COLLEGE'S CONTINUING
COMMITMENT TO LIBERAL LEARNING.



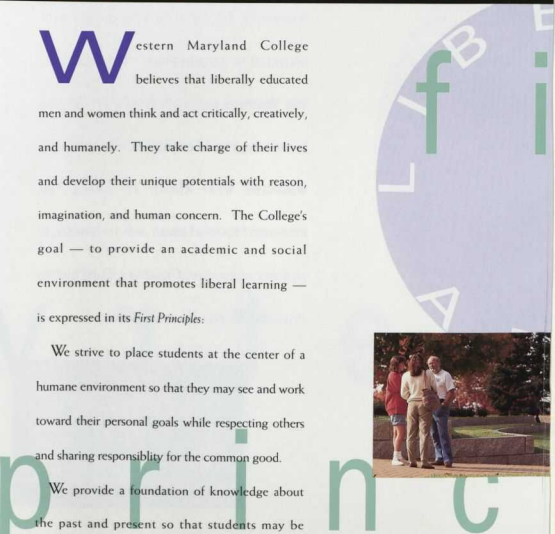



AT THE CENTER OF ACADEMIC PURSUITS IS A LIBRARY THAT

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.





CREATES AN INSPIRING SPACE FOR RESEARCH AND STUDY

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.

principles



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 127-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.





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 Women and the American Chemical Society, and is accredited by the Council of Social Work Education.

CHARACTER

Private, independent 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. Both nearby metropolitan cities offer students opportunities for learning and leisure—art and history museums, internships on Capitol Hill, Baltimore Orioles games, and Inner Harbor nightlife.



CAMPUS

Of the 40 buildings on the 160-acre campus, six are listed on the National Historic Register. Campus facilities include a

185,000-volume library (a \$10-million expansion—including an on-line catalog system—was completed in 1991), fully equipped science laboratories—including a scanning electron microscope and transmission electron microscope; a campus cable network that produces its own programming, an audiology lab; a nine-hole golf course, the Physical Education Learning Center with a weight-training center and human performance laboratory and fitness center; 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 Middle Atlantic Eastern Seaboard states. An average of 800 part-time graduate students are enrolled in classes on campus and off-campus during any one semester.

FACULTY

Eighty-three full-time professors, 90 percent hold the most advanced degrees in their disciplines. Student-faculty ratio is 13:1. Average class size is 20. All courses and laboratories are taught by regular faculty members, not by teaching assistants.

ACADEMIC PROGRAM

All undergraduate 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. Two graduate degrees are granted by the College, the Master of Liberal Arts and the Master of Science.

MAJOR FIELDS

American studies, Art, Biology, Business Administration, Chemistry, Communication, Economics, English, French, German, History, Mathematics, Music, Philosophy, Physical Education, Physics, Political science, Psychology, Religious studies, Social work, Sociology, Spanish, Theatre arts.

PRE-PROFESSIONAL PROGRAMS

The College has a strong tradition of providing pre-professional education to students interested in pursuing such study. A recent survey of Ph.D. productivity during the period 1951-1980 found that Western Maryland ranks in the top 50 institutions in the country in the percentages of its graduates who went on to earn Ph.D.'s in the life sciences. The College currently offers the following programs:

- Pre-legal studies
- Pre-ministerial studies
- Pre-museum studies
- Pre-medical and health professions studies

HONOR SOCIETIES

In addition to Phi Beta Kappa, the national honor society which recognizes liberal arts scholarship of a high order, there are thirteen 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 Alpha Psi Omega (Dramatic Arts), Beta Beta Beta (Biology, one of the oldest chapters in the nation), Kappa Mu Epsilon (Mathematics), Lambda Iota Tau (Literature), Omicron Delta Epsilon (Economics), Omicron Psi (Non-traditional Students), Phi Alpha Theta (History), Phi Sigma Tau (Philosophy), Pi Gamma Mu (Social Sciences), Phi Sigma Alpha (Political Science) and Psi Chi (Psychology).

HOUSING

Approximately 85 percent of undergraduate students live on campus. Freshmen, sophomores and juniors are required to live on campus unless they live with their parents, are married, or are over age 25. 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 four 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 1994-95:

Tuition	\$ 14,510
Room (double occupancy)	\$ 2,430
Board (17 meals/wk.)	\$ 2,810
TOTAL	\$ 19,750

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

ACADEMIC SCHOLARSHIPS

The College awards more than \$300,000 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 70 percent receive need-based awards, from \$200 to full tuition, annually. The College also offers numerous endowed scholarships as well as partial to full ROTC scholarships.

ATHLETICS

Athletic teams compete in Division III of the NCAA and the Centennial Conference, a group of 10 national liberal arts colleges and universities. Eleven sports for men: baseball, basketball, cross-country, football, golf, lacrosse, soccer, swimming, tennis, track, and wrestling. Ten sports for women: basketball, cross-country, field hockey, lacrosse, soccer, softball, swimming, tennis, track, and volleyball.

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.



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 Guide and Datebook*, 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 a voice through which students participate in the affairs of the College.

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

Also, each class at Western Maryland is organized as a unit, and officers are elected to supervise the administration of class activities. In addition to responsibilities as a class officer while a student, the senior class president

assumes guidance of certain activities after graduation, such as organizing class reunions.

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, theatre trips, 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, 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 thirteen 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 Alpha Psi Omega (Dramatic Arts), Beta Beta Beta (Biology), Kappa Mu Epsilon (Mathematics), Lambda Iota Tau (Literature), Omicron Delta Epsilon (Economics), Omicron Psi (Non-traditional Students), Phi Alpha Theta (History), 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, *Crossroads*, the College yearbook, a pictorial collage of campus life, and *Contrast*, a literary magazine published yearly.

In addition students operate WMCR, the College radio station, and 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: Black Student Union, Cheerleaders, Commuter Students, Equestrian Club, Lesbian and Gay Alliance, Pom-Pon Squad, Ranger Platoon, and Sign Language 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 Jazz Ensemble, and Madrigal Singers. Those interested in dramatic arts may participate in both the technical production and performing aspects of several major plays and musicals planned by the 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. There is an active Circle K organization.

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 houses of worship in Westminster. There is a meditation room in the lower level of Baker Memorial Chapel.

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. Additional information may be found under Military Science and Financial Aid.

SOCIAL FRATERNITIES AND SORORITIES

There are nine national and local fraternities and sororities on campus. The fraternities are Alpha Gamma Tau, Delta Upsilon (national), 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. The Gill Physical Education Learning Center provides opportunities for a wide variety of programs in both Physical Education courses of study and recreational opportunities. With the opening of the Blumberg Fitness Center in 1993, modern facilities are available for aerobic, weight and fitness training.

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

- Swimming pool
- 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

Raquetball

2 Saunas

Fitness Center

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

Western Maryland is a member of the National Collegiate Athletic Association and competes at the Division III level. WMC competes in the all-sports Centennial Conference, a group of 10 national liberal arts colleges and universi-

ties which include Dickinson College, Franklin and Marshall College, Gettysburg College, Johns Hopkins University, Muhlenberg College, Swarthmore College, Ursinus College, Haverford College, Washington College, and Bryn Mawr College. The school colors are green and gold.

INTRAMURAL SPORTS

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

BEYOND THE CAMPUS

In addition to the many restaurants, shops, film theaters, churches, and other attractions in Westminster, there are many recreational destinations within easy reach by car. In 35 minutes students can reach the Catoctin Mountains for picnicking, hiking, swimming and canoeing, and there are several skiing facilities in nearby Pennsylvania. Gettysburg National Military Park and other historic sites are also nearby.

Baltimore's theaters, concert halls, museums, libraries and major league sporting events are about 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.



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

RESIDENCES

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

HOUSING

The College offers a variety of living arrangements. There are three traditional residence halls, in which men and women are separated by floors. These are Albert Norman Ward Hall, Blanche Ward Hall, and McDaniel Hall; they contain single, double and triple rooms and, in some instances, suites. Daniel MacLea Hall is designed for suite-style living. Students may apply to live 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. Freshmen, sophomores and juniors are required to live on campus unless they live with their parents, or are over age 25. Exceptions are made by the Residence Life Office. Freshmen live on campus in two single-sex residence halls. Upperclass

students may live in the Garden Apartments, each of which is shared by four students and has its own kitchen, or in the Pennsylvania Avenue College-owned houses that border the campus. All rooms are wired for telephones, and campus-based cable TV.

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, Assistant Directors of Residence Life and 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 Residence Life staff then uses the results in matching potentially compatible persons as roommates. Students may room with friends of their own choosing, but only mutual roommate requests will be honored.

COMMUTING STUDENTS

While 85 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 Continuing Education and Non-traditional Students in the Admissions section, page 44; 24)

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.

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 Sodexo 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. Each student must complete a Medical Record Form before entering. Health Services are coordinated by a Registered Nurse; the College physician visits the Center daily during the week. There are no overnight accommodations.

More comprehensive and specialized care is available at Carroll County General Hospital in Westminster. Students who choose to go to a hospital are responsible for payment for all services at the hospital, including emergency room treatment. The College does not assume financial responsibility for any hospital services, nor for such services as visits to doctors.

offices, consultation with specialists, laboratory tests, prescription drugs, x-rays, or immunization shots.

Many parents and guardians carry health insurance that covers their students while at the College; most non-traditional commuting students also have access to health insurance. If not, Western Maryland has made available a comprehensive health insurance program; information about this program is circulated to all students. 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 short-term personal and group counseling, consultations, referrals to special programs, workshops to educate and improve skills (coping with college life, etc.). The center also offers pamphlets and books on topics of interest to you as a college student (stress management, relationships, etc.).

CAREER SERVICES

The Career Services Office assists students with career planning and job placement needs throughout their undergraduate experience. Students can meet with a counselor to discuss academic major selection, career choices, employment opportunities, and job search strategies. Resources available to students include: VISIONS, a computerized career decision-making system; 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.



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.

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

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

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

or by phoning 410/857-2230, or Toll Free 1-800/638-5005. Personal interviews and campus tours are available Monday through Friday from 9:00 a.m. to 4:00 p.m. and Saturday by appointment.

SECONDARY SCHOOL BACKGROUND

Prospective applicants should pursue a broad secondary school program. Sixteen high school units are usually considered the minimum preparation for college. Western Maryland College recommends that high school programs include four years of English, three years of social studies, three years of a foreign language, 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 Assessment 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 WMC Code is 5898.

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 \$30 non-refundable application fee. Deadlines for receiving completed applications are December 1 for Early Decision and March 15 for regular admission. Early Decision applicants will be notified by December 15; all other applicants for the entering class will be notified beginning on March 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 \$30 non-refundable application fee, should be sent to:

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

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

The College's Admissions Committee may request additional high school grades, 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; no grades of D will be approved for transfer.

To transfer to Western Maryland College, students should:

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

Applications are accepted up to 30 days prior to the start of each semester.

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 financial assistance. Annually the College enrolls a significant number of these non-traditional students and makes efforts 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 to enrich our campus; the College strives to provide them with an outstanding American education. In this respect, the College is committed to the principles of international education as defined by the National Association of Foreign Student Affairs: Association of International Educators.

In practical terms, the College:

- seeks students with appropriate preparation from all over the world,
- awards academic scholarships to accepted international students who have demonstrated need and have outstanding academic ability,

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

In addition to the usual application materials listed above, international students must submit official copies of their scores on the Test of English as a Foreign Language (TOEFL minimum score of 550 accepted), 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. A limited number of scholarships is available to qualified international students.

THE BUDAPEST PROGRAM

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

nomics leading to the award of a bachelor of arts degree. This prime geographic location, as well as recent political and economic changes in the region, led to the decision to launch this program. It will fulfill newly born European needs by combining American "high-tech" business principles with student-centered liberal arts study tempered by both European and American intellectual traditions.

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

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 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 Admissions Office or to the Director of the Honors Program.

ADVANCED STANDING AND PLACEMENT

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

ADVANCED PLACEMENT TEST

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

TEST SCORE

- 5 or 4: Student 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.

COLLEGE PLACEMENT AND CREDIT BY EXAMINATION

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

CREDIT IN ESCROW

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

SPECIAL STUDENTS

Secondary school students, students from other colleges and non-traditional students are welcome to enroll for specific classes without completing the regular admission application or enrolling as degree candidates. Special students may take a maximum of 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.

STUDENTS WITH SPECIAL NEEDS

Western Maryland College makes programs and activities on its campus available to every enrolled student and is committed to offering a campus environment free of discrimination and bias in matters affecting individuals with disabilities. The College admits qualified students and believes that no one should be barred from an education because of a disability. Program accessibility is assured by means of reasonable learning activities offered by the College, the Academic Skills Center/504 Office provides services to students with disabilities enrolled at Western Maryland College. As stated in Section 504 of the Rehabilitation Act of 1973, it is the student's responsibility to make his or her disabling condition known and to request academic adjustments in a timely manner.

Students with disabilities usually self-identify during the admissions process. These students are assigned to an admissions counselor who has experience in this area, gathers all pertinent

information and consults with the ASC

Coordinator to reach an admission decision.

The information that is reviewed includes high school transcripts, SAT scores, educational testing, psychological testing and personal interviews. The educational testing should be no older than two years. In some cases the ASC Coordinator will call the high school or the professional who performed the testing, in order to gain a broader understanding of the student's abilities. For information, contact the Coordinator of 504 Services at 410/857-2504 or the office of admissions.



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

Students who have been accepted by the College and can demonstrate financial need according to Congressional methodology as required by the federal government may be eligible for assistance in the form of scholarships, grants, loans, and opportunities for student employment. Frequently an award is a "package" of these four 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.

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

THE APPLICATION PROCESS

The first step is to obtain a Financial Aid Form (FAF) and the FAFSA (Free Application for Federal Student Aid) from any secondary school guidance office or the Western

Maryland College Financial Aid Office and submit it to the College Scholarship Service (CSS). The FAF and the FAFSA should be filed as soon as possible after January 1, but before March 1. CSS generally requires four to six weeks to process the financial data and forward the results to the College. The Financial Aid Office will then process all information and make awards accordingly. Freshman awards are generally announced after March 15. Renewal students receive their financial aid in June. The Financial Aid Office 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.

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

FINANCIAL AID COUNSELING

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

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

NOTE: Students must file the Financial Aid Forms by the appropriate deadline prior to each academic year in order to have their financial aid renewed. Western Maryland

students who were initially refused financial aid or who have never applied for financial aid may do so by filing the FAF and FAFSA before March 1. Students whose financial circumstances change should be aware that financial aid can change accordingly.

ACADEMIC SCHOLARSHIPS

Western Maryland College awards more than \$300,000 each year in scholarships to academically talented students. The renewable awards include scholarships which range in value amounts from \$2000 to full tuition.

Freshmen

In order to be eligible for the scholarship awards, you must check off the Academic Scholarship box on the admission application, be a high school senior with an outstanding academic record, and have SAT scores well above the national average. Information concerning academic scholarships is available through the Offices of Admissions 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 grade point average 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 a stipulated grade point average in their Western Maryland College course work.

COLLEGE GRANTS

A substantial number of grants valued from \$100 to \$12,000 are awarded to students each year based upon their financial need. Endowed

and special scholarships that are a portion of these need-based awards are listed beginning on page 147

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 GRANT

Western Maryland College offers residents of Carroll County who are enrolled full time a \$1500 renewable tuition grant. In order to receive this grant, the student must be a resident of Carroll County at the time of application. The residence of a dependent is determined by the residence of their custodial parent/guardian. A student does not have to demonstrate financial need in order to qualify. The grant is renewable annually by signing and returning the financial aid award letter.

EAGLE SCOUT/GOLD AWARD SCHOLARSHIP

Eagle Scout and Gold Award recipients are eligible for a maximum \$2000 renewable tuition scholarship. In order to receive this scholarship, students should be full-time and have at least a 2.50 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. The deadline for application is February 1.

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 2.50 GPA in school and 960+ on the SAT. The scholarship is renewable for all four years and students must write a letter to the Admissions Office stating they are interested in applying for the scholarship. The deadline for application is February 1.

AFS—AMERICAN FIELD SERVICE SCHOLARSHIP

Western Maryland College offers a maximum \$2000 tuition scholarship to two AFS returnees who have a minimum 2.5 G.P.A. and at least a 900 on the SAT. The deadline for application is February 1.

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 and must be a citizen or permanent resident of the United States. Every student interested in financial aid must apply for a Pell Grant. Application can be made by completing the appropriate portions of the FAFSA.

MARYLAND STATE GRANTS

Any Maryland resident who intends to apply to the College for financial aid must apply for the Maryland State Scholarships. A Maryland Financial Aid Form (FAFSA) must be filed with the College Scholarship Service, by March 1. Applications may be obtained from high school guidance offices or the Western Maryland

College Financial Aid Office. Maryland students should also contact their state delegate and senator for scholarship consideration.

GENERAL STATE SCHOLARSHIPS

The General State scholarship requires the student to take the November or December Scholastic Assessment Test (SAT). These scholarships are awarded by the MD State Scholarship Board using the SAT and the (FAFSA). 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 \$2500 for the 1993-94 academic year.

OTHER STATE GRANTS

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

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 carries an interest rate of 5 percent, starting at the time of repayment of principal and interest which commences for new borrowers nine months after the student ceases to be enrolled at least half time in college. A new borrower is someone whose enrollment period began on or after July 1, 1987 and did not have an outstanding Perkins Loan. For students who did have an outstanding Perkins Loan on July 1, 1987, the 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. A separate application is required for the Stafford Loan and can be obtained at banks or credit unions. The maximum loan amount per year is \$2625 for a student's first year status, \$3500 for a student's second year status and \$5500 for a student's third and fourth year status. The maximum amount that an undergraduate student may borrow is \$23,000. For students who currently have a Stafford Loan, the interest rate on additional Stafford Loan will continue to be the same. For new borrowers the interest rate is 8% for the first four years of repayment and 10% thereafter. 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 primarily for students who have been awarded financial aid packages which include college work study. Students participating in these opportunities may earn between \$500 and \$2,000 a year. Job openings are listed on the Financial Aid Office bulletin board or at the individual departments.

Typical student employment includes positions such as library aides, dining hall workers, and assistants in the offices of Admissions, Public Information, and other administrative areas. Many students work in Decker College Center at the Information Desk, in the College Store, managing the game rooms and lounges, and in the College Activities Office. Jobs in the 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 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, earn the required total credits, and maintain the required GPA for the semesters listed below:

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

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 limited 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, high school seniors receiving three- or four-year ROTC scholarships will receive a WMC grant which covers full room charges. This award is renewable annually contingent on a student maintaining a minimum 2.5 cumulative grade point average. These scholarship recipients will be considered for a WMC scholarship for the remaining 20% tuition costs through the College admission application process. If successful, a 3.0 cumulative grade point average is required to maintain the 20% tuition scholarship each semester. 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.

AIR FORCE ROTC SCHOLARSHIPS

Air Force ROTC is available to students at Western Maryland College through an agreement with the University of Maryland at College Park, MD. Western Maryland students are eligible to compete for all Air Force ROTC scholarships. The two-, three-, and four-year scholarships cover tuition at both institutions and all required textbooks. They also provide \$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, Det. 330, Cole Fieldhouse, Room 2126, University of Maryland, College Park, Maryland 20742-1021.

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 students' total credit hours per semester. Student tuition and fees are paid to Western Maryland College by the student.

INSTALLMENT PLANS

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

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

financial aid



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

The regular academic year for undergraduates consists of a fall semester, the January Term, and a spring semester. Students enrolling for 12 or more credit hours in the fall and spring semesters are charged tuition as full-time students.

Students enrolled for more than 18 credits are billed \$225 for each credit hour over 18.

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. Freshmen, sophomore and junior students are required to live on campus unless they live with their parents, are married, or are over age 25. Exceptions are made by the Residence Life Office. 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 \$484 per credit hour. Students who are at least 24 years of age, and are seeking an undergraduate degree are eligible for a reduced tuition rate.

Students who meet these criteria qualify to enroll for the first nine undergraduate credits at 1/2 the regular tuition rate.

Non-degree seeking students who meet the aforementioned criteria and who additionally have no previous college credits are eligible to take one undergraduate course (3 credits) tuition free and are charged only a \$25 registration fee. To apply for these grants, students should contact the Admissions Office.

The College divides basic charges into two half-year billings, the first payable by August 12, 1994 and the second by January 13, 1995. An additional charge (late payment penalty) of 1 1/2% a month on the unpaid balance or \$25, whichever is greater, will be added if payment is not received in the Bursar's Office on or before the payment due date and on the unpaid balance of each succeeding month throughout the session. The proceeds of a Federal Stafford Loan or Federal Supplemental Loan are exempt from the late payment penalty provided a completed application is received by the Financial Aid Office at least 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 Bursar's Office. No student will be permitted to enter class, receive grades or transcripts, advance from one class to another, or be graduated until all financial obligations are met. The student is responsible for attorney's fees and other costs necessary for the collection of any amount due.

Students 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, the WMC Tuition Contract and the WMC Direct Payment Plan are 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 1994-95	Resident	Non-Resident
Tuition per semester ¹	\$ 7,255.00	\$ 7,255.00
Matriculation fee ²	\$ 200.00	\$ 200.00
Residence Halls/semester ³	\$ 1,215.00	
Residence Security Deposit ⁴	\$ 100.00	
Board/semester ⁵	\$ 1,405.00	
Average total/semester (includes items 1, 3, 5)	\$ 9,875.00	\$ 7,255.00
Average total/year	\$19,750.00	\$14,510.00

¹Comprehensive fee. Students enrolled for more than 18 credit hours are billed an additional \$225 for each credit hour over 18. See tuition below.

²One time fee required to reserve the student's place in class. The deposit paid at the time of acceptance (\$200 for commuter students, \$300 for campus resident students) is deducted from the first semester's charges.

³Two persons per room in campus Residence Halls.

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

⁵Board is optional to residents of Garden Apartments, Pennsylvania Avenue houses and commuters. Represents cost for 17/meals per week.

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	\$300.00	
Music Fee (private lessons)	\$100.00/1/2 hr. \$200.00/hr.	
Physical Education Fees:		
Bowling	\$ 20.00	
Skiing	\$ 90.00 no rental \$120.00 full rental	
Racquetball	\$ 13.50	
Wallyball	\$ 13.50	
Late Registration fee	\$ 25.00	
Transcript fee	\$ 3.00 (per copy)	
Parking registration fee		\$ 25.00
ID replacement fee	\$ 10.00 (each replacement)	
Yearbook		\$ 32.00
Photography Class Fee	\$ 40.00	
Liberations Class Fee	\$ 25.00	
Audit Tuition Rate (1/2 of regular credit hour)	\$242.00	

ROOM FEES

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

Residence Halls

double	\$1,215.00
single	\$1,340.00

Garden Apts

double	\$1,415.00
single	\$1,540.00

Pennsylvania Avenue Houses

double	\$1,377.50
single	\$1,502.50

The Garden Apts. 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

Several meal plan options are available to resident and commuter students. Students living in the residence halls must select the 20, 17, or the 15 Meal Plan, however, freshmen may *only* choose the 20 or 17 Meal Plan. Students failing to declare a Meal Plan option will be placed on the 17 Meal Plan. To change meal plan options, students may submit the application located in the *Allcard Dining Plans* brochure. Residents of the Garden Apartments and Pennsylvania Avenue houses and commuters may select any meal plan option by submitting the application in the *Allcard Dining Plans* brochure.

Students with meal plans have their ID cards activated as *Allcard* debit accounts. The card is used to gain access into the Dining Hall, purchase books, supplies, and clothing at the Book Store, purchase meals and snacks at the Grille and Pub, or pay telephone charges. The ID cards of ALL students have vending debit card capabilities for the soda and snack machines, washers, dryers, and the Hoover Library copier. Please refer to the *Allcard Dining Plan* and *Vending* brochures for more information. The meal plans and the semester costs for 1994-95 are as follows:

WMC Meal Plans include *Allcard* Debit Account Dollars and Dining Hall Guest Meal Passes at 50% of the Normal Door Charge.

20 Meal Plan—\$1,455.00 per semester. Breakfast, Lunch, and Dinner, Monday through Friday. Continental Breakfast, Brunch, and Dinner on weekends, plus activates \$50.00 in Debit Account and entitles "5" guests to dine in Englar for 1/2 price.

17 Meal Plan—\$1,405.00 per semester. Offers any 17 meals served, plus \$50.00 in Debit Account and entitles "4" guests to dine in Englar for 1/2 price.

15 Meal Plan—\$1,365.00 per semester. Offers any 15 meals served, plus activates \$50.00 in Debit Account and entitles "3" guests to dine in Englar for 1/2 price.

10 Meal Plan—\$930.00 per semester. Offers any 10 meals served, plus activates \$50.00 in Debit Account and entitles "2" guest to dine in Englar for 1/2 price.

5 Meal Plan—\$490.00 per semester. Offers any 5 meals served, plus activates \$50.00 in Debit Account and entitles "1" guest to dine in Englar for 1/2 price.

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

HEALTH INSURANCE FEES

A Student Health Insurance fee of approximately \$250 is charged to all students each academic year. Waiver forms are included with the billing information and must be submitted by the due date to the Bursar's Office to cancel the charge. Information concerning the insurance and waiver forms may be obtained from the Student Health Center.

REFUND POLICY

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

Tuition refund in event of withdrawal:

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

Room

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

Board

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

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



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

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

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

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

longer appropriate, can benefit from the exposure to various disciplines offered by the Basic Liberal Arts

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

REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE

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

1. Completion of at least 120 semester hours, the last 30 of which must be taken at Western Maryland. (The 30 hour WMC requirement does not include student teaching for the Education minor.) The 120 semester hours are distributed among major requirements, basic liberal arts subjects, at least one January Term course, and electives.
2. Completion of the Basic Liberal Arts Requirements and competence requirements as outlined below.
3. Completion of at least one of the academic majors offered by the College.
4. Completion of at least one January Term.
5. A grade point average of 2.00 ("C") or above in all work taken at Western Maryland. (See Grades and Educational Records on page 45,46).

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

BASIC LIBERAL ARTS SUBJECTS

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

A. Heritage Sequence

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

- HISTORY OF WESTERN ART I and II (Art 113 and 114);
- GREAT WORKS OF THE WESTERN WORLD I and II (Comparative Literature 119 and 120);
- HISTORY OF SCIENTIFIC THOUGHT I: Ancient to 1500AD and HISTORY OF SCIENTIFIC THOUGHT II: 1500AD to Present (General Science 203 and 204);
- WESTERN CIVILIZATION, Origins to 1700, and WESTERN CIVILIZATION, 1700 to the Present (History 105 and 106);
- WOMEN IN WESTERN CULTURE (Interdisciplinary Studies 107 and 108);
- MUSIC OF THE WESTERN WORLD (Music 203 and 204);
- HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY and HISTORY OF MODERN PHILOSOPHY (Philosophy 113 and 114);
- CLASSICAL POLITICAL THOUGHT and MODERN POLITICAL THOUGHT (Political Science 321 and 322);
- THEATRE OF THE WESTERN WORLD (Theatre 225 and 226)

B. Distribution Requirements

Distribution requirements cannot be satisfied or reduced by examination.

Cross-Cultural Studies

One course that explores one or more cultures concerning the peoples of Africa, Asia, the indigenous Americas, or the Pacific Rim, either

exclusively or in explicit comparison with the cultures of other regions.

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, and Physics. (At least one laboratory course.)

Quantitative Analysis

One course in Mathematics, or Statistics. (Note: Mathematics 141 does not fulfill this requirement.)

Social Sciences

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

C. Competence Requirements

Competence requirements may be satisfied or reduced by examination.

English Composition

Students are required to demonstrate competence in English composition by completion of

English 101 and 102, or English 103, and by passing the competence examination administered in those courses. Students who do not pass this examination and upperclass students whose competence falls beneath standards acceptable to the College will 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. The College will administer a two-part competence examination in basic mathematics during the orientation period and three other times throughout the academic year. Any student who fails the arithmetic portion of the test will be encouraged to attend a skills workshop (Mathematics 001), or otherwise to remedy his or her deficiencies and continue to retake the arithmetic portion of the examination until it is passed. Any student who fails the algebra portion of the test will be encouraged to attend an algebra review workshop (Mathematics 002), or otherwise to remedy his or her deficiencies and continue to retake the algebra portion of the examination until it is passed. The review courses, which are set up by the mathematics department to help students meet the competence requirements, receive no college credit.

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 110). Students may be exempt from this requirement because of age or physical disability, although efforts will be made to design individual programs in physical education before an exemption will be granted. Students seeking such exemption are encouraged to meet with the department chair of Physical Education.

MAJORS

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

MAJOR REQUIREMENTS

Each major department offers a basic major, involving from 36 to 48 credit hours of required course work 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 required for the major. A transfer student should note that at least 12 hours of advanced work, as defined by the department, must be completed at Western Maryland College with grades of "C" or better. A description of each major is given under Courses of Instruction, with additional information available in the *Guidance Bulletin*, available from the Office of the Registrar.

In addition to the basic major, many departments offer areas of concentration that involve particular courses to help students focus on or 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. For dual majors, the student will be required to have a 2.00 GPA for all courses required by each separate major department. The requirements for dual majors are detailed in the *Guidance Bulletin* under departmental listings.

Art

Art—Communication
Art History—History

Biology

Bio—Chemistry
Biology—Mathematics

Business Administration

Business Administration—Economics

Communication

Communication—Art
Communication—English
Communication—Psychology
Communication—Theatre Arts

Economics

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

English

English—Communication
English—History
English—Political Science
English—Theatre Arts

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

Musical Theatre

Philosophy

Philosophy—Mathematics
Philosophy—Religious Studies

Physics

Physics—Mathematics

Political Science

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

Psychology

Psychology—Communication

Psychology—Social Work

Religious Studies

Religious Studies—Philosophy

Social Work

Social Work—Political Science

Social Work—Psychology

Social Work—Spanish

Theatre Arts

Theatre Arts—Communication

Theatre Arts—English

Theatre Arts—Music

STUDENT-DESIGNED MAJOR

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

EXAMPLES OF APPROVED STUDENT-DESIGNED MAJORS

Art in Deaf Culture

Bio-Cultural Anthropology

Classical Civilizations

Criminal Psychology

International Relations

Medical and Biological Illustration

Public Relations and the Performing Arts

Sports Journalism

Theatre Arts Management

PRE-PROFESSIONAL STUDIES AND COOPERATIVE PROGRAMS

Students who have received early admission to graduate or professional school may petition WMC to receive their B.A. degree after the successful completion of one year of graduate or professional study. In order to be awarded the degree, the student must have completed WMC's basic liberal arts requirement, have his/her total program approved by the major department, and have completed sufficient hours of course work at WMC and in the graduate or professional school to equal the 120 semester hours required for WMC graduation. The Provost and the chair of the major department will determine whether these requirements have been met. Having met the requirements, the student will receive his/her degree and may participate in graduation ceremonies.

A broad liberal arts education is an asset for students who wish to pursue a professional education: entrance examinations and admissions requirements for many professional schools favor individuals who have benefited from an undergraduate liberal arts education. For over a century Western Maryland has offered pre-professional education, and graduates of the College have gone on to study and practice the learned professions with distinction.

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

PRE-LAW STUDIES

Coordinator: Dr. Charles Neal

Law schools give preference to students with high academic achievement and backgrounds of broad cultural and social education. A stu-

dent may major in any department. The most useful courses are those which offer training in writing and speaking, literature, philosophy, history, economics, and political science.

PRE-MEDICAL AND HEALTH PROFESSIONS

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

Coordinator. Dr. Michael Brown, Dr. Carol Rouzer

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

PRE-MUSEUM STUDIES

Coordinator. Dr. Julie Badiee

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

PRE-ENGINEERING STUDIES

Students interested in becoming engineers can do so by completing three years at Western Maryland and two years at the University of Maryland at College Park, Washington University, St. Louis, MO, or another qualified

engineering school. Successful completion of this 5-year program qualifies the student to receive the Bachelor of Arts degree from Western Maryland together with the Bachelor of Science degree in Engineering from the engineering school.

PRE-FORESTRY STUDIES

Coordinator. Dr. Esther Iglich

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

PRE-OCCUPATIONAL THERAPY STUDIES

Western Maryland participates in cooperative programs with the School of Medicine of Washington University, St. Louis, MO, and with Sargent College of Boston University, Boston, MA. Successful completion of this 5-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.

TEACHING CERTIFICATION

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

Students select a college major which is compatible with their teaching interests. Maryland certification includes certification reciprocity with over 35 other states.

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

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
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

Journalism
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.

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, perhaps acquiring perspectives, information, and skills that will prove invaluable in many areas of life in the future.

JANUARY TERM

The January Term provides both students and faculty with an unusual educational opportunity. After a student completes the fall semester and the holiday break, the January Term provides for a period of concentrated study normally beyond the range of the 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.

The January Term takes several directions. For some students it is the opportunity to pursue an independently organized and guided 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 Office of Academic Affairs 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 Office of the Registrar. 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 Office of the Registrar.

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 twelve.

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 the Courses of Instruction section of this catalog). Many other options for world-wide study are also available.

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 program coordinator.

CONTINUING EDUCATION

Western Maryland welcomes the growing number of students who are choosing either to begin or to continue their college studies at a point later in their lives than do first year students 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 Admissions the entry on Non-Traditional Students, page 24.

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 in 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 Office of Academic Affairs.

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 Guide and Datebook* and the *Guidance Bulletin*.

GRADES AND EDUCATIONAL RECORDS

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

GRADING SYSTEM

The scholastic standing of students is indicated by a system of grades designated by the letters A, B, C, D, F and I. Plus and minus grades (e.g., an A- or a B+) may be assigned and will appear on the student's transcript. They do not, however, affect a student's grade point average (e.g., an A- is considered an A for calculating grade point average).

A, B, C and D are passing grades, A indicating work of the highest rank, D of the lowest. Students receiving the grade of F must repeat the course if they wish to receive credit for it. Students receiving the grade of 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 one course per semester 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. Courses taken CREDIT-FAIL will not count toward a major or minor, nor satisfy basic liberal arts requirements.

REPEAT POLICY

A student may repeat and pass a course previously failed and gain hours towards graduation. The student will receive the quality points for the new grade, and the original failing grade will no longer be used to determine the grade point average.

If a student repeats a course previously passed, he or she will not gain any new hours toward graduation. If one second passing grade is higher than the first, it will be used to determine the grade point average. If it is not higher, then the first grade will continue to be used.

GRADE POINT AVERAGE (GPA)

The general quality of students' work is determined numerically and is called the grade point average (GPA). The GPA is calculated in two steps. First, letter grades are converted to numerical grades on the following 4-point scale: A = 4, B = 3, C = 2, D = 1, F = 0. A student earns quality points for each course completed equal to the number of semester hours for the course multiplied by the point value for the grade. Then, the grade point average for one semester is calculated by dividing the total quality points achieved by the number of semester hours in regularly graded courses.

Thus, a student taking 5 three-hour courses (totaling 15 hours) who received one A, two Bs and two Cs would have earned a GPA of 2.80 for the semester. $(3 \times 4) + (6 \times 3) + (6 \times 2) = 42 \div 15 = 2.80$.

Similarly, an overall GPA for all work attempted at Western Maryland is calculated by adding the quality points for each semester and dividing by the total number of semester hours attempted. 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's record whose cumulative grade point average is less than 2.0 will be reviewed by the Admissions and Standards Committee.

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 totals. 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 51.

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 Guide and Datebook* 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 calculating 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 an Academic Dean and only in cases of genuine emergency, such as protracted illness late in the semester. In such cases, a grade of W 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).

GRADE REPORTS

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

Academic records are reviewed each semester by 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 the Registrar. Students receive notification of the rights accorded them under the above documents at the beginning of each academic year. A more complete description of these policies appears in the *Student Guide and Datebook*.

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

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 take one specially designed course together each semester, participate in special activities together, and are given the option of common housing.

Completion of the Honors Program with a GPA of 3.4 merits the designation of College Scholar on diplomas upon graduation.

Phi Beta Kappa Society

Phi Beta Kappa was established in 1776 as a philosophical society. Eventually it evolved into the paramount honor society for the liberal arts in 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 242 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, 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 Student Affairs.

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.

ACADEMIC HONOR SOCIETIES

National and international honor societies which recognize academic accomplishment in specific fields are Beta Beta Beta (Biology), Psi Lambda (Chemistry), 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), Psi Chi (Psychology), and Alpha Psi Omega (Theatre).

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 3.80-4.00.
- High honors, requiring a grade point average of 3.60-3.79.
- Honors, requiring a grade point average of 3.40-3.59.

GENERAL HONORS AT GRADUATION

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

- Summa Cum Laude, for a grade point average 3.80 or higher.

- Magna Cum Laude, for a grade point average of 3.60-3.79.

- Cum Laude, for a grade point average of 3.40-3.59.

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

DEPARTMENTAL HONORS AT GRADUATION

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

- 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.

EDITH FARR RIDINGTON PHI BETA KAPPA WRITING AWARD

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

THE ARGONAUT AWARD

The Argonaut Award, named for the College's original honor society that was succeeded by Phi Beta Kappa in 1980, is given to the graduating senior or seniors with the highest grade point average in the class.



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 instructor.

Similarly, sophomores may not register for courses numbered 301 or above, nor juniors 401 or above, with exceptions permitted only by the instructor.

Cross listed courses are courses appropriate to more than one department or area. They may not be used to satisfy more than one liberal arts requirement, and carry credit for only one incidence.

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 and minor programs are stated in full in the *Guidance Bulletin* published annually and available in the Registrar's Office.

Courses which fulfill a particular Basic Liberal Arts Requirement have the category listed.

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

AMERICAN STUDIES

Professors Phillips (Director), other faculty members from the departments involved.

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

A major completes a basic program of two introductory courses in American literature, two in American history, and one in American government. After selecting an area of concentration, the student then designs a program from courses focused on America offered by many departments, such as: Art 239, 240; English 235, 284, 285, 286 337, 363, 381, 382; 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 223, 224; 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 concentration 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 1994-95.

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 1995-96.

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 1995-96.

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.

ART AND ART HISTORY

Professors Badiée and Palijczuk, Associate Professor Bloom (Department Chair), Assistant Professor Losch, Lecturers Hankins and Van Hart.

Areas of particular teaching interest:

Professor Badiée: 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; Professor Losch: European art history and history of photography; Lecturer Hankins: ceramics; Lecturer Van Hart: jewelry.

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

There are 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), medical illustration 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 principles and variations in lines, texture, value, composition and use of drawing skills.

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 uses the Macintosh laboratory and may include field trips.

208 DESIGN II

3 credits

A study of the fundamental principles of 3-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 alternate years.

Prerequisite: Art 117, or permission of the instructor.

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 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 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 INTERSHIPS

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 1993-94 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 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 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 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.

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.

213 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. Much emphasis will be placed upon the relationship between painting and photography. Students are also 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 alternate years.

Fine Arts.

Cross listed with Classics 217.

222 ART OF THE MEDIEVAL WORLD
3 credits

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

Offered in 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 alternate years.

Cross-Cultural or Fine Arts.

Cross listed with Cross Cultural Studies 229.

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 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, Caravaggio, Rubens, Rembrandt, Velazquez, and Watteau.

Offered in alternate years.

Fine Arts.

239 ROMANTICISM AND IMPRESSIONISM
3 credits

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

Offered in 1993 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, Turkey, Medieval Spain, North Africa, Central Asia and Moghul India.

Offered in alternate years.

Cross-Cultural or Fine Arts.

Cross listed with Cross Cultural Studies 242.

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 alternate years.

Fine Arts or Humanities.

Cross listed with Religion 303, Cross Cultural Studies 305.

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 upperclass 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.

ASTRONOMY See General Science.

BIOLOGY

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

Areas of particular teaching interest:

Professor Alspach: comparative physiology of vertebrates and invertebrates, marine biology, physiological ecology; Professor Brown: microbiology; Professor Long: developmental biology, evolution; Professor Iglich: ecology, evolution, botany; Professor Paquin: genetics (human and molecular), cytogenetics, immunology, bioethics.

Biology offers a major that provides the essential background for students who wish to pursue graduate or professional studies as well as those who wish to gain certification for secondary school teaching. From its founding, the College and the biology department have prepared men and women to enter medical school and graduate programs in the life sciences. Through an added system of advising, internships, and suggested ancillary courses in a Pre-Professional Curriculum for the Health Sciences, the biology department assists those who wish to enter professional schools (in medicine, dentistry, veterinary science, optometry, nursing, etc). Additionally, the department offers a 3-2 program with the Duke University School of Forestry and Environmental Studies, and a 3-2 program in biomedical engineering with Washington University (St. Louis).

Required Courses, Basic Biology Major:

Completion of Biology 111, 112 with laboratory, plus
7 additional courses selected from the four areas listed below

cell and molecular biology
organismal biology
population biology
biological diversity

Chemistry 103, 104, 217

Additional courses strongly recommended:

Chemistry 218

Mathematics 117, 118

Computer Science 106

Statistics 215

Physics 101, 102

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 above.

BIOLOGY COURSES FOR GENERAL INTEREST STUDENTS

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.

biology

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 with laboratory.

118 HUMAN BIOLOGY

4 credits

The biology of people: includes study of human evolution, human 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.

COURSES FOR PROSPECTIVE SCIENCE STUDENTS

111, 112 PRINCIPLES OF BIOLOGY

4, 4 credits

During the first semester cell biology is comprehensively covered, including cell structure, cell metabolism, cell reproduction, enzyme action, DNA, protein, and genetics. All topics are unified by relating them to the concepts of species and species change. The laboratory teaches students to use basic techniques of the cell biology including qualitative and quantitative spectrophotometry, enzyme assay, and recombinant DNA methods. 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 processes, 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.

212 MICROSCOPY

1 credit

A laboratory course incorporating principles and practice of light- and electron-microscopy. Topics will include aspects of bright field, phase contrast, differential interference contrast, fluorescence; dark field and scanning electron microscopy. Extensive coverage of video and computer imaging techniques will augment the course, and students will gain experience in the production, interpretation and presentation of microscopy images.

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.

Cross listed with Chemistry 230.

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 112, Chemistry 104.

Natural Science with laboratory.

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.

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.

biology

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 requirement 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.

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, Associate Professor Rouzer; Assistant Professor O'Loughlin; Dreyfus Teaching Fellow Ensel.

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, students would be qualified for admission to medical, dental, veterinary, and optometry programs, as well as graduate programs in medicinal chemistry, clinical chemistry, biochemistry, environmental studies, pharmacy, pharmacology, and related fields. The program in chemistry meets the undergraduate professional standards of and is certified by the American Chemical Society.

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

BASIC MAJOR:

Required courses:

Chemistry 103, 104, 201, 217, 218, 219, 307, 308, 416, and at least three additional hours; 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 equilibria.

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.

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.)

Prerequisite, successful passing of the arithmetic and algebra competency examinations.

Natural Science without laboratory unless completed with Chemistry 118.

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.

201 ELECTRONIC LITERATURE SEARCHING FOR THE
CHEMICAL SCIENCES

1 credit

This course provides an introduction to searching
the scientific literature using electronic databases
housed mostly in STN International. Specific
instruction is given to the commands, techniques
and strategies used in electronic literature search-
ing. The course specifically provides instruction in
searching, but is not limited to, Chemical Abstracts
On-Line and Biosis.

This course does not satisfy the Natural Science requirement.

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 1995-96 and alternate years.

Natural Science without laboratory.

210 PHYSICAL CHEMISTRY FOR THE LIFE SCIENCES

3 credits

An introduction to the elements of thermodynam-
ics, quantum mechanics, and chemical dynamics of
life processes.

Prerequisites, Chemistry 104, Mathematics 110 or 117.

Offered in 1994-95 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 mecha-
nisms. A coordinated laboratory incorporates clas-
sical 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 procedures,
problems of and in sampling; statistical treatment of
results for reliability; application and use of elemen-
tary 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

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 under-
standing of how physicochemical and biological
parameters relate to actual field situations.

Prerequisites, Biology 111, 112, and Chemistry 103, 104.

*Three class periods and one four-hour laboratory period a week.
Offered in 1994-95 and alternate years.*

Natural Science with laboratory.

Cross listed with Biology 230.

295, 296, 395, 396, 495, 496 *INTERNSHIPS IN CHEMISTRY*

1-3 credits

A semester of experience in an off-campus setting, such as an industrial facility or a research lab, under the guidance of a departmental faculty member and a supervisor in the off-campus setting.

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.

313 *BIOCHEMISTRY I*

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 catabolic pathways; bioenergetics; structure and function of membranes.

Prerequisite: Chemistry 218. Biology 111 and 112 are strongly recommended.

Natural Science without laboratory unless completed with Chemistry 316.

314 *BIOCHEMISTRY II*

3 credits

Metabolism, including major anabolic pathways, followed by advanced topics in biochemistry, which will focus on the biochemistry of the cell membrane and its components. Membrane receptor structure, the analysis of receptor-ligand interactions, the structure of membrane transport proteins, the biochemistry of membrane lipid metabolism, and the enzymology of signal transduction will be included. Emphasis will be placed on use of the original scientific literature, and evaluation of modern biochemical research techniques.

Prerequisites: Chemistry 201 or permission of the instructor, 313. Natural Science without laboratory.

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 313.

Fulfills laboratory requirement for Chemistry 313 and therefore satisfies Natural Science with laboratory.

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.

Offered in 1994-95 and alternate years.

Natural Science with laboratory.

326 ADVANCED ORGANIC CHEMISTRY

3 credits

A study of physical organic chemistry (kinetics and linear free energy relationships) and topics selected from ^{13}C NMR, molecular rearrangements, photochemistry, and heterocyclic compounds, with emphasis on the content and use of current literature.

Prerequisites: Chemistry 201, 218.

Offered in 1995-96 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

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.

Cross listed with 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.

Offered in 1994-95 and alternate years.

Natural Science without laboratory.

416 CHEMISTRY SEMINAR

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 and bio-chemistry majors. Juniors and non-majors may be admitted by permission of the department.

Prerequisite: Chemistry 201.

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 1994-95 and alternate years.

Cross listed with English 201.

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.

Next offered in 1995-96.

Fine Arts.

Cross listed with Art 217.

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. The topic in 1994-95 is *The Ancient Novel*.

Humanities.

Cross listed with Comparative Literature 266.

COMMUNICATION

Professor Sapora, Associate Professors R.

Miller, and Weinfeld, Assistant Professors

DeGroot (Department Chair), Dillman and Meyer.

Areas of particular teaching interest:

Professor Sapora: film and video production, linguistics, mass media; Professor Miller: film history and criticism, speech arts; Professor Weinfeld: rhetoric and performance; Professor DeGroot: interpersonal communication and rhetorical criticism; Professor Dillman: information systems theory, mass communication; Professor Meyer: cross cultural and family communication.

The major and minor in communication address the history, contexts, processes, and analysis of human communication. The basic major offers students a broad background in both interpersonal and mediated forms of communication. The liberal arts orientation of the basic major prepares students for employment in any occupation where comprehensive understanding of communication processes is beneficial. Optional programs provide opportunities for additional study focused in the areas of communication theory, interpersonal communication, media studies, film and cinematography, and information systems. The optional programs prepare students for graduate study, as well as for entry into various specialized occupations.

BASIC MAJOR:

Required Courses:

Communication 100, 101, 103, 201, 202, 204, 401; English 208; three hours from English 204, 225, Communication/Theatre Arts 328, Communication 341; twelve hours from Communication at the 300 level or above including courses in interpersonal and mass communication and courses with theoretical and historical perspectives.

Other Educational Options in Communication:

Concentration in Film and Video Studies,
Minor in Communication, Dual Majors in Art
and Communication, Theatre Arts and
Communication, Psychology and
Communication, Track in General Systems
Analysis. See *Guidance Bulletin* for details.

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 INTRODUCTION TO MASS COMMUNICATION

3 credits

This course introduces the study of mass communication with particular emphasis on a variety of theoretical approaches to the role of mass communication in contemporary society.

Prerequisite: Communication 101.

202 INTRODUCTION TO INTERPERSONAL

COMMUNICATION

3 credits

An introductory survey of theories and current research on the structure and function of face-to-face communication. The survey includes the emergence of interaction roles, rules, and strategies as relationships develop and decline over time.

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 101.

Fine Arts.

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.

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, 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 work-place 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.

323 INTERPERSONAL COMMUNICATION AND CULTURE

3 credits

Advanced interdisciplinary study of how we interpret and assign meaning to face-to-face interactions. Includes critical evaluation of the major theoretical contributions to our understanding of how meaning is created through and sustained by relationships in a social context.

Prerequisite, Communication 202.

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.

Prerequisite, sophomore standing

Cross listed with Theatre Arts 328.

329 STUDIES IN FILM HISTORY

3 credits

Studies of artists, institutions, styles and themes in the history of world cinema. A research-oriented course which will include primary and secondary readings in film history and close analysis of film texts. Alternates with Issues in Film Theory and Criticism.

Prerequisite, Communication 124 or 204.

330 ISSUES IN FILM THEORY AND CRITICISM

3 credits

A course exploring issues in the interpretation of cinema, such as aesthetics, genre, authorship, modes of representation, and questions of race and gender. Issues will be explored through readings in film criticism and viewings of relevant films.

Alternates with Studies in Film History.

Prerequisite, Communication 124 or 204.

335 REALITY AND THE NEWS

3 credits

Print and broadcast news are texts that can be subjected to critical analysis; they are also products of institutionalized processes of selection and construction. This course considers theoretical perspectives and research on the representational and institutional dimensions of news as well as relationships between news production, news audiences, and meaning.

Prerequisite, Communication 201.

336 SOCIAL COMMUNICATION IN ADVERTISING

3 credits

As part of modern culture, advertising provides images, ideas and references with which to locate ourselves in the world. This course surveys developments that contributed to the rise of the advertising industry in the last century and considers how and what advertising contributes to the circulation of images, values and meaning in social communication.

Prerequisite: Communication 201.

337 GENDER AND COMMUNICATION

3 credits

This course explores the contributions human communication makes to the construction of gender and gender identity. Surveying theoretical perspectives and current research on the relationships between gender and communication, the course will examine verbal and nonverbal communication in a variety of contexts, such as the family, educational institutions, the workplace, intimacy, and the mass media.

Prerequisite: Communication 202.

338. READING TELEVISION

3 credits

Critical reading has for centuries been an essential activity in educated lives. With the advent of television, educated people have evolved methods of "reading" television so as to maintain some degree of intellectual and political autonomy. *Reading Television* presents several such methods and requires students to apply them to a large variety of television-generated texts.

Prerequisite: Communication 201.

339 SEMIOTICS OF PHOTOGRAPHY AND FILM

3 credits

Notions of foundational semiotic thinkers will be discussed in lecture and in student presentations and will be applied to a large variety of still photographs and film passages. Students will attend especially to such issues as the arbitrariness of signs, iconic vs. symbolic representation, paradigmatic

choice and syntagmatic appropriateness, codes, the variability of codes, the cultural and economic determinants of codes, and mythopoeia.

Prerequisite: Communication 201.

340 FICTION INTO FILM

3 credits

Film adaptations of literary works have taken a significant place in our culture. This course considers adaptations from short fiction, novels, and dramatic literature, exploring the formal traits unique to each individual genre, the formal traits shared by more than one genre, and the capacity of film adaptation to retain and transform narrative content. Students will write critical essays and a film script adapted from a piece of short fiction.

Prerequisite: Communication 201.

341 ORAL INTERPRETATION

3 credits

The selection, analysis, adaptation and preparation of various forms and styles of literature (fiction and non-fiction) for individual and group presentations to evocatively communicate to an audience the contents, purposes and points of view of the authors and the performers.

Prerequisite: Communication 103.

343 INFORMATION

3 credits

Communication that reduces uncertainty is said to "inform" the receiver. This course provides an introduction to information theory and investigates its implications relative to human communication. Topics include data, signal, entropy, noise, coding, language, order, complexity and chaos.

Prerequisite: Communication 201 or permission of instructor.

344 CYBERNETIC SYSTEMS

3 credits

Cybernetics is the study of dynamic systems, or systems that maintain their existence by means of interactive communication. This course provides an introduction to cybernetic theory and

investigates its implications in human communication. Topics include mechanism, variety, feedback, regulation, control, identity, stability, and autopoiesis.

Prerequisite. Communication 201 or permission of instructor.

347 ARGUMENT AND PERSUASION
3 credits

This course provides an analysis of traditional and contemporary argumentation theory in order to prepare students for effective and socially responsible advocacy. The course examines the role of argument in human affairs, identifies the argumentative process and its components, and develops the critical skills necessary for evaluation of argument in face-to-face interactions.

Prerequisite. Communication 202 or permission of 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 Phillips (Director); 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.

219 GREAT WORKS OF THE WESTERN WORLD I
3 credits

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

Heritage Sequence or Humanities.

220 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
3 credits

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

Humanities.

Cross listed with German 123.

125 STUDIES IN HISPANIC LITERATURE IN ENGLISH TRANSLATION
3 credits

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

Humanities.

Cross listed with Spanish 125.

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.

Cross listed with Religion 208.

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.

Cross listed with Cross Cultural Studies 209.

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

A survey of major developments in Western theatre history and literature from the golden Age of Greece to the present. The first semester treats the theatre and drama of Ancient Greece and Rome, Medieval Europe, Italy, England, and Spain during the Renaissance, the French classical period, and the English Restoration. The second semester begins with the eighteenth century theatre in England, France and Germany and treats the emergence of the major modern styles of romanticism, realism, expressionism, epic theatre, and theatre of the absurd.

Cross listed with Theatre Arts 225, 226.

227 CONTEMPORARY DRAMA
3 credits

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

Heritage Sequence and Humanities.

Cross listed with Theatre Arts 227.

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 1992-93, the topic is Euripides and Athens. The topic in 1993-94, is Gender and Genre: Women in Ancient Greek Literature.

Humanities.

Cross listed with Classics 266.

321 COMPARATIVE MYTHOLOGY
3 credits

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

Cross-Cultural or Humanities.

Cross Listed Cross Cultural Studies 201, Religion 201.

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 See Physics

No major is offered in this field.

CROSS-CULTURAL STUDIES

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.

Cross listed with Sociology 108.

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.

Cross Listed with History 113.

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.

Cross listed with Philosophy 120.

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.

Cross listed with French 123.

201 COMPARATIVE MYTHOLOGY

3 credits

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

Cross-Cultural or Humanities.

Cross listed with Comparative Literature 201, Religion 201.

202 ZEN AND CREATIVITY

3 credits

A study of Zen's way of life through a close look at the Zen practices and some art works which successfully express the Zen attitude in life.

Cross-Cultural or Humanities.

Cross listed with Philosophy 202.

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.

Cross listed with Comparative Literature 209.

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.

Cross-Cultural or Humanities.

Cross listed with Philosophy 219.

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.

Cross listed with Religion 221.

223 CULTURAL HISTORY OF LATIN AMERICA
3 credits

Historical and contemporary culture of Latin America.

Offered in alternate years.

Cross-Cultural or Humanities.

Cross listed with Spanish 223, History 223.

225 THE PHILOSOPHY AND PRACTICE OF TAI CHI
3 credits

Theory and practice of a Chinese meditative exercise which is calisthenics, martial art, breathing exercises, dance, meditation, and prayer altogether.

Cross-Cultural.

Cross listed with Philosophy 225.

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 alternate years.

Cross-Cultural or Humanities.

Cross listed with Religion 228.

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.

Cross listed with Art 229.

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 listed with Art 242.

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 alternate years.

Social Sciences.

Cross listed with Sociology 245.

254 RELIGIONS OF AFRICA AND THE NATIVE AMERICANS
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, and the native Americas.

Cross-Cultural or Humanities.

Cross listed with Religion 254.

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.

Cross listed with Religion 255.

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.

Cross listed with Religion 256.

301 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.

Cross listed with Religion 301.

302 CLASSICAL INDIAN PHILOSOPHY

3 credits

An 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.

Cross-Cultural or Humanities.

Cross listed with Philosophy 302 and Religion 302.

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.

Cross listed with Religion 305, Art 305.

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.

Cross listed with Religion 306.

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.

Cross listed with Political Science 310.

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 former 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.

Cross listed with Political Science 317.

326 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.

Cross listed with Economics 326.

DRAMATIC ART See Theatre Arts.

ECONOMICS AND BUSINESS ADMINISTRATION

Professors Claycombe and Law (Department Chair), J. Olsh, and Seidel; Associate Professors Singer and 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.

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

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, 225, 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 alternate years.

Social Sciences.

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 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 alternate years.

Social Sciences.

Cross listed with Business Administration 324.

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.

Cross listed with Cross Cultural Studies 326.

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 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.

Cross listed with Business Administration 453 or 454.

economics/business

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 Business Administration 205, 214, 305, 316, 325; three hours from English 203, 208, 225 or Communication 103; an additional three-hour elective course in business administration, economics, or computer science.

Other Educational Options in Business Administration:

Because of the substantial number of Economics courses required by the major, many students complete either a dual or complete double major with Economics.

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 1992-93 and alternate years.

Humanities.

Cross listed with Philosophy 210.

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 1993-94 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.

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.

220 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.

Cross listed with Psychology 220.

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 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.

Cross listed with Political Science 305.

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.

Cross listed with Sociology 316.

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. Business pricing strategies receive special attention.

Offered in alternate years.

Social Sciences.

Cross listed with Economics 324.

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.

Cross listed with Sociology 325.

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.

Cross listed with Economics 453 or 454.

EDUCATION

Professors Coley, Fennell; Associate Professors Behling (Department Chair), Reiff and Coryell and Assistant Professor Kerby.

Areas of particular teaching interest:

Professor Coley: diagnosis and remediation of reading disabilities, comprehension development; Professor Fennell: curriculum, elementary school mathematics; Professor Behling: educational administration, psychology of education; Professor Reiff: exceptional children; Professor Coryell: Deaf Education Theoretical and Empirical Basis/curriculum and instruction for deaf/hard of hearing pupils; Professor Kerby: media/library science program and young adult non-fiction.

Students receive certification in elementary or the following secondary education fields: art, biology, chemistry, English, French, German, mathematics, physical education, physics, social studies, and Spanish. The physical education program also offers a K-12 certification option. A reciprocity agreement provides certification in over 30 other states; a list is available in the Education Office. Students minor in education. Education students select a major in their specialty area in the case of secondary education students or in a supporting field such as communication, sociology, or psychology for students desiring elementary certification.

MINOR IN ELEMENTARY EDUCATION

Required for certification in grades 1-6:

Education 104, 205, 206, 207, 308, 322

Computer Science 101 or 105 or 106

Library Science 317

Mathematics 141

Physical Education 103, 161

Psychology 106, 207

Sociology 103

History 107 or 108

Education Semester: Education 404, 406, 415, 416

MINOR IN SECONDARY EDUCATION

(Programs available in art, biology, chemistry, English, French, German, mathematics, music, physical education, physics, social studies, and Spanish)

Required for certification in grades 7-12:

Education 104, 205

Education 340-350 (choose the appropriate course for area of concentration)

Computer Science 101 (Computer Science 105 or 106 for Biology, Chemistry, Math, Physics)
Psychology 106, 306

Education Semester: Education 404, 406, 410
(Physical education K-12 certification students must take ED 419 and 420)

EDUCATION SEMESTER

During the education semester, all students take ED 404 and ED 406 plus 8 credits of student teaching at the appropriate level(s).

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, motivation, and teacher's role in mainstreaming, communication skills, and professional ethics are also examined. *Students spend two class periods in the schools.*

205 INSTRUCTIONAL PLANNING 3 credits

Studies the planning process in detail. Issues in elementary and secondary curriculum, including: entering behavior, construction of lesson plans with appropriate objectives and techniques, cognitive, affective and psycho-motor domains and their use in task analysis, planning, and evaluation are studied. Methods of pupil assessment and interpreting pupil progress complete the planning-implementation-evaluation cycle. Competencies in instructional media, and interaction system review are also a course component.

Students participate in the school for a minimum of 15 hours.

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 implement strategies 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 literature-based reading instruction. 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.*

340-350 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.

340 CHORAL METHODS

341 ENGLISH

342 ART

343 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 which are effective for textbook use at all levels 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 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, all minor requirements leading to student teaching semester, 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, all minor requirements leading to the student teaching semester, 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, all minor requirements leading to the student teaching semester, and permission of the Education Department. There is an extra tuition fee for this course.

419 - 420 STUDENT TEACHING — ELEMENTARY-
SECONDARY (GRADES K-12 CERTIFICATION PROGRAMS)

8 credits

419 STUDENT TEACHING — ELEMENTARY

4 credits

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

Prerequisites: a minimum 2.5 grade point average, all minor requirements leading to the student teaching semester, 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, all minor requirements leading to the student teaching semester, 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 has 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 Deaf Education. For additional information, see the Graduate Catalog.

120 INTRODUCTION TO AMERICAN SIGN LANGUAGE I

2 credit

An introduction to the visual language used by people who are deaf in America.

125 NON VERBAL COMMUNICATION

1 credit

This course will form the basis of all American Sign Language courses to follow. Students will learn to communicate with facial expression and body movement.

225 AMERICAN SIGN LANGUAGE I

3 credits

A comprehensive beginning course in American Sign Language. Students will learn basic vocabulary and syntax in American Sign Language. Receptive and expressive skills will be developed.

Prerequisites: Education 125 and 120 or permission of the instructor.

226 AMERICAN SIGN LANGUAGE II

3 credits

A continuation of American Sign Language I, with additional emphasis on developing receptive and expressive knowledge of vocabulary and syntax.

Prerequisites: Education 125, 120 and 225 or permission of the instructor.

230 INTRODUCTION TO EDUCATION OF STUDENTS WHO ARE DEAF

3 credits

An introduction to Deaf Education. The historical background of education of students who are deaf as well as present and past trends, problems, and issues in the education of persons who are deaf will be discussed.

301 AMERICAN SIGN LANGUAGE III

3 credits

A continuation of American Sign Language II, with a more in-depth discussion of the principles of ASL. Presents further exposure to more sophisticated dialogues.

Prerequisite: Education 125, 120, 225, and 226 or permission of the instructor.

ENGLISH

Professors Phillips (Department Chair), Chambers, Mangan, Panek, Sapora, and Stevens; Associate Professors Regis and Dalton; Senior Lecturer N. Palmer, Lecturer Spence.

Areas of particular teaching interest:

Professor Phillips: colonial and nineteenth century American literature; Professor Mangan: creative writing, American literature, women's literature; Professor Panek: Renaissance literature, popular fiction; Professor Sapora:

Medieval literature, linguistics, literary theory; Professor Stevens: eighteenth and nineteenth century British literature, the twentieth century novel; Professor Regis: seventeenth and eighteenth century, expository writing; Professor Dalton: journalism.

Study of the English 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: 221, 222, 223, 224, 400, nine hours of Period Studies, including at least three from 230, 231, 332; six hours of Major Figures; Comparative Literature, six hours, including at least three from 219, 220; History 105, 106.

Desirable electives:

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

Other Educational Options in English:

Dual majors with Communication, Theatre Arts, 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.

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.

English Composition.

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.

Cross listed with Classics 201.

203 INTRODUCTION TO JOURNALISM
3 credits

A study of how the news media works in America, including its strengths, weaknesses, problems and priorities - with an emphasis on print journalism and journalists. Instruction is also offered in the art of news reporting and writing, including several news and feature story assignments as well as essays on news media performance. Some attention is also paid to media ethics, law and business pressures affecting the news media.

204 JOURNALISM II
3 credits

A course designed for those students who wish to develop advanced skills in news reporting and writing. Students learn and practice interviewing and other forms of news gathering, then apply those methods in a variety of news and feature stories, including speeches, press conferences, public opinion surveying, and subject profiles, a two-phase in-depth news story is done in lieu of a final exam. All students are required to write at least one story for *The Phoenix*, the student newspaper.

Prerequisite: English 203.

205 MEDIA ETHICS
3 credits

An examination of the various ethical dilemmas that confront journalists, including conflict of interest, payola, invasion of privacy, use of deception to gather news, and commercial pressures affecting media performance, among others. Students confront and analyze such problems and attempt to

find workable solutions without compromising journalistic integrity. Teaching aids include actual case studies, videos and guest speakers.

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.

225 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.

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.

SURVEYS

221 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.

222 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.

223 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.

224 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 and poetic forms, and to recurring themes. Among others, the works of Thomas More, Sidney, Wyatt, Spenser, Donne, and Milton are considered.

Humanities.

332 RESTORATION AND EIGHTEENTH CENTURY LITERATURE

3 credits

A study of British literature from 1660 to 1798, with primary emphasis on the literature of reason and neo-classical responses to the theory of the rational person.

Humanities.

333 THE ROMANTIC AGE

3 credits

A study of British Romanticism, emphasizing Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Scott, and Austen 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.

337 *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

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*, *A Midsummer Night's Dream*, and *Henry IV*.
Humanities.

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*.
Humanities.

360 *CHAUCE*
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.
Humanities.

363, 364 (*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.
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.

284 *MODERN AMERICAN DRAMA*
3 credits

The study of British and American drama as a type of literary expression.
Humanities.
Cross listed with Theatre Arts 284.

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.
Humanities.

381 (*FICTION*)
3 credits

The study of British and American fiction, either the novel or the short story as a type of literary expression.
Humanities.

382 (*POETRY*)
3 credits

The study of British and American poetry as a type of literary expression.
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 Professors Williams, D. Evergates and Motard-Noar, Assistant Professor Mohamed Esa, Instructor Henriette, Lecturers Fick and Valiela.

Areas of particular teaching interest:

Professor Deveny: Golden Age Spanish literature and Spanish cinema; Professor Williams: nineteenth and twentieth century peninsular literature; Professor Evergates: Greek and Latin; Professor Motard-Noar: nineteenth and twentieth century French literature; Professor Esa: German and Sociolinguistics; 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 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. January Term trips provide short-term study tours of major French, Spanish, or German speaking countries. Western Maryland also grants full academic credit for a number of programs 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; courses in Greek or Latin may count toward a minor in classics.

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. Nine 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.

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.*

Cross listed with Cross Cultural Studies 123.

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.

Foreign Language.

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:

- La Littérature de la Renaissance
- La Littérature et la Pensée du 20ème Siècle
- Le Theatre Classique
- Le Siècle des Lumières
- Le Réalisme, le Naturalisme, et le Symbolisme

Prerequisites, French 301, 302.

Humanities.

453, 454 ETUDES INDÉPENDANTES

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.

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.

Cross listed with Comparative Literature 123.

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

3, 3 credits

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

- Die deutsche Lyrik
- Goethe und Schiller
- Die Novelle des 19.ten Jahrhunderts
- Die Romantik
- Reformation, Renaissance, Humanismus
- Mann, Kafka, Hesse

Prerequisites: German 301, 302.

Humanities.

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.

foreign languages

GREEK

101, 102 ELEMENTARY GREEK

3, 3 credits

Fundamentals of grammar, basic vocabulary, reading and composition; Greek culture.

Offered in alternate years.

Foreign Language.

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

101, 102 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.

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.

Cross listed with Comparative Literature 125.

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.

Foreign Language.

223 CULTURAL HISTORY OF LATIN AMERICA

3 credits

Historical and contemporary culture of Latin America.

This course is taught in English.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural 223 and History 223.

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 Alspach, and R. Smith, 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 living 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 program of the college. Admission to the courses requires enrollment in the secondary social studies program or permission of the Education Department. *No major is offered in this field.*

316 GEOGRAPHY: A MODERN SYNTHESIS
3 credits

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

327 HISTORICAL GEOGRAPHY OF NORTH AMERICA
3 credits

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

HISTORY

Professors Darcy (Department Chair) and T. Evergates, Associate Professors Chase, 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, 259, 401 at least one Period course in each of the following: Ancient or European before 1789, Europe since 1789, and American, 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 the colonial period to 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.

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.
Cross listed with Cross Cultural Studies 113.

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.

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

3 credits

Historical and contemporary culture of Latin America.

This course is taught in English.

Cross-Cultural or Humanities.

Cross listed with Spanish 223 and Cross Cultural Studies 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, cultural and political change in modern America, with an emphasis on the period after 1945.

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 1865
3 credits

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

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.

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, 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 223 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.

Prerequisite. History 107 or 108, or permission of the instructor.

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. See the *Guidance Bulletin* for those courses which are required for minors.

107, 108 WOMEN IN WESTERN CULTURE

3, 3 credits

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

Certification in library science requires completion of a Master's degree program. The undergraduate courses listed below are required courses for students who are preparing to teach elementary grades 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, set theory and logic, singularity theory; Professor Boner: abstract algebra, combinatorics, graph theory; Professor Lightner: mathematics education, geometry, history of mathematics; Professor Clark: dynamical systems and Chaos, Markov Chains, Complex analysis; Professor Eshleman: applied mathematics, numerical analysis, programming languages.

The math department is dedicated to providing each math major with the highest level program that a student can manage, providing individual help and attention to each student. To accomplish this, in addition to our regular courses, we regularly offer advanced courses for one to four students whom we think will benefit from a particular subject. Recent courses have included Differential Topology, Galois theory, Set Theory, Tensor Analysis, and Chaos Theory and Dynamical Systems.

Every mathematics major who has applied to graduate school has been admitted to a highly ranked university and has received either a fellowship or a teaching assistantship. Alumni of our programs have gone on to do graduate work at such schools as Brandeis University, The University of California at Berkeley, Michigan State University, Washington University in St. Louis, and SUNY at Stony Brook.

Almost every graduate of our program is currently working in a professional position. Places of employment include IBM, Hewlett-Packard, the Pentagon, NASA, the National Security Agency, the Department of Defense, and various actuarial firms. Graduates of our mathematics education program are eagerly sought by school systems throughout Maryland.

BASIC MAJOR:

Required Courses:

Mathematics 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, Computer Science 106.

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-mathe-
matics 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.

110 CALCULUS FOR BUSINESS AND THE SOCIAL SCIENCES
3 credits

A heuristic approach to the basic techniques of cal-
culus, with a major emphasis on applications to
business and social science problems. Topics
include derivatives with applications to optimiza-
tion of functions of one and several variables, inte-
gration with applications, exponential and logarith-
mic 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 prob-
lems; definition of the integral; elementary applica-
tions of integrals. Prerequisite, Mathematics 107 or place-
ment 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 coordi-
nates, 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 sur-
face 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, measurement, reasoning and problem solving, and the basic concepts of algebra and geometry.

This course does not count toward the major in mathematics, and is open only to those students preparing to teach in the elementary school.

This course does not meet the Basic Liberal Arts Subjects Quantitative Analysis requirement.

207 APPLIED COMBINATORICS AND GRAPH THEORY
3 credits

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

Offered in 1992-93 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.

Cross listed with Computer Science 240.

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.

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.

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. Qualified students who are not candidates for such honors are admitted with the consent of the department.

406 *ABSTRACT ALGEBRA*
3 credits

A rigorous presentation of the theory of groups, rings, and fields through a study of selected topics, with emphasis on the study of groups, homomorphisms and isomorphisms of groups and rings, isomorphism theorems, Sylow theorems, ideals.

Prerequisite: Mathematics 221.

Offered in 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 Keller, Jr. (Department Chair); Major Navarro; Captain Drumheller; Master Sergeant McLaughlin, Jr.

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 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 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.

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 substantial book allowance and \$100 per month during the academic year; the College waives room costs for all three-year scholarship recipients.

Western Maryland College likewise supplements the Army's scholarship benefits for all students who enter the college as Army ROTC scholarship winners as a result of their participation in the nationwide Army ROTC scholarship competition for high school seniors. These scholarship recipients receive from the College the remaining 20% of tuition plus free room for all four years.

Non-scholarship cadets entering the junior year and choosing to do so sign a contract with the government. Like scholarship cadets, they receive \$100 per month during the academic year, plus pay for attending Advanced Camp, (six weeks of training during the summer between their junior and senior years), and 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.

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: Introduction to using a map and compass to navigate cross-country.

One class period and one practical leadership laboratory period a week, voluntary adventure training, tactical field training, and weapons firing off campus each semester.

201, 202 MILITARY HISTORY AND SCIENCE
2.5, 2.5 credits

First semester: A study of American military history. Emphasis on the strategy, tactics and planning of battles. Second semester: Continued study of American military history. The role of the military in support of national policy will be examined.

Two class periods and one practical leadership laboratory period a week. 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 Professor Boudreaux (Department Chair); Assistant Professor Caldwell; Senior Lecturer Kreider; Lecturers Bachman, Baxter, Bailey, Connell, Crowder, Eckard, Hooks, Horneff, Kirkpatrick, List, Seligman, Tippet, Thompson and Tseng.

Areas of particular teaching interest:

Professor Boudreaux: choir and music history;

Professor Caldwell: Band, Theory, Single Reeds.

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.

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

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 (one major instrument preferred); 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. Participation in a department musical performance group each semester in residence. Attendance at all department sponsored recitals. The department also offers a minor in music, certification in Music Education (7-12, either choral or instrumental) and a dual major in Musical Theatre.

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 periods (0.5 credit) to nonmajors or hour periods (1 credit) to majors and

minors. An extra tuition fee is charged for lessons.
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 two 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 two times a year. All styles of choral literature performed.

103 COLLEGE SINGERS
0 to 1 credit

Select groups of singers to perform unaccompanied small ensemble music of diverse styles.

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. Some aspects of instrumentation will be taught.

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.*

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.

122 VOICE CLASS, LEVEL 2

1 credit

Vocal instruction in a group setting, covering a variety of styles and techniques. A continuation of material covered in Music 121.

Prerequisite: permission of the instructor or Music 121.

123 STRING PEDAGOGY

1 credit

An analysis of the principles and practices current in the teaching of string instruments.

Prerequisite: permission of the instructor, one year of theory desired.

124 WOODWIND PEDAGOGY

1 credit

An analysis of the principles and practices current in the teaching of woodwind instruments.

Prerequisite: permission of the instructor, one year of theory desired.

125 PERCUSSION PEDAGOGY

1 credit

Covers important aspects of playing and teaching various percussion instruments through private lessons and percussion ensemble, as well as through listening to recordings and student research.

Prerequisite: permission of the instructor, one year of theory recommended.

126 BRASS PEDAGOGY

1 credit

Brass Pedagogy is a "hands on" instructional approach course on playing and teaching brass musical instruments with an emphasis on diagnosing and solving common problems encountered while teaching brass.

Prerequisite: permission of the instructor. One year of theory recommended.

127 VOCAL PEDAGOGY FOR SINGERS

1 credit

For the future vocal instructor or choral director: an overview of comparative vocal methods. Emphasis placed on the International Italianate School (Bel canto method).

Prerequisite: at least (2) semesters of applied voice or voice class.

128 MUSICAL THEATRE WORKSHOP

1 credit

An opera and musical theatre performance class. Fully stage presentations, without costumes, of scenes from the opera repertory and the American musical theatre.

Prerequisite: permission of the instructor.

129 VOICE PEDAGOGY FOR INSTRUMENTALISTS

1 credit

An analysis of the principles and practices in the teaching of voice.

Prerequisite: permission of the instructor.

150-160 PERFORMANCE ENSEMBLE

0 - 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. Special emphasis will be given to analysis.

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.

208 MUSIC IN THE UNITED STATES

3 credits

This course is designed to examine the development of music in the United States from colonial times to the present day. The impact of cultural and regional influences in American music will be discussed. This includes the music of the oral and written traditions. Special attention will be given to instrumental music. Classroom discussions will also include the rise of the pop/rock culture. A significant portion of this course will also be dedicated to American composers of the twentieth century.

210 FORM AND ANALYSIS

1 credit

Detailed study of the structural principles and forms of tonal music.

Prerequisite: Music 107 and 108 and permission of the instructor.

211 COUNTERPOINT

1 credit

Strict counterpoint in two or more parts; imitation and inventions; canon; forms based on the chorale; invertible counterpoint; the fugue.

Prerequisite: Music 107 and 108 and permission of the instructor.

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.

Cross-listed with Theatre Arts 216

217 LYRIC DICTION FOR SINGERS

1 credit

English/Italian/German Diction for Singers – a one-semester, highly-condensed study of English, Italian, and German lyric dictions for singers. The IPA (International phonetic alphabet) system of phoneticization will be used.

Prerequisite, one year of applied or class voice.

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.

Fine Arts.

265 SPECIAL STUDIES IN WORLD MUSIC

1 credit

A detailed study of the musical traditions of a selected ethnic heritage (i.e. Music of Eastern Africa, Music of the Caribbean, Music of South America, Music of Japan, etc.).

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.

311 INSTRUMENTAL CONDUCTING

1 credit

An analysis of the principles and practices of instrumental conducting. Development of conducting pattern skills, score analysis, rehearsal procedures, and program development.

Prerequisite, permission of the instructor, two years of music theory, basic keyboard skills.

313 CHORAL CONDUCTING

1 credit

An analysis of the principles and practices of choral conducting. Development of conducting pattern skills, score analysis, rehearsal procedures, and program development.

Prerequisite, permission of the instructor, two years of music theory, basic keyboard skills.

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

Professor Hartman (Department Chair);
Associate Professors Alles and Wu.

Areas of particular teaching interest:

Professor Hartman: history of philosophy, existentialism, social and political philosophy, ethics; Professor Alles: religions of South Asia and the Mediterranean world, history methods of the study of religion; Professor Wu: contemporary philosophy, East Asian studies, philosophy of science.

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

PHILOSOPHY

Philosophy has been called the queen of sciences because it deals with basic questions concerning our world and ourselves, the underlying ideas upon which the more specialized disciplines are based. Because its methodology is one of rigorous and critical thinking, students find it a valuable preparation for such fields as law, medicine, business, literature, history, and religion, to mention a few. Courses are offered in both the historical and contemporary perspectives, with many of them begin issue-oriented.

BASIC MAJOR:

Required courses:

At least thirty hours of philosophy, including 113, 114, one course in ethics, one course at the 300 level, and 441-442 (3 hours total).

Fifteen hours of electives. The department also offers a minor in philosophy.

Other Educational Options in Philosophy:

Dual major in Philosophy and Mathematics, Philosophy and Religious Studies, and special programs combining Philosophy and other disciplines.

101, 102 BASIC QUESTIONS

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 will deal with knowledge, meaning and existence. The second semester will deal with persons, society and values. Students may take either or both semesters.

Humanities.

105 CONTEMPORARY ISSUES IN ETHICS

3 credits

An introduction to basic ethical theories and their application to persons and social issues of our time such as abortion, euthanasia, capital punishment, the environment, sexism, racism, and civil disobedience.

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 Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant, whose systems comprise classical rationalism and empiricism.

Prerequisite: Philosophy 113.

Heritage Sequence 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.

Cross listed with Cross Cultural Studies 120.

202 ZEN AND CREATIVITY

3 credits

A study of Zen's way of life through a close look at the Zen practices and some art works which successfully express the Zen attitude in life.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 202

225 THE PHILOSOPHY AND PRACTICE OF TAI CHI

3 credits

Theory and practice of a Chinese meditative exercise which is calisthenics, martial art, breathing exercises, dance, meditation, and prayer altogether.

Cross-Cultural.

Cross listed with Cross Cultural Studies 225

209 EXISTENCE, ALIENATION, AND THE SEARCH

FOR MEANING

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.

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.

Cross listed with Business Administration 210.

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, Marx, Kierkegaard, Schopenhauer, and Nietzsche.

Humanities.

216 THE AMERICAN EXPERIENCE

3 credits

A study of major themes and concepts in American thought, drawing upon thinkers and writers from various periods such as the Pragmatists Peirce, James, and Dewey.

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.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 219.

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, law, and religion.

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.

Humanities.

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.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 302 and Religion 302.

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 pre-suppositions. Major consideration is given to the claim of scientific objectivity.

Humanities.

331 EPISTEMOLOGY

3 credits

A detailed examination of one or more approaches to the problems of the theory of knowledge.

Prerequisite: six hours of Philosophy.

332 METAPHYSICS

3 credits

A detailed examination of one or more approaches to the problems of the theory of reality.

Prerequisite: six hours of Philosophy

365, 366 (SPECIAL TOPICS IN PHILOSOPHY)

3, 3 credits

A topic of special interest in philosophy at an advanced level.

Prerequisite: three hours of philosophy.

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.

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, 6 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*

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.

Humanities or Social Sciences.

Cross listed with Sociology 206.

212 *MARTIN AND MALCOLM: THEIR LIVES AND THOUGHT*

3 credits

The examination of the contributions of Martin Luther King, Jr., and Malcolm X to American society; special attention will be paid to the subjects of Christianity and Islam, religion and politics, and the Civil Rights Movement, and Black Nationalism.

Humanities.

215 *PREJUDICE AND POWER: MINORITIES IN AMERICA, HONORS COURSE*

3 credits

A study of ethnic minorities, women, gay and lesbian communities to determine the relationship between prejudice and power in America.

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.

Cross listed with Cross Cultural Studies 221.

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.

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.

Cross listed with Cross Cultural Studies 256.

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.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 302 and Philosophy 302.

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).

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).

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.

Cross listed with Sociology 328.

HISTORICAL-INTERPRETIVE

201 COMPARATIVE MYTHOLOGY

3 credits

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

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 201, and Comparative Literature 201.

204 WOMEN AND RELIGION

3 credits

An examination of the contributions women have made to the world's religions, and of the ways in which religions have affected women's lives, positively and negatively.

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.

Cross listed with 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.

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 1993-94 and alternate years.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 228.

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.

254 RELIGIONS OF AFRICA AND THE NATIVE AMERICAS

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 and the native Americas.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 254.

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.

Cross Listed with Cross Cultural Studies 255.

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.

Fine Arts or Humanities.

Cross listed with Art 305, and Cross Cultural Studies 305.

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.

Cross-Cultural or Humanities.

Cross listed with Cross Cultural Studies 306.

365; 366; 465; 466 SPECIAL TOPICS 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.

442 SENIOR THESIS

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), Carpenter, Case, and Ober, Associate Professor Fritz, Assistant Professor Weyers, Lecturers Easterday, Keating, Lauret, Martin, Molley, Nibbelink, Seibert.

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 elementary-secondary school physical education. This K-12 certification program is approved by the Maryland State Department of Education.

BASIC MAJOR:

Required courses:

Physical Education 104, 131, 182, 184, 207, 222, 224, 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. Teacher Certification in elementary-secondary school physical education (K-12). A cooperative program in occupational therapy is 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 060-099, 160-189). This requirement may be satisfied by demonstration of competence or by completing courses chosen from the activity courses listed below.

Many 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 competency 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 competency areas. The same course may not be used to satisfy more than one competency 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 MOVEMENT

002 FENCING I

003 JUDO

005 WRESTLING

- 006 TRACK AND FIELD
- 007 SYNCHRONIZED SWIMMING
- 008 KARATE
- 009 RAPPELLING
- 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 RACQUETBALL I
- 083 KAYAKING
- 084 CANOEING II
- 085 EMERGENCY WATER SAFETY
- 092 RACQUETBALL 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 modern jazz 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 life-guarding. 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

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.

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.

Prerequisite: Mathematics 003 and 004.

230 ELEMENTARY SCHOOL PHYSICAL EDUCATION
3 credits

Analysis of the physical education program in the elementary school, selection of activities, skill development, teaching methods and materials, program planning, class organization, and evaluation techniques.

231-239 SPORTS COACHING

THEORY AND TECHNIQUES OF COACHING
THE SPORT LISTED.

231 BASKETBALL
1 credit

232 FIELD HOCKEY
1 credit

233 FOOTBALL
1 credit

234 LACROSSE
1 credit

235 SOCCER
1 credit

236 SOFTBALL/BASEBALL
1 credit

237 TRACK
1 credit

238 VOLLEYBALL
1 credit

239 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.

Prerequisite: Mathematics 003.

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 AND COMPUTER SCIENCE

Associate Professors Eshleman and Pagonis (Department Chair); Assistant Professor Guerra.

Areas of particular teaching interest: Professor Eshleman: programming languages, computer architecture numerical methods; Professor Pagonis: solid state physics, microcomputers, archaeological dating; Professor Guerra: laser based systems in environmental studies.

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: PHYSICS

Required courses:

Physics 101, 102, 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 deals with mechanics, special relativity, and heat. The second semester deals with electricity and magnetism, wave phenomena, and quantum physics.

Corequisites: Mathematics 117 or the equivalent or permission of the instructor. 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.

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.

Cross listed with Chemistry 402.

COMPUTER SCIENCE

No major is offered in this field.

Computing can be included in a student's major in several ways. 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 four public access microcomputer labs equipped with Macintosh and IBM microcomputers. These labs are open for students to access afternoons and evenings as use demands and are staffed by laboratory consultants who provide assistance to users.

101 INTRODUCTION TO COMPUTER-HUMAN INTERFACE

3 credits

A study of computer systems as a part of the larger social institutions and culture in which they are embedded. Topics include computer applications, computers and social issues, computers as an educational tool, as a productivity tool, and as a design tool, computer system components, and creating an application with Hyper Card.

105 ANALYTICAL PROBLEM SOLVING WITH COMPUTERS

3 credits

A study of the use of microcomputers to solve a wide variety of every day problems. Analytical techniques for using various applications effectively will be emphasized. This course will provide commands, the creation of batch files, hard disk management, and a variety of applications including spreadsheets, statistical programs, and data bases.

Prerequisite: Successful completion of the Arithmetic and Algebra Proficiency Tests.

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.

Cross listed with Mathematics 210.

213 DATA STRUCTURES
3 credits

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

Prerequisite: Computer Science 106.

251, 252, 351, 352, 451, 452 SPECIAL STUDIES IN
COMPUTER SCIENCE
0 to 3 credits

Directed individual study of various advanced topics in Computer Science.

301 ASSEMBLY LANGUAGE PROGRAMMING AND
COMPUTER ORGANIZATION
3 credits

An introduction to the structure and organization of computers and to the use of machine language programming and assembly language programming.

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 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.

365, 366 (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.

POLITICAL SCIENCE

Professors Weber (Department Chair) and H. Smith; Associate Professors Neal and Leahy.

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

The curriculum in political science is directed towards an understanding of national and international affairs with particular emphasis on preparing students for the study of law, for graduate school, and for responsibilities in political, administrative, educational, and social fields.

Opportunity is afforded to a limited number of students to participate in off-campus programs—the Drew University Semester at the United Nations or in Brussels, the Washington Semester at The American University.

BASIC MAJOR:

Required courses:

Political Science 101, 321, or 322; 401, or 402 and Statistics 215. Nine hours from American Government and Politics: 201, 202, 207, 216, 305, 308, or 319, and nine hours from International and Comparative Politics: 203, 204, 213, 307, 310, or 317. 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.

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.

205 SCOPE AND METHODS OF POLITICAL SCIENCE
3 credits

An examination of basic Political Science Research techniques with major emphasis on the following analytical approaches: Content Analysis, Systems Analysis, Structural Functionalism, Survey Research, and Statistical Analysis. This course is designed to provide students with the skills required for course work in the major.
Majors are required to take this course or Statistics.

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: WESTERN EUROPE
3 credits

A comparative analysis of the Western European governments of Great Britain, France, Germany, Spain, and Portugal. 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.
Cross listed with Business Administration 303.

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.

Cross listed with Cross Cultural Studies 310.

317 COMPARATIVE GOVERNMENT: NON-WESTERN POWERS, COMMONWEALTH AND CHINA

3 credits

A comparative course exploring the historical, cultural, social, political, and economic similarities and differences of the Commonwealth of Independent States, and the People's Republic of China. Both nations are compared in terms of their departures from Orthodox Marxism. Theoretical paradigms that attempt to predict the future of these regimes is also analyzed.

Cross-Cultural or Social Sciences.

Cross listed with Cross Cultural Studies 317.

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.

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 SENIOR SEMINAR

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, MO), or another accredited engineering school. Successful completion of this program qualifies students to receive the B.A. degree from Western Maryland College and the B.S. degree in engineering from the engineering school.

PRE-FORESTRY

The Western Maryland College pre-forestry program is designed to allow students to prepare for study at the Duke University School of Forestry and Environmental Studies. The program prepares students to enter Duke University either after three years of undergraduate study or after completion of the baccalaureate degree. Students who wish to enter Duke University after only three years at Western

Maryland College must meet the requirements of the "3-2 curriculum." Those who major in biology, chemistry, physics, economics, or business administration are also well-prepared for the program.

PRE-LEGAL

Law schools give preference to students with high grades and backgrounds of a broadly cultural and social education. A student may major in any department, but the most useful courses are those offering training in writing and speaking, literature, history, economics, political science and logic.

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, MO, and with Sargent College of Boston University, Boston, MA. Successful completion of this 5-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-MEDICAL AND HEALTH PROFESSIONS

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

Coordinators: Dr. Michael Brown, Dr. Carol Rouzer

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

PSYCHOLOGY

Professor W. Miller, Associate Professors Colyer (Department Chair) and Orenstein, Assistant Professor Hughes.

Areas of particular teaching interest: Professor Miller: abnormal behavior, adulthood and aging, psychotherapy, and clinical neuropsychology; Professor Colyer: learning, cognitive behavior modification, and developmental psychology; Professor Orenstein: human memory, psychophysiology of sleep, and perceptual learning; Professor Hughes: industrial psychology, organizational behavior, psychological assessment and 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 and are intended to provide the background for students electing a major to qualify for graduate study in psychology and related disciplines, to work in human service agencies (day care centers, rehabilitation departments, mental health clinics, youth service agencies, etc.), to prepare for social work through certification in social work, or to teach via certification in Elementary Education.

The department urges all interested and qualified students to pursue Departmental Honors via Special Studies in Psychology. This program encourages independent study and research.

BASIC MAJOR:

Required Courses:

Psychology 106, 201, 211, 216, 218, three hours from Psychology 329, 330, or 340 and at least twelve additional hours in psychology; Biology 111 or 118; Sociology 103; Statistics 215.

Desirable electives:

Computer Science 106, Philosophy 318, Statistics 216.

Other Educational Options in Psychology:

Dual majors in communications and Social Work, Teacher Certification-Elementary (1-6), Tracks in Brain/Behavior relationships, Clinical, and Industrial/Organizational concentrations. The department also offers a minor in psychology.

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, workplace issues, 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 four-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 behavioral 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.

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.

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.

220 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.

Cross listed with Business Administration 220.

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, workplace motivation, leadership, personnel psychology, 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.*

Cross listed with Sociology 308.

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, sleep, 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, and space, time and motion perception. *Social Sciences.*

335 HELPING RELATIONSHIPS/COUNSELING

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/COUNSELING

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 MIND/BRAIN: 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 Rees and Tait; Assistant Professors Galambos and Lemke; Instructor Valdez.

Areas of particular teaching interest: Professor Ashburn: criminology, law enforcement, complex organizations; Professor Rees: human relations in the work place, family; Professor Tait: social research, juvenile delinquency; Professor Galambos: gerontology and long term care; Professor Lemke: sociological theory; 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 nationally 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 101, 201 or 203; Psychology 106; Statistics 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. The department also offers a minor in Sociology.

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.

Cross listed with Cross-Cultural Studies 108.

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

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.

Cross listed with Psychology 204.

205 CRIMINOLOGY

3 credits

Theoretical aspects of criminal behavior as well as the justice system itself are examined in detail.

Social Sciences.

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 alternate years.

Humanities or Social Sciences.

Cross listed with Religion 206.

240 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 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 alternate years.

Social Sciences.

Cross listed with Cross-Cultural Studies 245.

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.

Cross listed with 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 prosecutors' 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.

Cross listed with Business Administration 316.

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.

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.

Cross listed with Business Administration 325.

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.

Cross listed with Religion 328.

Humanities or Social Sciences.

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 118; Economics 101; Political Science 207; Psychology 106, 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.

453, 454 SPECIAL STUDIES IN SOCIAL WORK

0 to 3 credits

Directed study planned and conducted with reference to the needs of those students who are candidates for honors in Social Work. *Qualified students who are not candidates for such honors but who desire to undertake special work in the department are also admitted.*

OFF CAMPUS PROGRAM

THE APPALACHIAN SEMESTER

Western Maryland College participates in a specialized program of study at Union College in Kentucky. The Appalachian Semester offers students a unique educational opportunity to devote their full time to studying the Appalachian region—its strengths, its problems, and its challenges.

SPANISH See Foreign Languages.

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 METHODS 3 credits

Emphasis on underlying assumptions, limitations, and practical applications of modern statistical methods. Specific statistical techniques such as time series analysis, analysis of variance, chi-square and non-parametric techniques, regression and correlation, multiple regression and correlation, index numbers, and decision theory; introduction of application of the computer to statistical analysis.

Prerequisite: Statistics 215 or Mathematics 324.

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.

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 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 Japan.

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.

006 STUDY ABROAD—UNIVERSITY OF HEIDELBERG
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.*

020 STUDY ABROAD—THE AMERICAN UNIVERSITY IN PARIS
10-30 credits

The course of study is a broad-ranging curriculum of liberal arts courses taught in English with additional course offerings in French. *Students can enroll in both French and English courses.*

THEATRE ARTS

Associate Professors Domser and R. Miller
(Department Chair).

Areas of particular teaching interest: Professor Domser: Design and Technical Production and Theatre Management; 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. Visiting professionals from the Baltimore/Washington area support our permanent faculty with specialized courses in performance. Coursework is further complemented by opportunities to participate in pro-

ductions 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, 319; nine hours from Theatre Arts 241, 242, 243, 244, 245, 247, 265, 266, 320, 328, 365, 366, 465, 466 (including three hours of Drama Workshop); six hours from Theatre Arts 216, 227; English 261, 262, 284; four hours from Theatre Arts 219, 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 the analysis and appreciation of theatre. The student receives an overview of dramatic theory and practice by reading and attending plays, studying critical evaluations of professionals and participating in classroom discussions.

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.

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.

Cross listed with Music 216.

219 *PERFORMANCE LABORATORY*
2 credits

An advanced practicum in acting associated with a production from the department's theatre season designated as the laboratory production, usually the final production of the season. The production is chosen to provide students with acting challenges at an advanced level.

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

A survey of major developments in Western theatre history and literature from the golden Age of Greece to the present. The first semester treats the theatre and drama of Ancient Greece and Rome; Medieval Europe; Italy, England, and Spain during the Renaissance; the French classical period; and the English Restoration. The second semester begins with the eighteenth century theatre in England, France and Germany and treats the emergence of the major modern styles of romanticism, realism, expressionism, epic theatre, and theatre of the absurd.

Heritage Sequence.

Cross listed with Comparative Literature 225, 226.

227 *CONTEMPORARY DRAMA*
3 credits

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

Cross listed with Comparative Literature 227.

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.)

241 *SCENE STUDY*
3 credits

An intensified course for those with some introductory coursework or experience. The technique used is based on the Stanislavsky system, and emphasizes organic acting, emotional truth, genuine talking, and authentic behavior. Scenes and monologues from contemporary plays will be studied, rehearsed, and preformed.

242 *THEATRE MANAGEMENT*
3 credits

An investigation of current theatre management practices, concentrating on production, promotion, and operation of an active theatre season. The student will become familiar with the function of box office manager, press agent, producer, theatre manager, and promoter through class projects directly related to the season of the Theatre Arts Department and Theatre On the Hill.

243 *LIGHTING DESIGN*
3 credits

An in-depth study of the function and creation of lighting designs for the theatre. Practical experience is provided through both hypothetical and realized design assignments.

244 *SET DESIGN*
3 credits

An in-depth study of the function and creation of scenic designs for the theatre. Practical experience is provided through both hypothetical and realized design assignments.

245 VOICE AND MOVEMENT FOR THE ACTOR
3 credits

A course introducing and exploring the range of techniques used in developing the potential of the actor's instruments: his own voice and body. Exercise will emphasize physical and vocal articulation, posture, proper breathing and disciplines of movement helpful to the actor. These exercises will be applied through work on texts and other forms of performance.

247 ACTING STYLES
3 credits

A practical acting course exploring the major styles required by great theatrical texts, from the Greeks to Theatre of the Absurd. Emphasis on text analysis and research, relevant exercises in imagination, voice and movement, and work on scenes and monologues.

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 credits

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

284 MODERN AMERICAN DRAMA
3 credits

A course combining traditional study of Modern American dramatic literature and theatre history with laboratory work in staging, acting, dramaturgy. This course will trace the development of characteristic American theatrical forms from the late nineteenth century to the present.

Humanities.

Cross listed with English 284.

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

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

319 DRAMA WORKSHOP
3 credits

A junior/senior seminar designed for theatre majors, minors and others interested in advanced problems in the interpretation and performance of theatrical texts. It is a laboratory course which emphasizes the relationship of textual analysis and research to the practical problems encountered by actors, directors, designers, and dramaturgs. A different set of theatrical texts is explored in different years, texts illuminating a genre, a theatrical style, or the work of a major playwright or group of playwrights.

320 DIRECTING
3 credits

Principles of staging the play through projects designed to provide a wide range of experience in approaching the particular problems of the director.

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.

Cross listed with Communication 328.

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.



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Meg Gobrecht, Residence Life Coordinator,
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Robert Philip Boner, Professor of Mathematics, A.B., Rockhurst College, A.M., Indiana University, Ph.D., University of Notre Dame. (1970)

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

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Joan Develin Coley, Professor of Education, Provost and Dean of the Faculty, 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)

Judith Coryell, Associate Professor of Education, B.S.N., San Diego State University, M.A., California State University, Ph.D., University of Rochester. (1994)

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

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

Elizabeth Jane DeGroot, Assistant Professor of Communication, B.A., Eastern Mountain College, M.S., Ph.D., University of Oregon. (1991)

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)

Richard W. Dillman, Assistant Professor of Computer Science, B.E.S., The Johns Hopkins University, M.S., Elmira College. (1981)

Ira F. Domser, Associate Professor of Dramatic Art, B.A., Utica College of Syracuse University, M.F.A., Boston University. (1981)

Michael G. Drumbheller, Captain, Field Artillery, Assistant Professor of Military Science, B.A., Lehigh University. (1984)

Linda Dudley, Assistant Professor of Education, B.S., University of Delaware, M.A., Ph.D., University of Maryland. (1992)

Catherine A. Easterday, Coach/Lecturer, B.A., Denison University. (1976)

Mohamed Esa, Assistant Professor of Foreign Languages, M.A., Ph.D., University of Heidelberg. (1994)

Linda Ruth Eshleman, Associate Professor of Computer Science and Director of Computing Services, B.S. Florida State University, M.A., Bowdoin College, Ph.D., University of Maryland. (1969)

Donna Evergates, Associate Professor of Foreign Languages and 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, Professor of Education and Acting Dean of Graduate Affairs, 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)

Colleen Galambos, Assistant Professor of Sociology and Social Work, B.S., B.S.W., Cornell University, M.S.W., University of Maryland. (1994)

David V. Guerra, Assistant Professor of Physics, B.A., Middlebury College, M.S., Ph.D., The American University. (1994)

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'Études Littéraires. (1990)

David Webb Herlocker, Professor of Chemistry, B.A., Knox College, M.S., Ph.D., University of Illinois. (1966)

Sherri Lind Hughes, Assistant Professor in Psychology, B.A., Davidson College, M.S., Ph.D., Georgia Institute of Technology. (1989)

Esther Mildred Iglich, 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)

Timothy F. Keating, Coach/Lecturer and Head Football Coach, B.A., Bethany College, M.A., DePauw University. (1993)

Bayard T. Keller, Jr., Lieutenant Colonel, Air Defense Artillery, Professor of Military Science, B.A., Stetson University, M.A., Lynchburg College. (1984)

Ramona Kerby, Assistant Professor of Library Science, B.A., Texas Wesleyan University, M.Ed., Texas Christian University, M.L.S., Ph.D., Texas Woman's University. (1994)

Alton Dennis Law, Professor of Economics, B.S., M.S., West Virginia University, Ph.D., Rutgers University. (1966)

Debra Clements Lemke, Assistant Professor of Sociology, B.S., M.A.EXT., University of Georgia, Ph.D., Iowa State University. (1994)

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, Assistant Professor of Art History, B.A., M.A., Michigan State University, Ph.D., The Pennsylvania State University. (1990)

Kathy Steele Mangan, Professor of English, B.A., Denison University, M.A., Ph.D., Ohio University. (1977)

Rebecca L. Martin, Coach/Lecturer and Women's Head Basketball Coach, B.A., M.Ed., Western Maryland College. (1981)

Jasna Meyer, Assistant Professor of Communication, B.A., Fontbonne College, M.A., University of Missouri. (1994)

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, Associate Professor of Business Administration, B.S., M.Ed., Towson State University, M.B.A., Mt. St. Mary's College. (1983)

Carole J. Molloy, Coach/Lecturer and Head Volleyball Coach, B.A., M.Ed., Western Maryland College. (1993)

Martine Motard-Noar, Associate Professor of French, Certificat de Didactique des Moyens Audio-Visuels, Maîtrise, Université de la Sorbonne; Ph.D., University of Nebraska, Lincoln. (1989)

Ruben Navarro, Major, Field Artillery, Assistant Professor of Military Science, B.B.A., Cameron University. (1989)

Charles Edward Neal, Associate Professor of Political Science, B.A., Luther College, M.A., Iowa State University, Ph.D., University of Minnesota. (1978)

Christianna Nichols Leahy, Associate Professor of Political Science, B.A., The American University, M.A., Ph.D., Georgetown University. (1984)

Gregg S. Nibelink, Coach/Lecturer and Head Athletic Trainer, B.S., Towson State University, M.S., The Ohio State University. (1990)

Alexander George Ober, Professor of Physical Education, B.A., M.Ed., Western Maryland College, Ph.D., University of Maryland. (1969)

Michael J. O'Loughlin, Assistant Professor of Chemistry, B.A., Western Maryland College, Ph.D., California Institute of Technology. (1992)

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 CUNY, 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)

LeRoy Lad Panek, Professor of English and Director of Corporation and Foundation Relations, B.A., Marietta College, M.A., Lehigh University, Ph.D., Kent State University. (1968)

Louise Anne Paquin, 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)

Carol Jean Quinn, Reference Librarian and Instructor of Library Science, 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, Laurence J. Adams Distinguished Chair in Special Education, B.A., M.Ed., Western Maryland College, Ed.D., University of Denver. (1973)

Robert Patrick Reed, Associate 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., The 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, Associate Professor of Education and Assistant Dean of Academic Affairs, A.B., Princeton University, M.Ed., Ph.D., University of New Orleans. (1989)

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, Associate Professor of Chemistry, B.A., Western Maryland College, Ph.D., M.D., Rockefeller University and Cornell University Medical College. (1989)

Robert William Sabora, Professor of English, B.A., University of Illinois; M.A., Ph.D., University of Connecticut. (1971)

Mary Lee Schmall, Laboratory Instructor, A.B., Western Maryland College. (1964)

David G. Seibert, Coach/Lecturer, B.A., M.Ed., Western Maryland College. (1980)

Ethan Abba Seidel, Professor of Economics and Business Administration and Vice President for Administration and Finance, B.A., The Johns Hopkins University; M.B.A., Wharton Graduate School, University of Pennsylvania; Ph.D., The Johns Hopkins University. (1969)

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)

Robert Joseph Weber, 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)

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)

COLLEGE FELLOW

Edward Regis, B.A., Hunter College, M.A., Ph.D., New York University.

DREYFUS TEACHING RESEARCH FELLOW

Susan Ensel, B.A., Union College, Ph.D., The Pennsylvania State University. (1993)

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)

David Kreider, Senior Lecturer in Music, B.M., M.M., Peabody Conservatory of Music, D.M.A., The Catholic University of America. (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

Ms. Sheryl Bailey, Lecturer in Music, B.M., Berklee College of Music.

Patricia Read Barnhart, Lecturer in Education, B.S., Towson State University, M.L.A., Western Maryland College.

Garth W. Baxter, Lecturer in Music, B.A., Pepperdine University, M.A., California State University.

Richard Blanchard, Lecturer in Education, B.A., B.S., M.Mus., University of Maryland, M.S., Bowie State 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.

James C. Borra, Lecturer in Economics and Business Administration, B.A., Harvard University, M.B.A., Loyola College, J.D., Georgetown University Law Center.

Gretchen G. Brownley, Lecturer in Education, B.A., M.Ed., Western Maryland College.

Michael J. Connell, Lecturer in Music, B.A., Duquesne University.

Douglas Crowder, Lecturer in Music, B.M., Westminster Choir College, M.C.M., Southern Baptist Theological Seminary, D.M.A., Peabody Institute of The Johns Hopkins University.

Joy Dain, Lecturer in Education, B.S., University of Akron.

Alan DeGennaro, Lecturer in Education, B.S., Michigan State University, M.A., University of Maryland.

Donna Clark Dennison, Lecturer in Education, B.S., University of Maryland.

Victoria Diane Diange, Lecturer in Education, B.A., Towson State University, M.A., Bowie State College.

Molly Harrington Dugan, Lecturer in English, B.A., University of Baltimore, M.Ed., Loyola College.

Steven C. Eckard, Lecturer in Music.

Ronald E. Elwell, Lecturer in Education, B.S., University of Maryland, M.Ed., The Johns Hopkins University.

Judith A. Ferencz, Lecturer in Music.

Barbara W. Fick, Lecturer in Spanish, Licentiate, University of Chile, M.A., Ph.D., University of Maryland.

Barry D. Gelsinger, Lecturer in Education, B.A., Towson State College, further studies Loyola College.

Joanne Geppert, Lecturer in Education, B.S., Gallaudet College, M.Ed., Western Maryland College.

Donald P. Hall, Lecturer in Education, B.S., University of Maryland, M.S., The Johns Hopkins University.

Janet R. Halman, Lecturer in Education, A.B., West Liberty State College, M.Art Ed., Towson State University.

O. Kenneth Hankins, Lecturer in Art, B.F.A., Maryland Institute College of Art, M.S., Alfred University.

Gina Hicks, Lecturer in Education, B.S., Towson State University.

Ann H. Hirsch, Lecturer in Education, B.S., William Woods College, M.Ed., Western Maryland College.

David Allen Hirsch, Lecturer in Education, B.S., Gallaudet University, M.S., Western Maryland College.

Norma Hooks, Lecturer in Music.

Donald Horneff, Lecturer in Music, B.S., Elizabethtown College.

Scott M. Hottle, Lecturer in Education, B.S., Empire State College.

Larry Houser, Lecturer in Education, B.S., University of Wisconsin, M.Ed., Ph.D., The Pennsylvania State University.

Ibrahim Kargbo, Lecturer in History, B.A., St. Augustine's College, M.A., Howard University.

Steve Kerby, Lecturer in English, B.A., Texas Wesleyan University.

Gurudharm Singh Khalsa, Lecturer in Philosophy and Religious Studies, B.A., Kalamazoo College, M.A., University of Chicago, Ph.D., Theological Union.

Linda Kirkpatrick, Lecturer in Music, B.M., M.M., North Texas State University.

Janice Knight, Lecturer in Education, B.S., Edinboro University, M.S., Western Maryland College.

Christine Krebs, Lecturer in Education, B.S., University of Maryland, M.Ed., Western Maryland College.

Ken List, Lecturer in Music.

Peter R. Litchka, Lecturer in Education, B.A., State University of New York, M.S., The Johns Hopkins University.

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.

Richard McPartland, Lecturer in Education, B.S., Western Maryland College, M.Ed., Towson State University.

Steven Miller, Lecturer in Theatre Arts, B.A., State University of New York, M.F.A., Illinois State University.

Nicole Francine Veraa Minnick, Lecturer in Foreign Languages, B.A., Moravian College, M.A., Ph.D., University of Maryland.

Robert E. Mitchell, Lecturer in Education, B.A., M.Ed., Western Maryland College.

Catherine O'Callaghan, Lecturer in Philosophy and Religious Studies, B.A., Fordham College, M.A., Weston School of Theology.

Robert D. Padden, Lecturer in Education, B.A., Gallaudet University, M.Ed., Western Maryland College, M.A., California State University.

Raymond Pennoyer III, Lecturer in Philosophy and Religious Studies, B.S., Fairfield University, M.Div., Gordon-Conwell Theological Seminary, Ph.D., The Johns Hopkins University.

Sherry Peters, Lecturer in Education, A.A., Auburn Community College, B.S., State University of New York, M.S., State University of New York.

Janet M. Powers, Lecturer in Philosophy and Religious Studies, B.A., Bucknell University, M.A., University of Michigan, M.A., University of Wisconsin, Ph.D., University of Wisconsin.

Linda V. Pugh, Lecturer in Education, B.S., Towson State University, M.Ed. Western Maryland College.

Hannah Randall, Lecturer in Education, B.S., Towson State University, M.S., The Johns Hopkins University.

Robert F. Redmond, Lecturer in Education, B.S., Georgetown University, M.Ed., Ph.D., University of Maryland.

Sue Ott Rowlands, Lecturer in Theatre Arts, B.S.E., Oklahoma Christian College, M.F.A., University of Oklahoma.

Mary Lee Younger Schmall, Laboratory Assistant and Lecturer in Biology, B.A., Western Maryland College.

Jonathan D. Seligman, Lecturer in Music, B.S., Regents College, M.A., Berklee College.

J. Pierre Sevigny, Lecturer in Education, B.S., Gallaudet University, M.S., 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.

Phyllis Sonnenleiter, Lecturer in Education, B.A., Frostburg State College, M.A., Loyola College.

Christina L. Sparr, Lecturer in Education, B.A., University of Maryland, M.Ed., Western Maryland College.

Suzanne Tevis, Lecturer in Education, B.A., M.Ed., Western Maryland College.

Paul Tseng, Lecturer in Music, B.Mus., The Julliard School.

Larry G. Tyree, Lecturer in Education, B.S., Frostburg State College, M.Ed., Bowie State College.

Janice Valdez, Lecturer in Physics, B.A., University of Denver, M.S., University of Idaho, Ph.D., University of Wisconsin.

Isabel Valiela, Lecturer in Spanish, B.A., State University of New York at Albany, M.A., New York University, Ph.D., Duke University.

Elizabeth Van den Berg-Toperzer, Lecturer in Theatre Arts, B.A., San Francisco State University, M.F.A., New York University.

Linda Van Hart, Lecturer in Art, B.S., Western Maryland College, M.Art Ed., Towson State University.

John T. Willis, Lecturer in Business Administration, B.A., Bucknell University, J.D., Harvard Law School.

LIBRARIANS

Katharine M. Falconer, Assistant Librarian, B.A., M.L.A., Western Maryland College. (1968)

Judith Falzon, Acquisitions Librarian, B.A., M.A.T., Pacific University, M.L.S., Indiana University.

H. David Neikirk, Director, A.B., Rockhurst College, M.A., University of Oklahoma, A.B.D., University of Wisconsin, M.L.S., University of Rhode Island. (1987)

Carol J. Quinn, Associate Librarian, B.A., University of Florida, M.A., University of Minnesota, M.A., University of Florida. (1972)

Jane F. Sharpe, Assistant Librarian, B.S., Millersville University, M.L.A., Western Maryland College. (1970)

VISITING FACULTY

Janet Ellen Conley, Visiting Assistant Professor of Deaf Education, B.S., M.Ed., Western Maryland College, Ph.D., New York University. (1993)

Stephen Guthrie, Visiting Assistant Professor of Education, B.S., Lock Haven University, M.Ed., Western Maryland College.

Suzanne N. Olsh, Instructor in English, B.A., M.L.A., Western Maryland College. (1994)

Katharine Munzer Rogers, Visiting Adjunct Professor of History, B.A., Barnard College, Ph.D., Columbia University.

Mary Skinner, Visiting Assistant Professor of History, B.A., Bryn Mawr College, M.A., Columbia University, Masters of Theological Studies, Weston School of Theology, Ph.D., Syracuse University.

Amy Marie Yerkes, Instructor in English, B.A., M.A., The Pennsylvania State University.



The following endowed scholarships are designed to provide financial assistance for students enrolled at Western Maryland. Full information is available from the Financial Aid Office.

The Armiger Family Endowed Scholarship Fund.

Established in 1994 by Louis Earl Armiger, Class of 1964, and Mary Armiger, his wife. This scholarship is to be awarded to a student preparing for a career as a business entrepreneur. Preference will be given to a student who is an American citizen and who has demonstrated financial need.

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

The Ballard-McDonald Treasure Seekers Scholarship Fund.

Established in 1987 by Virginia Sweeney Ballard, Class of 1942, Worthy Grand Matron, and Robert D. McDonald, Worthy Grand Patron 1986-87, of the Grand Chapter of Maryland Order of the Eastern Star, as the Grand Matron's special project in Education of the Deaf. The scholarship is 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 Arthur G. "Otis" Broll Endowed Scholarship Fund.

Established in 1992 in honor of Arthur G. Broll, Class of 1929 and Trustee Emeritus, on the occasion of his induction into the Western Maryland College Sports Hall of Fame by his sons, Arthur Jr., Charles, and William, to honor their father's lifetime service and loyalty to the College. This scholarship is awarded annually to deserving students who have achieved or shown potential in both academics and in extracurricular activities, and who have demonstrated financial need.

The Franklin L. Byers and Louise C. Byers Memorial

Scholarship Fund. Established in 1984 through the bequest of Louise C. Byers, because of the family's long-time interest in Western Maryland College, to provide scholarships for students demonstrating excellent scholarship.

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

The Class of 1932 Scholarship Fund. Established in 1988 as a memorial to the members of the Class of 1932.

It provides scholarships to students who demonstrate a true interest in academic pursuits; participation in community service activities will be considered as a positive factor in favor of an applicant.

The Class of 1939 Extra Mile Scholarship Fund.

Established in 1994 by the Class of 1939 in honor of their 55th reunion.

The Class of 1962 Scholarship Fund.

Established in 1987 on the occasion of their 25th reunion as a memorial to the members of the Class of 1962 to provide scholarships to students who demonstrate a true interest in academic pursuits.

The Class of 1963 Scholarship Fund. Established in 1988 on the occasion of their 25th reunion as a memorial to the members of the Class of 1963 to provide scholarships to students who demonstrate a true interest in academic pursuits.

The Katharine H. Clower Memorial Scholarship Fund. Established in 1988 by Dr. Richard A. Clower, Class of 1950, in memory of and in tribute to his beloved wife Kay, MEd. Class of 1973.

The James F. and Hazel Gompf Coleman Scholarship Fund. Established in 1984 by the children of James F., Class of 1938, and Hazel Gompf Coleman, Class of 1938, in memory of their parents. It is to be awarded annually to a returning student (sophomore, junior, or senior) from the Eastern Shore with at least a B average.

The Laura Panebaker Darby Scholarship Fund. Established in 1991 through a bequest by Laura Panebaker Darby, Class of 1919. This scholarship is awarded annually to Carroll or Frederick County students.

The Hugh '69 and Kathy Dawkins Scholarship Fund. Established in 1989 by Hugh '69 and Kathy Dawkins. This fund is to provide scholarships to students who demonstrate a true interest in academic pursuits and involvement in student organization leadership.

The Julie Ann Dawson Memorial Scholarship Fund. Established in 1990 by Chet and Julia Dawson in memory of their daughter, Julie Ann Dawson, Class of 1973. This scholarship is awarded annually to a student who demonstrates financial need, with preference given to a student majoring in the arts.

The 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 Ruth G. Elderdice Memorial Scholarship Fund. Established in 1991 in memory of Ruth G. Elderdice, Class of 1934, by her loving husband, Lloyd M. Elderdice, Class of 1933, to assist worthy students in completing their education.

The Joseph Englar Scholarship Fund. Established through the 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 Floise 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 Mr. 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 F. Flogate Memorial Scholarship Fund.

Established by Rena F. Kennedy in 1975 in recognition of her brother, an alumnus of the Class of 1904.

The Benjamin F. Flogate and Rena F. Kennedy Scholarship Fund.

Established in 1991 by a bequest of Rena F. Kennedy, Class of 1909.

The Charles '32 and Lois Forlines Scholarship Fund.

Established in 1988 as a tribute to Charles and Lois Forlines, two people devoted to Western Maryland College. In addition to demonstrated need, the recipient must have and maintain at least a 2.5 GPA, and be of exemplary moral character.

The Arthur Pur and Amanda Clark Forsyth Memorial Scholarship Fund.

Established by M. J. Grove in memory of the parents of his mother, a member of the Class of 1897.

The Sterling F. "Sheriff" and Virginia Karow Fowble Memorial Scholarship Fund.

Established in 1993 to honor the lives of Sterling F. "Sheriff" Fowble, Class of 1936, and Virginia Karow Fowble, Class of 1939. This fund recognizes and celebrates their devotion to young people in Baltimore and their love for the game of baseball. The endowment assists worthy students in completing their education. Preference will be given to outstanding students who have a demonstrated history of participation in extracurricular activities while at Western Maryland College.

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 Mae Rowe Geist Endowed Scholarship Fund.

Established in 1992 through the bequest of Mae Rowe Geist, Class of 1923, to provide scholarship aid.

The Hering Leister Giggard Educational Fund.

Established by Gertrude Giggard, in recognition of her brother, to provide scholarships to the handicapped not otherwise able to obtain a college education.

The 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 Stephen Haje Memorial Scholarship Fund.

Established in 1985 in memory of Stephen Haje, Class of 1974, by his parents as a tribute to their beloved son. The scholarship is awarded annually to students majoring in art.

The 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 Gerald W. Hopple Memorial Scholarship Fund.

Established in 1991 by family, friends, and classmates of Gerald W. Hopple, Class of 1971. This scholarship is awarded to a student who best exemplifies Jerry's love for the college and his dedication to work, country, and academic discipline. The recipient must be an upperclassman majoring in political science who maintains a minimum 3.0 GPA.

The Dr. Alvey Michael Isanogle Memorial Scholarship Fund.

Established in 1952 as a memorial to Dr. Isanogle, who joined the WMC faculty in 1920 and for most of his career served as dean of the School of Education. It provides scholarships to students who demonstrate a true interest in academic pursuits.

The Philip J. and Doris L. Jenkins Scholarship Fund.

Established by Mr. and Mrs. Jenkins in 1974.

The Virginia Hastings Johns Class of 1927 Scholarship Fund.

Established in 1993 through the bequest of Virginia Hastings Johns, Class of 1927, to assist worthy students with the cost of tuition, room and board.

The Dorothy Reed Johnson Memorial Fund.

Established in 1989 through the bequest of Dorothy Reed Johnson, Class of 1929.

The Florence Johnson Memorial Scholarship Fund.

Established by Mrs. George S. Johnson of the Class of 1921. The income is used annually to provide assistance to a student preparing for full-time Christian service in music.

The Harry C. Jones Scholarship Fund.

Established through the bequest of Professor Harry C. Jones. It is awarded to two seniors, one in the chemistry Department and one in the physics department.

The Dr. John Bayley Jones Scholarship Fund.

Established in 1985 by the Frostburg United Methodist Church and his many friends and colleagues in honor of the 50th year of Dr. Jones' ordination. It is 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. Carlisle 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. Carlisle 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 Charles W. and Sharon F. Manning Scholarship Fund. Established in 1993 by Charles W. and Sharon Fischer Manning, both members of the Class of 1965. It is to be awarded annually to a female student in a field of study which emphasizes mathematics and/or quantitative analysis; preference will be given to a student with financial need who has achieved or demonstrated potential in both academic and extracurricular activities.

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 qualities for which Dean McCormick is remembered: concern and love for college community, caring for others in a humane manner, and high personal and academic integrity.

The John P. McGlaughlin Memorial Scholarship Fund. Established in 1988 by Pete McGlaughlin, Class of 1970, in memory of his father, Class of 1941. Preference is given to those students who are spirited and whose academic and human potential would benefit from wise and sensitive support and counsel as they seek direction to their lives, and to those who enjoy and participate in extracurricular activities.

The Mund Scholarship Fund. Established in 1969 by Allan W. Mund as a celebration of his life and total commitment to education and service to others. This loyal member of the Western Maryland College community is a distinguished businessman, dedicated church member, devoted family man, and trustee of the college, who gave of his time to serve as acting president of the college in 1970. This scholarship is awarded to a deserving junior or senior, not necessarily based on financial need. The student must have earned at least a 3.0 GPA. Major factors in the selection will be the student's involvement in on- and/or off-campus organizations, moral character, and contribution to the college community.

The 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 Nicodemus Scholarship Fund. Established in 1993 through the bequest of John V. Nicodemus, Class of 1903, in memory of his father and mother.

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- 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, Md., and southwest Virginia.

The Anne Dexter Randle Memorial Scholarship Fund. Established by family and friends in memory of Anne Dexter Randle, Class of 1941.

The Ridgeway-Knott Scholarship Fund. Established in 1978 by Ethel Grace Ridgeway for a deserving pre-ministerial student in consideration of the wishes of her nephew, Clarence Knott.

The Ruth B. Rosenberg Scholarship Fund. Established in 1992 in memory of Ruth B. Rosenberg in recognition of her long-time interest in improving the access of qualified students to higher education.

The Isabel I. Royer Biology Scholarship Fund. Established in 1990 through the bequest of Dr. Isabel I. Royer to assist and recognize students demonstrating aptitude, interest, and academic achievement in biology.

The Isabel I. Royer Scholarship Fund. Established in 1990 through the bequest of Dr. Isabel I. Royer. This scholarship is to be awarded to any student who demonstrates financial need and academic promise.

The Jesse C. and Ruth H. Royer Scholarship Fund. Established in 1988 through the bequest of Ruth H. Royer as a tribute to Jesse and Ruth Royer. The recipient must have and maintain at least a 3.0 GPA and be of exemplary character.

The Reverend Russell Wells Sapp Memorial Scholarship Fund. Established in 1979 by the family and friends of Russell Sapp, Class of 1923.

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

The Donna Sellman Alumni Children Grant Fund. Established in 1986 by Donna DuVall Sellman, Class of 1945, to provide grants to incoming students who are children of WMC alumni. The recipients must meet the following minimum standards to qualify: freshman—1100 combined SAT score and 3.5 GPA in high school; sophomore transfer—3.2 GPA in college or the freshman standards; be recognized for outstanding participation in extracurricular activities in high school and a stated intent to participate in student activities in college.

The J. S. Reese Shanklin Scholarship Fund. Established in 1994 through the bequest of Mildred Shanklin in memory of her father.

The 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, Charlotte Haile Smyth and J. Donald Smyth, Sr., both of the Class of 1948, as a living memorial to James D. Smyth, Jr., Class of 1971. This scholarship is 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 Margaret Lee Tawes Scholarship Fund. Established in 1987 by Margaret Lee Nelson Tawes, Class of 1932. This scholarship is awarded annually to a student with a major or minor in music with preference to students from the Delmarva Peninsula. The recipient must maintain a B average to have the scholarship renewed.

The Dr. Charles Roberts Thomas Scholarship Fund. Established in 1968 by Dr. Thomas, a member of the Class of 1911.

The G. Frank Thomas Scholarship Fund. Established in memory of Mr. Thomas who graduated from Western Maryland College in 1908 and was a trustee from 1951-1965. It is awarded annually to residents of Frederick County.

The Theron Barker Thompson Memorial Scholarship Fund. Established in memory of his father by Ernest Thompson, award-winning playwright, to support scholarships for students from Carroll County pursuing studies in the field of the fine or performing arts. Dr. Thompson was a member of the faculty of the college for 13 years, 1961-1974.

The Metro J. Truly, Jr. Memorial Scholarship Fund. Established in 1983 by the family and friends of Metro J. Truly, Jr., Class of 1979.

The Henrietta Roop Twigg Memorial Scholarship Fund:

Established in 1979 by Mr. and Mrs. Eugene Willis, Classes of 1934 and 1935, in memory of Henrietta Roop Twigg, Class of 1913. The scholarship is to be awarded annually to a student majoring in music.

The William Tyeryar Scholarship Fund: Established in 1993 through the bequest of Dorothy T. Tyeryar in memory of her husband, William H. Tyeryar, Class of 1937. It is to be awarded to students studying the natural sciences or entomology.

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 '39 as a celebration of his life. It is to provide scholarships to students majoring in biology and entering his/her senior year with at least a 2.5 GPA.

The C. Harry Wahmann Memorial Scholarship Fund:

Established in 1984 in memory of C. Harry Wahmann, devoted trustee of the college. It is to be awarded annually to students with superior academic credentials.

The Margaret Wampler 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 William A. and Gladys B. Weech Endowed Scholarship Fund:

Established in 1992 through the bequest of Gladys B. Weech, Class of 1927, to assist needy students in pursuing an education.

The 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 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 Anna Mary Gallion Wilson Memorial Scholarship Fund:

Established in 1991 in loving memory of Anna May Gallion Wilson, Class of 1931, by her husband, Frank K. Wilson. The scholarship is awarded annually to a student who demonstrates financial need.

The W. Wilson Wingate Memorial Scholarship Fund.

Established in 1981 by his sister, Carolyn W. Todd, in honor of his self-sacrificing devotion to his family and his concern for and support of all young athletes.

The William R. Winslow Scholarship Fund. The income from this fund provides scholarships based on financial need.

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 for scholarship support. The following is the current list of donors and the special purpose of their grants:

The Baltimore Alumni Chapter Scholarship. This scholarship is awarded to an entering freshman from Baltimore.

The Baltimore Sun/ICFM Citizen Scholar. This scholarship is awarded through ICFM to a worthy student based on academic record and commitment to community service.

The William E. Beatty '40 Scholarship. Established in commemoration of the 50th reunion of the Western Maryland College Class of 1940, this scholarship is awarded annually to a student demonstrating financial need.

The Frederick W. Callahan Memorial Scholarship.

Established in 1991 by Judith Callahan Klitzberg, Class of 1963, and Richard Klitzberg, Class of 1963, this scholarship is awarded annually to an upperclass

female student with demonstrated financial need who is majoring in biology and who aspires to a career in medicine. First preference will be given to a senior.

The Beulah and John Farson Annual Memorial Scholarship.

Established in 1992 by Mary Todd Griffiths in memory of her first husband, John Farson, and his mother, Beulah Farson. This scholarship is awarded annually to assist a worthy student who has graduated from the public school system in Worcester County, MD. The recipient must be a student in good standing, must demonstrate good citizenship and must participate in extracurricular activities.

The Goldsmith Foundation Scholarship. This scholarship is awarded to students as an incentive to begin their teaching careers in metropolitan Baltimore schools following graduation and teacher certification.

The Hoover Scholarship. This scholarship in honor of Samuel H. and Elsie W. Hoover is awarded to deserving students to help defray the costs of tuition, room and board. Preference is given to students who are members of the United Methodist Church.

The James M. Johnston Trust for Charitable and Educational Purposes Scholarship. A tradition since 1981, this scholarship is awarded to graduate or undergraduate students preparing for a career in educating the deaf.

The Henry Buckingham Kimmey Annual Scholarship. A tradition since 1987, this scholarship is awarded to a sophomore from Carroll County who demonstrates both financial need and high academic promise.

The Richard and Judith Callahan Klitzberg Annual Scholarships. Established in 1992 by Judith Callahan Klitzberg, Class of 1963, and Richard Klitzberg, Class of 1963. Awards from this fund will be made to a prospective female freshman student and a prospective male student with demonstrated financial need who are accepted for admission to Western Maryland College.

The Samuel and Lillian Klitzberg Memorial Scholarship:

Established in 1991 by Judith Callahan Klitzberg, Class of 1963, and Richard Klitzberg, Class of 1963, this scholarship is awarded annually to an upperclass male student with first preference given to a senior, who has achieved a recognized level of distinction both in academics and in extracurricular activities, and who has demonstrated financial need.

The John J. Leidy Foundation Scholarship: First awarded in 1977, this scholarship is given to a student based upon demonstrated need and reasonable academic standards.

The Klein and Mary Lee Leister Scholarship: Established in 1994 by Klein, Class of 1943, and Mary Lee Leister to recognize a teacher from the western shore among those selected as "Maryland Teacher of the Year" by the Maryland State Department of Education.

The Loans Foundation Scholarship: Awarded annually, this scholarship provides support for a student from Frederick County, Maryland. Preference is given to those students who are orphans or from broken homes, those demonstrating financial need, those with outstanding academic records, and those who intend to pursue a career in public service in fields such as teaching, nursing, or social work.

The MacPherson Fund Scholarship: Formerly the Cambridge Rubber Company Scholarship, first given in 1954, this scholarship is awarded to a local student, preferably from Taneytown.

The Charlotte W. Newcombe Foundation Scholarship: This scholarship is awarded to handicapped students who demonstrate need.

The Opportunity Scholarship: This fund provides two half-tuition scholarships to a black student who demonstrates need.

The Duane L. Peterson Memorial Scholarship: This scholarship is awarded annually to a student with financial need.

The Board of Beneficence of St. John's I.M.P. Church Scholarship: This scholarship is awarded to students from the Baltimore area with financial need.

The UPS Scholar: This scholarship is awarded through ICFM.

The USE&G Scholarship: This scholarship is awarded through ICFM to a worthy student based on academic record and commitment to the local and college communities.

OTHER ENDOWED FUNDS

Certain funds within the endowment of Western Maryland College have been donated by alumni and friends to support the financial strength of the college. These contributions provide for library acquisitions, student loans, and various discretionary funds.

The Phyllis Elizabeth Geiser Ashcraft Memorial Fund:

Established by her husband, Claud W. Ashcraft, Class of 1953, and her sons, C. Cleveland Ashcraft and Paul Geiser Ashcraft, in memory of a loving wife and mother. This fund will perpetually support the Western Maryland College annual fund.

The Baker Chapel Endowment Fund: Established in 1988 by the Class of 1948 to provide for the upkeep and maintenance of Baker Chapel.

The 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 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: Established by the Class of 1927 to provide general endowment income for use by the library.

The Class of 1938 Music Fund. Made possible by the generosity of the members and friends of the Class of 1938, this fund was established in celebration of the Class's 55th Reunion. It will provide first for "The Class of 1938 Award for Excellence in Music." Additionally, other monies will be used to support the programs and activities of the music department.

The Class of 1993 Endowed Book Fund for the Hoover Library. Established by the Class of 1993 as their senior class gift to provide general endowment income for the purchase of books for the Hoover Library.

The Dunning Memorial Fund

The John T. and Birdie S. Ensor Memorial Fund

The Hilary A. Faw Loan Fund. Established in 1987 by Robert D. Faw, Class of 1941, in memory of his father, to provide loan funds to full-time undergraduate junior and senior students faced with an emergency situation.

The Katherine Frizzell Fund. Established in 1991, this fund supports the general endowment or other express purposes as assigned by the Board of Trustees.

The Laura Kendall Garland Endowment Fund for Music. Established in 1993 in memory of Laura Kendall Garland through the generosity of her daughter, Robin N. Garland, Class of 1984, and her son, Douglas A. Garland, to support and enhance the music department.

The Maude Gesner Professor of Music Endowment Fund. Established in 1984 in honor of Maude Gesner, for her many years of dedicated service as inspiring teacher and head of the Music Department.

The Eileen C. Henze Memorial Fund. Established in 1981 by the will of Eileen C. Henze, Class of 1938, in support of the English Department.

The Tony and Sherry Hill Periodical Publications Fund. Established in 1981 by the will of Eileen C. Henze, Class of 1938, in support of the English department.

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 Richard C. Johnson Memorial Fund. Established in 1991 in memory of Richard C. Johnson, Class of 1984, by his wife, family, and friends. The interest from this fund shall be used each year in support of the men's intercollegiate baseball program.

The Drs. Kerschner, Royer, and Sturdivant Growth Endowment Fund. Established in 1988 by a group of former students of Dr. Jean Kerschner, Dr. Isabel Thompson Isanogle Royer, and Dr. Harwell P. Sturdivant. This fund, 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 Reiser Kishbaugh Memorial Fund. Established in 1965 by the bequest of Margaret Kishbaugh, this fund supports the general endowment or other express purposes as assigned by the Board of Trustees.

The Evelyn C. Mackenzie Endowed Fund in Music. Established in 1992 through the generosity of Mrs. Evelyn C. Mackenzie, Class of 1931. This fund is used by the music department to enhance current offerings by bringing visiting artists to campus.

The Makosky Book Collection Fund. Established in 1976 by alumni and friends of John D. Makosky, Academic Dean Emeritus. This fund is used each year to purchase books selected by the English Department for Hoover Library.

The Thomas F. Marshall Endowed Library Fund. Established in 1992 by his wife, Elizabeth Johnson Marshall, in honor of Dr. Thomas F. Marshall, professor of English at Western Maryland College from 1943 to 1955. The earnings from this fund shall be expended at the discretion of the librarian of the college in consultation with the theatre department to maintain, support, and augment the Thomas F. Marshall Theatre Collection.

The Corinthia Caldwell Meyls Memorial Fund.

Established by her bequest, this fund is an endowment designed to provide annual income for the Annual Fund.

The George and Sally Bridges Meyls Memorial Fund.

This fund is an endowment which generates annual income for the Annual Fund.

The Oscar Lafayette Morris Library Memorial Fund.

Established through the bequest of Oscar Lafayette Morris.

The Dorothy "Dot" Myers Fund. Established in 1994 in memory of Dot Myers, long-time secretary for the art and art history, music, and theatre arts departments, by her husband, Charles E. Myers, and by her family and friends. This scholarship, in honor of Dot's many years of service as an employee as well as recognition of her accomplishments as a student, will be awarded annually to a student majoring in music, theatre or art with preference given to a non-traditional student who has demonstrated financial need.

The Col. Harry A. Patterson Memorial Fund

The Jean and Donald Richards Endowment Fund for Chemistry.

Established in 1991 through the generosity of Jean Andrews Richards, Class of 1945, and her husband, Donald, to support and enhance the Chemistry Department.

The William and Edith Ridington Annual Lectureship Fund.

Established in 1991 to honor Edith Farr Ridington, senior lecturer emerita, and Dr. William Robbins Ridington, professor of classics emeritus, this annual lectureship will attract a distinguished scholar to the campus each year. There will be no restriction with regard to academic discipline.

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

The Samuel and J. Corinne Schofield Memorial Endowment in Chemistry.

Established in 1989 by an anonymous donor to be used to support and enhance the Chemistry Department.

The Frank E. Shipley Memorial Fund

The Laura F. Stalnaker Scholarship Loan Fund.

Established in memory of Miss Laura F. Stalnaker, Class of 1881. Loans from this fund are available to worthy students on a non-interest bearing basis and are repayable within a ten-year period after graduation.

The Grace T. Stewart Memorial Fund

The TARGET Endowment Fund. Established in 1988 to fund the Laurence J. Adams Chair in Special Education.

The James Thompson Memorial Fund. Through a gift made by Dr. and Mrs. William J. Thompson in memory of Dr. Thompson's father, The Rev. James Thompson of the Maryland Conference of the former Methodist Protestant Church. The income from this endowment is used for the purchase of books for the departments of psychology and philosophy and religious studies.

The Wenner-Wingate Memorial Lecture on the History and Literature of Sport Fund.

Established in 1989 by Dr. Evelyn Wingate Wenner, as a proper and fitting memorial to two very special members of the WMC family: W. Wilson Wingate Class of 1918, member of the WMC Sports Hall of Fame and noted sports writer, and Charles Malcolm Wenner, Jr., a friend of Western Maryland College and devoted husband to Evelyn Wingate Wenner. This annual lecture will focus on the history of sports in all of its dimensions: literary, historical, and philosophical.

The 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 Eugene "Stoney" Willis Memorial Fund. Established in 1994 in memory of Eugene "Stoney" Willis, Class of 1934, by family and friends.



Western Maryland College has a proud tradition of honoring outstanding students for both academic and other achievements. These accomplishments are recognized through a number of endowed prizes and awards which are made possible by the generous gifts of alumni and friends of the college. They are presented during the annual Honors and Investiture Convocation, Commencement, or other special occasions.

The John A. Alexander Medal. Endowed by the Class of 1917 in memory of John A. Alexander, Class of 1917, awarded to the member of the graduating class with the best record in athletics.

The Jean Alpaugh Award for Interdisciplinary Study. Awarded to the student with an appreciation for cross-cultural experiences whose proposal for off-campus study will most benefit her/his academic program, and who most embodies the enthusiasm for learning, the breadth of scholarship, and the interdisciplinary interests of Jean Alpaugh, Class of 1990, who while graduating with honors in English, excelled also in anthropology, photography, art, history, and music.

The Joseph R. Bailer Award. Endowed in 1992 by Margaret Cassidy Sullivan, Class of 1955, in memory of her husband, Joseph R. Bailer, former head of the education department. This award is made annually to an outstanding graduate of the master's degree program.

The Bates Prize. Established in memory of The Rev. Laurence Webster Bates, D.D. A gold medal is awarded to the member of the graduating class who has made the best record during the undergraduate course as a college man.

The Michael and Polly Beaver Award for Excellence in Education. Established in 1985 by the family, colleagues, students, and friends of Michael and Polly (Grayson)

Beaver, Class of 1979, is 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 Elizabeth Lintz Burkhardt Memorial Service Award. Established in 1993 in loving memory of Libby Burkhardt, Class of 1938, by a devoted family to recognize an outstanding senior who has demonstrated exceptional and persistent giving of time and service to others within the college and to the community at large.

The David Brian Cross Memorial Award for Achievement in Mathematics. The award, established in 1983, is based on performance in the William Lowell Putnam Mathematical Competition. It is given in memory of Davey Cross, Class of 1981, whose academic achievements serve as a model of excellence.

The James P. Earp Sociology Award. Established in 1985 in memory of Dr. James P. Earp, former chairman and emeritus professor of sociology. The award is given annually to a junior who has demonstrated the qualities for which Dr. Earp is remembered: a high level of scholarship in the study of sociology, as well as qualities of character and leadership which have been an inspiration to the campus community.

The Eloise B. and Louell 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 Undefeated Football Team. It is presented to a graduating senior who has participated in intercollegiate athletics and has shown by word and deed the attributes of charity, altruism, benevolence, and a humane and compassionate concern for his fellow man.

The Dr. Reuben Holthaus Award in Philosophy. Established in 1991 to recognize an outstanding senior majoring in philosophy. The student must have maintained at least an overall 3.0 GPA throughout his/her undergraduate academic career.

The Dr. Henry P. and Page Laughlin Special Awards. Established in 1991 to recognize outstanding individuals in the five award categories — faculty, student body, administration, Board of Trustees, general public — with awardees selected annually by the president of the college.

The Mary Ward Lewis Prize. Founded in 1920 by the Browning Literary Society in honor of the wife of the second president of the college. A gold medal is awarded to the woman of the graduating class who has made the best record during her undergraduate course.

The Makosky Award for Excellence in English. Established in 1981 by the members of the English Department to honor John D. Makosky, dean of faculty emeritus. This award is given each year to an outstanding graduating senior.

The Frank and Margaret Malone Award for Excellence in a Foreign Language. Established in 1987 by Col. W. Frank Malone, Class of 1938, in memory of his wife, Margaret C. Malone. The award is made each year to that senior who shall have demonstrated the highest level of excellence in a foreign language.

The 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 1951-1952.

The Philip and Azalea Myers Award for Creativity in English. Established in 1979 by Philip Myers in memory of his wife, Azalea (Sally) Myers, Class of 1914. It is awarded to an outstanding senior in the English Department.

The John D. Nawrocki Memorial Award. Established in 1979 by his teammates, fraternity brothers, and friends in honor of John D. Nawrocki, Class of 1977. It is awarded annually to that male member of the senior or junior class who has participated in soccer and lacrosse and who emulates the traits of quiet leadership through example, concern for teammates and friends, and willingness to give fully of himself to the joy and benefit of others.

The Phi Delta Gamma Award. Western Maryland College's Psi Chapter of Phi Delta Gamma, a national fraternal organization for graduate students, has established an endowed fund to make an annual award to a member of the graduating class to encourage graduate study.

The Jane M. Prichard Memorial Award. Established in 1988 in memory of Jane M. Prichard, Class of 1980, by her family and friends.

The Millard Millburn Rice Journalistic Prize. Established in 1993 through a charitable gift annuity by Millard M. Rice, Class of 1921, to encourage the highest quality of non-fiction writing. It is awarded annually to a junior or senior with preference given to students interested in careers as writers or to students interested in political science, economics or history.

The Western Maryland Norman E. Sartorius Gift and Citation. Established in 1982 by the will of Dr. Norman E. Sartorius, class of 1900. To be awarded every other year to a student who has contributed the most toward the moral and spiritual uplift of the Western Maryland student body.

The 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 Esther Smith and endeared her to the entire college community during her 44 years as a member of the Dramatic Art Department.

The SOS/Hinge Griswold-Zebb Award. Established in 1990 by members of SOS/Hinge celebrating their 20th reunion. This award is to provide a stipend to an undergraduate student who wishes to pursue an SOS/Hinge-type project, which exemplifies volunteerism, during January Term or during the summer months.

The Hugh Barnette Speir, Jr. Prize. Given to the student showing greatest excellence in European History. It was established by the parents of Hugh Barnette Speir, Jr., Class of 1945, who was killed in World War II while serving with the armed forces in Germany.

The Dr. Clyde A. Spicer Award. Originally established by Kappa Mu Epsilon in 1969, it was endowed by the family, colleagues, former students, and friends of Dr. Spicer as a living memorial of his 40 years of dedicated service to Western Maryland College and, most specifically, to the mathematics program of the college. This award is given annually to the outstanding graduating senior in mathematics.

The James Stephens Memorial Award. Established in honor of James C. Stephens, Class of 1964, to provide a trophy to the outstanding football player as voted by his teammates.

The H. P. Sturdivant Biology Award. Established in 1973 at the retirement of Dr. Sturdivant as chairman of the biology department. Awarded to the senior biology major who displays the following qualities: academic excellence, dedication to the liberal arts philosophy, and unselfish service.

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

The Michael L. Waghelestein 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. Waghelestein, 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 ribbons 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 1993-94

Marielle E. Ainsworth '94
Jonathan M. Boehman '94
Elizabeth M. Brennan '94
Jennifer L. Dean '93
Jennifer L. Disney '93
John L. Farris, III '94
Janet L. Fenhagen '94
Catherine M. Fritz '94
Joy I. Gigeous '94
Krista C. Hadermann '94
Barry M. Hoopengardner '93
Katherine L. Hosier '94
Christine M. Keiner '93
Deborah A. Keys '94
Mary A. Kietzman '94
Coleen E. Klasmeier '93
Emily A. Oland '94
Amy Pelsinsky '94
Greta M. Powell '94
Kristen E. Purcaro '94
Jennifer S. Scott '93
George W. Yankosky '93
Maura A. Ziolkowski '94

ARGONAUT AWARD

1993 Honoree

Jennifer L. Dean

1994 Honorees

Linda S. Cunfer

Susan C. Head

DISTINGUISHED TEACHING AWARD

Melvin D. Palmer (1993),

Professor of English

Christianna Nichols Leahy (1994),

Associate Professor of Political Science

HONORARY DEGREES

1993 Honorees

Laurence J. Adams

Roland E. Fleischer '52

Patrick J. Leahy

1994 Honoree

Benjamin S. Carson, Sr.



Fall Semester 1994

Orientation.....	Sunday-Wednesday, August 28-31
Undergraduate class schedule begins, 8:00 a.m.....	Thursday, September 1
Graduate class schedule begins, 4:40 p.m.....	Tuesday, September 6
Last day to add a class, 4:30 p.m.....	Friday, September 9
Last date for course drops & Credit/Fail applications, 4:30 p.m.....	Friday, September 16
Parents and Families Weekend.....	Saturday & Sunday, October 1 & 2
Homecoming.....	Saturday, October 15
No classes (fall break).....	Thursday & Friday, October 20 & 21
Last date for withdrawal from courses with "W" grade, 4:30 p.m.....	Friday, November 4
Sports Hall of Fame.....	Saturday, November 12
Undergraduate Thanksgiving recess begins, 7 p.m.....	Tuesday, November 22
Graduate Thanksgiving recess begins, 10:00 p.m.....	Tuesday, November 22
Classes resume, 8:00 a.m.....	Monday, November 28
First semester classes end.....	Friday, December 9
Reading Day(s).....	Saturday & Sunday, December 10 & 11
Examinations begin.....	Monday, December 12
Undergraduate first semester ends.....	Saturday, December 17
Graduate first semester ends.....	Monday, December 19
Undergraduate final grades due in Registrar's Office, 10 a.m.....	Tuesday, December 20
Graduate final grades due in Registrar's Office, 10 a.m.....	Wednesday, December 21

January Term 1995

January Term begins, 10 a.m.....	Tuesday, January 3
Last day for course changes, 4:30 p.m.....	Wednesday, January 4
Last date for withdrawal from course with "W" grade, 4:30 p.m.....	Monday, January 9
No classes-Martin Luther King, Jr., birthday.....	Monday, January 16
January Term Ends.....	Tuesday, January 24
January Term final grades due in Registrar's Office, 10 a.m.....	Friday, February 3

Spring Semester 1995

Undergraduate second semester classes begin, 8:00 a.m.....	Monday, January 30
Graduate second semester classes begin, 4:40 p.m.....	Monday, January 30
Last day to add a class, 4:30 p.m.....	Monday, February 6
Last date for course drops and Credit/Fail applications, 4:30 p.m.....	Monday, February 13
Trustees' meeting.....	Friday & Saturday, February 17 & 18
Spring recess begins, 7 p.m.....	Friday, March 17
Classes resume, 8:00 a.m.....	Monday, March 27
Last date for withdrawal from course with "W" grade, 4:30 p.m.....	Friday, March 31
Trustees' Meeting.....	Friday & Saturday, April 21 & 22
Honors & Investiture Convocation.....	Sunday, April 30
Undergraduate second semester classes end.....	Friday, May 5
Reading Day(s).....	Saturday & Sunday, May 6 & 7
Examinations begin.....	Monday, May 8
Graduate second semester classes end.....	Friday, May 12
Examinations end.....	Monday, May 15
Senior Week.....	Sunday-Friday, May 14-19
Baccalaureate Service.....	Friday, May 19
Commencement.....	Saturday, May 20



Fall Semester 1995

Opening Faculty Meeting	Wednesday, August 23
Opening Reception	Wednesday, August 23
Orientation	Thursday-Sunday, August 24-27
Undergraduate class schedule begins, 8:00 a.m.	Monday, August 28
Labor Day (no classes)	September 4
Graduate class schedule begins, 4:40 p.m.	Tuesday, September 5
Last day to add a class, 4:30 p.m.	Tuesday, September 5
Last date for course drops & Credit/Fail applications, 4:30 p.m.	Monday, September 11
Parents and Families Weekend	Saturday & Sunday, September 23 & 24
Rosh Hashanah	Monday, September 25
Homecoming	Saturday, October 7
No classes (fall break)	Monday & Tuesday, October 19 & 20
Last date for withdrawal from courses with "W" grade, 4:30 p.m.	Monday, October 30
Sports Hall of Fame	Saturday, November 11
Undergraduate Thanksgiving recess begins, 7 p.m.	Tuesday, November 21
Graduate Thanksgiving recess begins, 10:00 p.m.	Tuesday, November 21
Classes resume, 8:00 a.m.	Monday, November 27
First semester classes end	Friday, December 8
Reading Day(s)	Saturday & Sunday, December 9 & 10
Examinations begin	Monday, December 11
Undergraduate first semester ends	Saturday, December 16
Graduate first semester ends	Monday, December 18
Undergraduate final grades due in Registrar's Office, 10 a.m.	Tuesday, December 19
Graduate final grades due in Registrar's Office, 10 a.m.	Wednesday, December 20

January Term 1996

January Term begins, 10 a.m.	Wednesday, January 3
Last day for course changes, 4:30 p.m.	Thursday, January 4
Last date for withdrawal from course with "W" grade, 4:30 p.m.	Tuesday, January 9
No classes-Martin Luther King, Jr., birthday	Monday, January 15
January Term Ends	Wednesday, January 24
January Term final grades due in Registrar's Office, 10 a.m.	Friday, February 2

Spring Semester 1996

Undergraduate second semester classes begin, 8:00 a.m.	Monday, January 29
Graduate second semester classes begin, 4:40 p.m.	Monday, January 29
Last day to add a class, 4:30 p.m.	Monday, February 5
Last date for course drops and Credit/Fail applications, 4:30 p.m.	Monday, February 12
Trustees' meeting	Friday & Saturday, February 16 & 17
Spring recess begins, 7 p.m.	Friday, March 15
Classes resume, 8:00 a.m.	Monday, March 25
Last date for withdrawal from course with "W" grade, 4:30 p.m.	Friday, March 29
Trustees' Meeting	Friday & Saturday, April 19 & 20
Honors & Investiture Convocation	Sunday, May 4
Undergraduate second semester classes end	Friday, May 10
Graduate second semester classes end	Friday, May 10
Reading Day(s)	Saturday & Sunday, May 11 & 12
Examinations begin	Monday, May 13
Examinations end	Saturday, May 18
Senior Week	Sunday-Friday, May 19-24
Baccalaureate Service	Friday, May 24
Commencement	Saturday, May 25

All may be reached through the
WMC switchboard: 410/848-7000,
410/876-2055
Events line: 410/857-2766

You may write to any individual or service in
care of: Western Maryland College, 2 College
Hill, Westminster, MD 21157-4390



GIFTS:
Richard Seaman, Vice President for
Institutional Advancement

HEALTH SERVICES:

Daniel Welliver, M.D.
Bonnie Bosley, R.N.

HOUSING DIRECTOR:
TBA, Director of Residence Life

JANUARY TERM:
Office of Academic Affairs

MOTOR VEHICLE REGISTRATION:
Campus Safety Office

NOTARY SERVICES:
Mary Louise Poole, Admissions Office

PARENTS BOARD:
Philip Sayre, Dean of Student Affairs

PARKING:
Campus Safety Office

POST OFFICE:
Esther Griffith, Support Services Assistant

PRESIDENT:
Robert H. Chambers

PUBLIC RELATIONS AND PUBLICATIONS:
Joyce E. Muller, Director of Public Information

REGISTRAR:
Barbara Shaffer

STUDENT RECORDS AND TRANSCRIPTS:
Registrar

STUDENT SERVICES:
Philip Sayre, Dean of Student Affairs

TITLE IX COORDINATOR:
Susan Bloom, Art Department

WITHDRAWAL:
Academic Affairs

ACADEMIC WORK AND PROGRESS:

Joan Develin Coley, Provost and Dean of the
Faculty, Barbara Disharoon, Associate Dean of
First Year Students, Henry Reiff, Assistant Dean
of Academic Affairs

ADMISSIONS:
Martha O'Connell, Director

ARCHIVES:
Mary Lee Schmall, Volunteer Archivist

ATHLETICS AND PHYSICAL EDUCATION:
J. Richard Carpenter, Director of Athletics

CAMPUS SAFETY:
Michael Webster, Director

COLLEGE ACTIVITIES:
Mitchell Alexander, Director of College Activities

COLLEGE BILLS:
Susan Schmidt, Student Accounts/Bursar

COUNSELING AND CAREER SERVICES:
Karen Arnie, Susan Gloré

FINANCIAL AID:
Patricia Williams, Director of Financial Aid

504 SERVICES COORDINATOR:
Denise Bowen

FOOD SERVICES:
Mary Roloff, Director

FRATERNITIES AND SORORITIES:
Mitchell Alexander, Associate Director of College
Activities

GENERAL INFORMATION:
Information Desk, Decker College Center

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 _____

Foreign Language 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 Science 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 _____

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 _____

student course record

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 _____

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ELECTIVES

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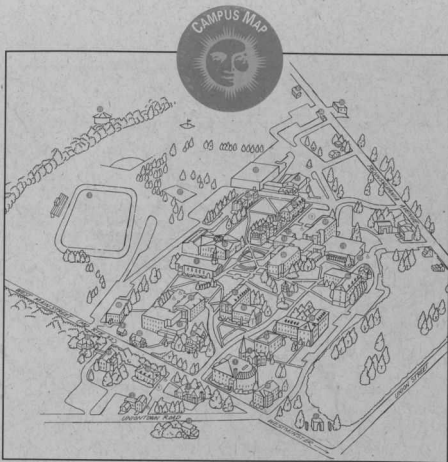
INDEX





Address — Inside front cover
 Academic Scholarships — 14, 28
 Administration — 137
 Admission — 22
 Advanced Standing and/or Placement — 25
 Air Force ROTC Scholarship — 31
 American Studies — 50
 Annual Scholarships — 147
 Appalachian Semester — 128
 Application Process — 23, 27
 Army ROTC Scholarships — 31
 Art and Art History — 51
 Astronomy — 88
 Athletics — 17
 Awards — 48, 159
 Bachelor of Arts Degree — 36
 Basic Liberal Arts Degree — 86
 Biology — 55
 Board Expenses — 34
 Board of Trustees — 134
 Budapest Program — 24
 Business Administration — 74
 Calendar — 164
 Campus and Facilities — 13
 Campus Map — 171
 Campus Visits and Personal Interviews — 22
 Chairman of the Board — 134
 Chemistry — 59
 Classics — 63
 College Profile — 13
 College Organization — 134
 College Regulations — 15
 College Scholars — 163
 College Scholarships and Special Grants — 28
 College Work Study — 30
 Communication — 63
 Community Groups — 17
 Commuting Students — 19
 Comparative Literature — 67
 Computer Science — 116
 Continuing Education Students — 44
 Conveniences — 21
 Counseling and Career Services — 21
 Course Designations — 49
 Courses of Instruction — 49
 American Studies — 50
 Art and Art History — 51
 Astronomy — 88
 Biology — 55
 Business Administration — 74
 Chemistry — 59
 Classics — 63

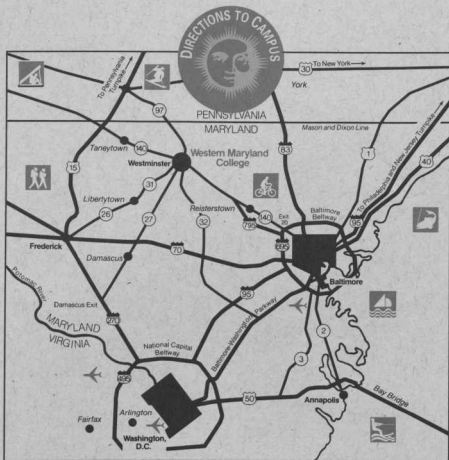
Communication — 63
 Comparative Literature — 67
 Computer Science — 116
 Cross-Cultural Studies — 69
 Economics — 71
 Education — 76
 Education of the Deaf — 79
 English — 80
 Foreign Languages — 84
 French — 85
 General Science — 88
 Geography — 89
 German — 86
 Greek — 87
 History — 90
 Interdisciplinary Studies — 93
 Latin — 87
 Library Science — 94
 Mathematics — 94
 Military Science — 98
 Music — 99
 Philosophy — 104
 Physical Education — 110
 Physics — 114
 Political Science — 118
 Pre-Professional Courses — 121
 Psychology — 122
 Religious Studies — 106
 Social Work — 127
 Sociology — 125
 Spanish — 87
 Statistics — 129
 Study Abroad — 129
 Theatre Arts — 131
 Cross-Cultural Studies — 69
 Cultural Groups — 16
 Deaf, Education of the — 79
 Dean's List — 48
 Department Honors — 48
 Dual Degree Majors — 39
 Economics — 71
 Education — 76
 Education of the Deaf — 79
 Educational Programs — 36
 Educational Records — 46
 Electives — 43
 Emeriti — 140
 Administration — 140
 Faculty — 140
 Trustees — 135
 Endowed Awards — 159
 Endowed Scholarships — 147

- English — 80
- Evaluations — 22
- Expenses — 32
 - Application — 23
 - Health Insurance — 35
 - Miscellaneous — 33
 - Room and Board — 34
 - Tuition — 33
- Facilities — 13
- Faculty — 141
- Fees — 33
- Financial Aid — 27
- Financial Aid Counseling Service — 27
- Food Service — 20
- Foreign Languages — 84
- Fraternities and Sororities — 17
- French — 85
- General Science — 88
- Geography — 89
- German — 86
- Grades and Reports — 45
- Graduation Honors — 48
- Grants — 28
- Greek — 87
- Health Services — 20
- History — 90
- History of the College — 12
- Honorary Trustees — 136
- Honors, General and Departmental — 48
- Honors Program — 25, 47
- Honor Societies — 16, 47
- Interdisciplinary Studies — 93
- International Students — 24
- Internships — 43
- January Term — 43
- Latin — 87
- Lecturers — 144
- Liberal Arts — 2, 37
- Library Science — 94
- Loans — 29
- Location of the College — 13
- Major Requirements — 38
- Map of campus — 171
- Masters Degrees — 13
- Mathematics — 94
- Military Science — 42
- Minor Requirements — 42
- Music — 99
- Musical Organizations — 16
- New Student Orientation — 20
- Non-Traditional Students — 24
- Off-Campus Semester Programs — 44
- Payment of Bills — 32
- Philosophy — 104
- Philosophy of College (First Principles) — 10
- Physical Education — 110
- Physics — 114
- Political Science — 118
- Pre-Professional Courses — 40
- Presidents — 134
- Psychology — 122
- Publications, Student — 16
- Refunds — 35
- Religious Life — 17
- Religious Studies — 106
- Repeat Policy — 45
- Reports, Grades and — 46
- Requirements for the Baccalaureate degree — 36
 - Master's Degree — 13
- Residences — 19
- Resident Staff — 19
- Reserve Officers Training Corps — 17
- Room and Board Fees — 34
- Satisfactory Progress Standards — 30
- Scholarships — 28, 147
- Second Bachelor's Degree — 44
- Senior Lecturers — 144
- Social Work — 127
- Sociology — 125
- Sororities and Fraternities — 17
- Spanish — 87
- Special Students — 26
- Special Studies — 43
- State Scholarship for Maryland Residents — 29
- Statistics — 129
- Student-Designed Majors — 40
- Student Government — 15
- Student Publications — 16
- Student Records — 46
- Students with Special Needs — 26
- Studying Abroad — 44, 129
- Teaching Certification — 41
- Telephone Numbers — Inside Back Cover
- Theatre Arts — 131
- Transfer Credit — 23
- Trustees, Board of — 134
 - Alumni Visitors to — 136
 - Faculty Visitors to — 137
 - Officers of — 134
 - Students Visitor to — 137
- Tuition — 33
- United Nations Semester — 121
- Veterans Administration Benefits — 31
- Washington Semester — 120
- Withdrawal from College — 46



1. Alumni Hall Theatre
 2. Art Studio
 3. Bair Stadium
 4. Baker Chapel
 5. Baker Memorial Chapel
 6. Buell House (Golf Clubhouse)
 7. Carroll Hall (Office of Admissions)
 8. Conference Services Office
(149 Pennsylvania Ave.)
 9. Dean's Cottage
 10. Decker Auditorium (Lewis Hall of Science)
 11. Decker College Center
 12. Decker Roof Terrace
 13. Doyle House
 14. Elderdice Hall
 15. Englar Dining Hall
 16. Fine Arts Building (Peterson Hall)
 17. Forlines
 18. Garden Apartments
 19. Gazebo (*Carpe Diem*)
 20. Geiman House
 21. Gill Gym
 22. Gill Physical Education Learning Center
 23. Harlow Pool
 24. Harrison House
 25. Harvey Stone Park
 26. Hoover Library
 27. Frank B. Hurt Tennis Courts
 28. Levine Hall
 29. Lewis Hall of Science
 30. Daniel MacLea Hall
 31. McDaniel Hall
 32. McDaniel House
 33. McDaniel Lounge (McDaniel Hall)
 34. Memorial Hall
 35. Physical Plant Department
(192 Pennsylvania Ave.)
 36. President's House
 37. Rouzer Hall
 38. Service Area (201 Pennsylvania Ave.)
 39. Smith House
 40. Thompson Hall (Office of Graduate Affairs)
 41. Ward Arch
 42. Albert Norman Ward Hall
 43. Blanche Ward Hall
 44. Whiteford Hall
 45. Winslow Center
- Handicapped Parking 
 Visitor Parking 

campus map



MILEAGE

From Baltimore.....	31 miles
From Columbia	36 miles
From Gettysburg	24 miles
From New York.....	218 miles
From Northern Virginia, Fairfax, Arlington.....	70 miles
From Philadelphia.....	136 miles
From Washington.....	56 miles
From Wilmington.....	100 miles
Both Washington, D.C., and Baltimore, Maryland are served by major airlines and Amtrak. Westminster is a short drive from both cities.	

DIRECTIONS

From Baltimore. Take I-695 (Baltimore Beltway) to Exit 19 onto I-795 (Northwest Expressway), continue to its completion. Follow signs to Westminster via Route 140 North around Westminster, and turn left exiting onto Route 31.

Drive 1/4 mile (WMC golf course is on your left) and turn left at the second light — onto Uniontown Road. Drive 3/10 of a mile and turn left into Admissions Visitor Parking. The Office of Admissions is located in Carroll Hall, the Victorian-style red brick building.

From Washington D.C.: From the Washington Beltway (I-495) exit onto I-270 North toward Frederick, then onto Route 118 East toward Germantown/Damascus (Exit 15). Take Route 27 North to Westminster. Turn left at the intersection of Routes 27 and 32, and drive 1/2 mile. Bear left at the forked roadway and turn right into Admissions Visitor Parking.

From the North: From U.S. 15 at Gettysburg, exit onto Route 97 South. Follow 97 to Route 140 North, and follow it around Westminster. Exit left onto Route 31 and go 1/4 mile (WMC golf course is on your left) and turn left at the second light — onto Uniontown Road. Drive 3/10 of a mile and turn left into Admissions Visitor Parking.

ADMISSIONS

For more information on programs, admission,
and financial aid, contact:

Director of Admissions

Western Maryland College

2 College Hill

Westminster, MD 21157-4390

410/857-2230

410/876-2055, ext. 230 (from Baltimore)

410/848-7000 Voice/TDD

800/638-5005, (toll-free, out-of-state)

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Located on pages 2-7 is an excerpted essay by Dr. Frank Benjamin Hurt, who spent most of his teaching career at Western Maryland as a professor of political science. This essay in its entirety was first published in *The Ferrus Review*, Fall 1984. "Pappy" Hurt, as he was affectionately called by his students, not only was a devoted teacher but for three decades coached tennis. He died in February, 1992.

WESTERN MARYLAND COLLEGE

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