

Washington College

GRADUATE

GRADUATE PROGRAM GUIDE
AND COURSE CATALOG

2012 - 2014

All inquiries and correspondence concerning graduate study and degree requirements should be addressed to:

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Applications for admission and admission materials should be forwarded to:
Office of Graduate Admissions
Washington College
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Chestertown, MD 21620-1197
<http://grad.washcoll.edu>

Washington College reserves the right to change requirements, fees, course offerings, or other specified policies at any time.

Washington College does not discriminate on the basis of race, color, religion, gender, sex, sexual preference, age, handicap, marital status or national or ethnic origin in the administration of its educational policies, employment policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Washington College Graduate Catalog

Number TWENTY-TWO
Published Fall 2012
Chestertown, Maryland 21620

The Graduate Program at Washington College

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THE COLLEGE

Washington College is a private, coeducational, four-year college of the liberal arts and sciences with an undergraduate enrollment of approximately 1,450 students, a graduate enrollment of 50-75 (mostly part-time) degree-seeking students, and a varying number of non-degree-seeking students. Founded in 1782 under the patronage of George Washington, it was the first college chartered in the new nation. The College is located in Chestertown, a quiet, historic river town of approximately 5,000 people. With its unusual collection of 17th- and 18th-century homes, Chestertown is rich in the history of colonial America.

Washington College is located about one hour by car from Dover, Wilmington, Annapolis, and Easton; one-and-a-half hours from Baltimore, Washington, and Philadelphia; and just three hours from New York City. The spacious 120-acre campus provides an atmosphere for study that is almost unique in today's busy, crowded world.

The newly renovated Miller Library is a dynamic place where active teaching and learning occurs at all times. The library provides: a rich collection of resources befitting the curriculum; technology to facilitate innovative forms of electronic delivery of our resources and services any time and from anywhere; a research instruction and reference program designed to empower students to become independent learners and to cope with the rigors of research papers and projects; an environment equipped with teaching and learning spaces and workstations for individual and group study, research and computing; and librarians and staff who are confident, innovative, and dynamic facilitators and communicators.

The library faculty encourages in students a sense of curiosity and a desire to explore a wide range of information, fosters their critical thinking skills, and teaches them how to acquire, evaluate, and organize information. The staff strives to support faculty in their individual intellectual endeavors, and to foster a total community of active learners.

More than 500,000 books, periodicals, newspapers, government documents, microform, and audiovisual resources comprise the library's collection. A fully networked integrated library system provides access to more than 12,500 electronic resources, 2,000 e-books and numerous links to Internet sources from on- or off-campus. Miller Library is a partial government depository library. The College's archives are housed here. Internet access to our online resources allows us to extend services to students, faculty, and staff. Additionally, enrolled students may submit interlibrary loan requests, and electronic reserve materials can be viewed and downloaded remotely from the library's home page (<http://libraryweb.washcoll.edu>). State-of-the-art technology enables students to use wireless laptops anywhere in the library.

Newly a part of the library is a coffee shop and the Information Commons, a state-of-the-art consortium of academic support and technology units serving students and faculty. Included within the Learning Commons are the Math Center, the Office of Academic Skills, the Multimedia Center, and Beck Lab.

ACADEMIC CALENDAR

The academic year of the graduate program at Washington College is divided into fall, spring, and summer terms. Specific dates may be obtained from the Office of the Registrar or online at the graduate webpage: <http://grad.washcoll.edu>. Courses in English, History, and Psychology are offered in a semester format during the evening hours, usually from 7 to 9:30 p.m. The College Academic Calendar is also posted online at the Washington College website at <http://academics.washcoll.edu/calendar.php>

ACCREDITATION

Washington College is fully accredited by the Middle States Association of Colleges and Secondary Schools and the Maryland State Department of Education.

THE GRADUATE PROGRAM

The College offers graduate programs leading to the Master of Arts in English, the Master of Arts in Psychology, and the Master of Arts in History-Social Sciences. The College also recognizes the needs of qualified college graduates living in the area who may desire advanced coursework for personal or professional reasons. The graduate program is designed to meet the needs of persons in the community and surrounding area who wish to pursue their formal education in selected areas beyond the baccalaureate degree. The primary aim of our program is to enable students to meet the requirements of the Master of Arts degree. Some students, however, continue their graduate education at other institutions, and still others seek credit toward advanced professional certification. In some cases, students take individual courses for personal enrichment.

ADMISSION

Each applicant must have a baccalaureate degree from an accredited college or university and an undergraduate background appropriate for graduate study in the selected area of specialization.

Applicants to the graduate programs in English or History must, at the minimum, meet one of the following criteria for admission:

1. A GPA of 3.0 in the major or minor fields of study.
2. A minimum of five courses in the field of study with a minimum of 2.67.

Applicants for admission to the graduate program in Psychology must complete the GRE General Test and submit official scores unless one of the following is true:

1. The student attended Washington College for undergraduate education and achieved a cumulative GPA of 3.0 or better.
2. The student was an undergraduate Psychology major or minor at Washington College and is recommended for the Graduate program by two or more of our tenured/tenure-track professors, regardless of GPA.

Applicants who do not meet the criteria above are expected to earn a 25th percentile score or

higher on every component of the exam. In addition, they must at the minimum meet one of the following criteria for admission:

1. Successful completion of an undergraduate degree in Psychology with a GPA of 3.0 or better or a combination of undergraduate coursework and GPA deemed appropriate for full admission by the department.
2. A combination of undergraduate coursework and GPA deemed appropriate for provisional admission and completion of Psychology 500, Statistics in Psychology and Education, with a grade of B or better.
3. A combination of undergraduate coursework and GPA deemed appropriate for provisional admission and a score at or above the 50th percentile on the GRE Psychology subject test.

All applicants for admission must submit the following materials to the Office of Graduate Admissions, Washington College, 300 Washington Avenue, Chestertown, MD 21620-1197:

1. A \$50 application fee (check payable to Washington College).
2. A completed graduate admission application form.
3. All official undergraduate and, if applicable, graduate transcripts.
4. A one to two page statement of purpose.
5. Two letters of recommendation and accompanying forms.

Applicants to the Psychology program must also submit the following:

6. Official Graduate Record Examination (GRE) general aptitude test results.

Departmental review of graduate applications begins upon receipt of all relevant materials by the Office of Graduate Admissions. Applications are processed on a rolling basis; however, applicants who wish to maximize their opportunity for admission should submit all materials at least two months prior to the semester in which they wish to begin coursework. Incomplete applications remain on file for a period of one year, after which they are discarded. The College notifies candidates of admissions decisions by US mail. Candidates admitted to the program are expected to confirm their decision to enroll within four weeks. The College requires a non-refundable enrollment deposit of \$300 to reserve the student's place in the Program. Enrollment deposits do not constitute a fee, but will apply toward future tuition charges. The academic departments reserve the right to attach provisions to admission to the graduate program.

Application Deadlines:

- Fall Semester: August 1
- Spring Semester: December 1
- Summer Semester: April 15

FINANCIAL AID

Washington College is committed to providing educational excellence and equity for all students. The policies and principles of financial aid are based on the belief that all qualified students regardless of their race, sex or economic status should have the opportunity to experience a Washington College education. The College supports the principle that the purpose of financial aid is to provide monetary assistance to students who can benefit from a Washington College education, but who, without such assistance, would be unable to attend. Access to such assistance is considered a privilege, not a right.

Washington College does not offer College-sponsored graduate financial aid, or federal campus-based funds for graduate study. The only form of financial aid available to graduate students is the Federal William D. Ford Direct Loan. The financial aid process for graduate students is predicated upon the precept that students will assume primary responsibility for their educational expenses. Since an education is an investment that should yield lifelong dividends, a student should be prepared to contribute to it both before entering and while in graduate school. Federal loan funds are intended to complement student financial resources and offered only after all other sources of funding have been exhausted. Students must make arrangements for payment of their semester bill by the billing due date. Loan applications will be processed and funds requested and disbursed once 60% of the semester has been completed.

APPLICATION PROCEDURES FOR GRADUATE STUDENTS

Applicants should file the FAFSA at least 6 weeks prior to the start of classes. To be considered for need-based student loan assistance at Washington College, there are two items that must be submitted:

- The Free Application for Federal Student Aid (FAFSA)
- Student's Federal Income Tax Return, W2 forms, and all schedules filed

The FAFSA is used to collect financial information needed to determine a student's eligibility for Federal William D. Ford Direct Loans. All students who wish to be considered for need-based loan funds are required to provide the College with a signed copy of their federal tax return from the most recent tax year. Colleges and universities are required by law to use the signed federal tax return to verify data submitted on FAFSA. Loan requests cannot be finalized prior to receipt of the signed federal tax return. Financial aid recipients are required to reapply for need-based loan funds each year. All requirements pertaining to the aid application process apply to returning students.

SATISFACTORY ACADEMIC PROGRESS (SAP) POLICIES

Effective July 1, 2011

The Office of Student Financial Aid has established the following policies and procedures stated to fulfill the requirements expressed in the Higher Education Act (HEA) as revised for the 2011-12 academic year. The Satisfactory Academic Progress policies and procedures of Washington College are reviewed when changes at the federal or institutional level require review to ensure compliance with Federal Regulations. All Washington College students applying for Title IV federal and selected other types of assistance must meet the criteria stated hereafter regardless of whether or not they previously received aid.

Satisfactory Academic Progress for financial aid eligibility should not be confused with the College's academic progress policy. These are two distinct and totally separate policies. It is entirely possible to fail to meet minimum standards of one policy and pass the minimum standards of the other.

Policy Requirements – The HEA revised section 668 contains updated regulations concerning Satisfactory Academic Progress. Section 668 requires that an institution establish, pub-

lish and apply reasonable standards for measuring a student's ability to maintain Satisfactory Academic Progress. Such standards must meet the following qualifications:

- Contain standards that are the same as or stricter than the institution's standards for a student enrolled in the same educational program who is not receiving assistance under a Title IV, HEA program.
- Include both a qualitative (grade-based) element and a quantitative (time-based) element.
- Evaluate student progress in both elements annually, at a minimum.
- Provide specific procedures under which a student may appeal a determination that the student is not making satisfactory progress including documentation of extenuating circumstances.
- Provide specific procedures for a student to re-establish that he or she is maintaining "satisfactory progress."
- Describe the pace at which a student must progress toward a degree to complete degree requirements within the allowed timeframe providing measurement at each evaluation.
- Describe how GPA and pace of completion are affected by transfer credit.
- Require that if the student is not making satisfactory academic progress, the student is no longer eligible to receive aid.
- Notify students of the results of the evaluation at the end of the annual review as to whether the student has met the qualitative and quantitative components.
- Define terms used in discussing the evaluation of satisfactory academic progress including the terms appeal, probation, academic plan, and maximum timeframe.
- Provide for consistent application of standards to all students within categories of students, e.g., full-time, part-time, undergraduate, and graduate students and educational programs established by the institution.

The programs governed by these regulations are:

1. For Undergraduates:
 - Federal Pell Grant
 - Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant
 - Federal Work-Study (FWS)
 - Federal Supplemental Educational Opportunity Grant (SEOG)
 - Federal Perkins Loan
 - Federal Direct Subsidized Stafford Loan
 - Federal Direct Unsubsidized Stafford Loan
 - Federal Direct Parent Loan for Undergraduate Students (PLUS)
 - All Washington College need-based tuition grants
2. For Graduate Students:
 - Federal Direct Subsidized Stafford Loan
 - Federal Direct Unsubsidized Stafford Loan

Satisfactory Academic Progress standards include three elements:

- Maximum time frame within which a degree or certificate must be granted,
- Minimum completion percentage, and
- Minimum cumulative grade point average.

SAP Definitions – HEA section 668 requires that Washington College define various terms related to the evaluation of SAP.

Maximum Timeframe (MTF) – The required length of time it will take a student to complete a degree program or certificate based on the appropriate enrollment status. Federal regulations allow a student to be eligible to receive aid up to 150% of the time that it would normally take to complete a degree. All credit hours in which a student enrolls or transfers to Washington College are included in the maximum time frame calculation, regardless of the number of degrees a student chooses to obtain. Grades that are considered credit hours attempted and completed in the calculation of maximum time frame include: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, I*, W, P.

Minimum Completion Percentage (MCP) – The percentage of coursework that a student must earn during enrollment. Washington College requires students to earn passing grades in 67% of the hours in which they enroll during the evaluation period. Grades that are considered hours earned include A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P.

Minimum Cumulative Grade Point Average – The minimum GPA a student must have earned at the end of the evaluation period. For first year undergraduate students, a 1.75 CGPA is required. All other undergraduates a 2.0 CGPA is required. Graduate students are required to maintain a CGPA of 2.67 during the entire length of their program.

SAP Appeal – The process by which a student who is not meeting the institution's standards petitions the institution for reconsideration of the student's eligibility. Students are evaluated at the close of spring semester annually. At this time, any student not meeting all SAP components will be ineligible for any further financial aid. Students may submit an appeal to be considered for reinstatement on a probationary status of no more than one semester to resolve all deficiencies. Students who appeal, but for whom it would be mathematically impossible to resolve all deficiencies in one semester, will be placed on an academic plan. Per Federal Regulations, Washington College can only consider appeals based on the death of a relative, an injury or illness of the student, or other special circumstance. Appeals must include documentation of circumstances on which the appeal is based. Appeals must also specify why the student failed to satisfy SAP requirements and what has changed in the student's situation.

SAP Probation – A status assigned to a student who fails to satisfy SAP requirements, who has successfully appealed and had eligibility for aid reinstated. Reinstatement of aid during this probationary period may be no longer than one semester. Additional periods of probation are determined by performance during previously approved probationary periods.

Academic Plan – Students may be placed on an academic plan upon submission of a successful appeal. If it is mathematically impossible for a student to resolve all deficiencies during one semester of attendance and the student's reason for appeal is appropriate according to federal regulations, the student may be placed on an academic plan with the end goal being to resolve all deficiencies. An academic plan can vary in length and is determined by the Office of the Associate Provost and Dean. The Academic Plan does not have to equate to the exact number of semesters it would take a student to resolve all deficiencies. Students granted aid eligibility through an academic plan may receive aid for up to one year before conducting a review of the student's performance. If the student is meeting the criteria identified in the SAP appeal approval at the annual review, the student's academic plan may be extended.

Reinstatement – The act of removing all SAP deficiencies reinstating aid eligibility. Reinstatement is defined as removing all deficiencies acquired during all period of enrollment

or caused by transfer credits. Reinstatement is not a status granted in regard to an appeal.

SAP Components – The following provide detailed information regarding the evaluation of the three components required in the review of SAP.

Maximum Time Frame (MTF)

Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average (CGPA) and make steady progress toward the completion of their degree as described below. The maximum time frame for program completion is defined as 150% of the credits required to complete the degree program as defined by Washington College. For example, a typical Bachelor's degree requires 128 credits: $128 \times 150\% = 192$ credits. 192 credits is the maximum that can be attempted with financial aid.

Attempted Credits	Grade Point Average Requirements	Minimum Cumulative Credit Completion
0 - 32	1.75	67% of attempted credits
33 - 48	2.00	67% of attempted credits
49 - 64	2.00	67% of attempted credits
65 – 80	2.00	67% of attempted credits
81 or more	2.00	67% of attempted credits

Transfer credits accepted by Washington College will be included in the progress completion requirement and minimum CGPA requirement (if the College transferred in the grade). Students who have not completed their undergraduate degree after 192 attempted hours (including transfer credits) will no longer be eligible for financial aid. Students must graduate with a cumulative 2.0 grade point average.

For undergraduates, first-year students must earn a minimum of a 1.75 cumulative grade point average by the end of the first award year. Undergraduate students must earn a minimum of a 2.00 cumulative grade point average by the end of all subsequent award years to be eligible for aid.

Washington College is not obligated to continue institutional grant assistance to undergraduate students who require more than eight semesters to complete degree requirements. Graduate students receiving financial aid must maintain a minimum cumulative grade point average (CGPA) and make steady progress toward the completion of their degree as described below. The maximum time frame for program completion is defined as 150% of the credits required to complete the degree program as defined by Washington College. For example, a typical Graduate degree requires 30 credits: $30 \times 150\% = 45$ credits. 45 credits is the maximum that can be attempted with financial aid.

Attempted Credits	Grade Point Average Requirements	Minimum Cumulative Credit Completion
0 - 9	2.67	67% of attempted credits
10 - 15	2.67	67% of attempted credits
16 - 21	2.67	67% of attempted credits
22 – 27	2.67	67% of attempted credits
27 or more	2.67	67% of attempted credits

Transfer credits accepted by Washington College will be included in the progress completion requirement and minimum CGPA requirement (if the College transferred in the grade). Students who have not completed their graduate degree after 45 attempted hours (including transfer credits) will no longer be eligible for financial aid. Students must graduate with a cumulative 2.67 grade point average.

SAP Notifications – At a minimum, students will be notified of the results of the annual SAP review. All students will receive notification of their SAP standing regarding of their status. Students who comply with Federal Regulations will receive their financial aid award for the upcoming academic year. Correspondence will be sent to students via email. Academic Advisors will receive a copy of SAP notifications in the event that an advisee fails to meet the SAP standards.

SAP Ineligible – This letter is sent to students who have failed to meet, at least, one component of SAP. Students found to be deficient in GPA, MCP, and/or MTF after the annual review are considered ineligible for all forms of financial aid during the subsequent award year. Aid can only be reinstated through a successful, documented appeal or by resolving all deficiencies.

SAP Probation Removed – This letter is sent to students who were on a probationary status during their prior term of attendance and have now resolved all of their deficiencies. This status is approved at the end of the term of probation and is determined by successful removal of SAP deficiencies. To receive SAP Probation Removed, students must have achieved the minimum GPA required for their academic career and level and must reach, at least, 67% of accumulative course completion. Students who fail to meet these criteria will be ineligible for financial aid unless all deficiencies are satisfied.

SAP Probation Denial – This letter is sent to students who were on a probationary status during their prior term of attendance and did not resolve all deficiencies. Students who fail to resolve all deficiencies will be ineligible for financial aid. Students in this situation cannot have aid reinstated. They have already submitted an appeal during a prior term and, thus, have exhausted their right to appeal. Resolution of all deficiencies is the only mechanism that a student may again be considered eligible for financial aid.

SAP Academic Plan Extension – This letter is sent to students who were on an academic plan during their prior term of attendance and met all requirements of their plan and/or resolved all deficiencies. This status is granted upon specified review of the academic plan or during the annual review. Unless otherwise specified, students must maintain the minimum GPA required for the academic career for the term and must complete, at least, 67% of courses attempted. Students who fail to meet these criteria or those communicated specifically in the SAP correspondence will be ineligible for financial aid unless all deficiencies are satisfied.

SAP Academic Plan Denial – This letter is sent to students who were on an academic plan during their prior term of attendance and did not meet all requirements of that plan or resolve all SAP deficiencies. Students who fail to meet these criteria or those communicated specifically in the SAP correspondence will be ineligible for financial aid. Students in this situation cannot have aid reinstated. They have already submitted an appeal during a prior

term and, thus, have exhausted their right to appeal. Resolution of all deficiencies is the only mechanism that a student may again be considered eligible for financial aid.

SAP Appeal Procedures - Beginning with the 2011-12 academic year, significant changes were made to the appeal process. Federal regulations do not require that a school allow students an opportunity to appeal an unsatisfactory status. Washington College has chosen to exercise the ability to use professional judgment and entertain appeals for reinstatement of aid for no more than one term of probation. Students for whom it would be mathematically impossible to resolve all deficiencies during one term may be placed on an academic plan, which gives much more flexibility in financial aid reinstatement. However, per federal regulations, only appeals documenting specific circumstances will be considered for approval. The Admission and Student Aid Committee overseeing SAP will review the content of the appeal. Only appeals that document the following reasons will be considered:

- Serious physical or mental illness of the student
- Serious physical or mental illness of the student's immediate family member
- Death of the student's immediate family member
- Other extreme circumstances

If the appeal is not submitted for one of these reasons, it will automatically be denied by the Director of Student Aid and will not be heard by the SAP Appeal Committee. If the appeal is submitted based on an approved circumstance, but does not provide documentation of said circumstance(s), the Director will contact the student and request the documentation. If the appeal is complete and all necessary documentation is provided, the Director will prepare to present the appeal to the SAP Appeal Committee.

Students may only submit one appeal per academic career. For example, students may appeal once as an undergraduate and once as a graduate. Exceptions may be made for students who have not attended Washington College for, at least, three full academic years.

For students who have exceeded the maximum timeframe, consideration for reinstatement may be given up to 175% of the normal time it takes to complete a degree in the student's academic career. Appeals for students who have exceeded 175% of the normal time it would take to complete the degree they are pursuing will not be considered. Students who have exceeded this cap may only pursue alternative loan funding. They will no longer be considered for financial aid during their academic career.

There is no secondary appeal process. If an appeal is denied, students can only be reinstated for aid eligibility if they satisfy all deficiencies. If an appeal is approved and the student does not fulfill the conditions of his or her probation or academic plan, the student will not be eligible for aid for any future semesters during their academic career unless the student satisfies all deficiencies.

SAP Probation – In cases where the appeal is approved, the student may only be permitted one semester of aid. During this semester, the student is considered to be on SAP Probation. Unless otherwise specified, students must maintain the minimum GPA required for the academic career for the semester and must complete, at least, 67% of courses attempted to be extended for the subsequent semester. Students on SAP Probation for timeframe will be reviewed to determine if the academic plan (timetable) is currently being followed and future enrollment is following this plan.

At the end of each semester, all students on SAP Probation will be reviewed to determine whether the student maintained the minimum GPA and MCP and/or the MTF academic plan is being followed. If a student fails to meet these criteria, the student loses aid eligibility. It will not be reinstated unless the student satisfies all SAP deficiencies at the end of the evaluation period. Notification of the semester probation review will be sent to students.

At the SAP annual review, students who were on probation or an academic plan during their most recent semester of attendance will be reviewed for an additional probationary term or continuation of the academic plan in the next academic year.

Eligibility for Reinstatement – A student may be reinstated for federal and selected other types of financial assistance by successfully satisfying all deficiencies. Students who regain eligibility by resolving all deficiencies will be identified during the annual SAP review.

FEDERAL WILLIAM D. FORD DIRECT LOAN PROGRAM (Unsubsidized)

Federal William D. Ford Direct Loan Program (unsubsidized) allows all students regardless of federal financial need and who are enrolled for at least six credits per term to borrow funds to assist with the payment of their educational expenses. Washington College's policy is to allow graduate students to borrow funds sufficient to cover tuition, fees and an allowance for books. New borrowers must complete a Federal Direct Loan electronic master promissory note to borrow funds through this program. The interest rate is fixed at 6.8%. Interest accrual begins immediately during in-school. Interest accruing during these periods may be paid or capitalized.

For more information and to apply, visit the Federal Direct Loan Program Web site: <http://www.direct.ed.gov/>.

TRANSFER POLICY

Washington College will accept up to nine hours of transfer credit from other accredited graduate institutions. Generally, courses must have been taken within seven years of date of application for transfer credit and earned a grade of "B" or better. Department chairs review transfer credits and consider course content, date of course credit, and special conditions. The Graduate Council is authorized final responsibility for accepting transfer credit in cases where questions arise, either from the student or the department chair. As a matter of general policy, Washington College does not grant transfer credit for courses taught in the mini-course format, for a period of one week or less.

MATRICULATION POLICY

Students not formally admitted to the Graduate Program may enroll in individual classes as non-degree students. Students may complete up to two courses as non-degree students with no official declaration of intent. Upon completion of two courses, the student must be admitted to a degree program or officially declare their permanent status as a non-degree seeking student. Students not declaring an official status will be unable to register for subsequent terms. Only two classes completed prior to formal admission will be counted toward completion of course requirements for the Master's Degree.

EMPLOYEES AS STUDENTS

Washington College employees may take graduate courses in their first term of employment. However, they are expected to submit an application to a program of study following the application deadlines outlined above.

1. Employees who wish to take graduate courses must complete the Employee Tuition Waiver and Registration form in addition to the Graduate Course Registration form. The form may be found at http://hr.washcoll.edu/pdf/tuitionwaver_employee.pdf or <http://grad.washcoll.edu>. (Both forms together with the check for Course Registration should be taken to the HR office for verification and signature PRIOR to submitting it to the Registrar's office.
2. New employees or employees who have not applied for admittance to a graduate program or have a pending application, may register for no more than two courses in their first term.
3. Employees who have not applied for admission to a program of graduate study after completion of two courses must seek admission to a degree program or officially declare their intent to pursue coursework as a non-degree student. Students who have not declared a degree status upon completion of two courses will be unable to register for subsequent terms.
4. Graduate Assistant Coaches are allowed to register for up to two courses per term and a maximum of five courses per annum.

DEGREE REQUIREMENTS

The Master of Arts degree will be awarded to those students who complete a planned 30 semester-hour program of graduate study as specified by the appropriate department. All graduate courses at Washington College are three credits each. Ordinarily, all degree requirements are to be completed within an eight-year period. To be approved for graduation, students must have successfully completed all coursework and degree requirements by the time of graduation.

GRADUATION TUITION AND FEES

Application fee:	\$50
Tuition:	\$1164 per course
Registration fee:	\$100 per course
Audit fee:	\$339 per course
Graduation Fee:	\$170

Tuition and fees must be paid by the first day of scheduled classes. Any student with outstanding balances at this time will receive an invoice by mail. On graduate accounts, a late payment fee of \$80.00 is added to any outstanding balance of \$800 due on payments received beyond the second week of class. A late fee is charged when a student has not paid their account in full or made payment arrangements by the officially posted due date for the current semester; or has defaulted on a payment plan; or has financial aid cancelled, in any manner.

GRADES AND TRANSCRIPTS

Graduate courses are awarded the following letter grades which, except for the F, may be modified by a minus or a plus as follows:

- A - Excellent
- B - Good
- C - Fair
- D - Passed
- F - Failed

The following system is used to determine a student's grade point average

A/A+	= 4.00	C	=2.00
A-	=3.67	C-	=1.67
B+	=3.33	D+	=1.33
B	=3.00	D	=1.00
B-	=2.67	D-	=0.67
C+	=2.33	F	=0.00

Other notations used on student records include:

- W Withdrawal from course
- P Pass (thesis or internship credit only)
- I Incomplete
- AU Audit
- CR Credit
- NC No Credit
- R Replaced

Please note changes for students matriculating after July 1, 2008: No more than two courses with a grade below a B- may count toward the degree. With the permission of the Graduate Program Chair, such courses may be repeated one time to replace the grade.

A student who receives more than one F may be dismissed from the M.A. program. All incomplete grades must be made up within six months of the final day of the semester in which the courses were taken.

Students may access their grades at any time by logging onto the College's Web Advisor system. Students wishing to receive a printed grade report may contact the Registrar's office by phone at 410-778-7299. Students wishing to request official transcripts should submit a written request by mail or fax (address: Registrar's Office, Bunting Hall, Washington College, 300 Washington Avenue, Chestertown, MD 21620-1197/fax: 410-810-7159). Students can also make such requests from a Washington College email account by directing a message to Pat Smith (psmith2@washcoll.edu). Transcript requests should include the following information:

1. Full name (including former or maiden name)
2. Date of birth
3. Social security number
4. Dates of attendance or graduation

5. Whether the request is for a graduate or undergraduate transcript
6. The address to which the requested materials should be sent
7. A phone number at which the student can be reached
8. The student's signature (mail and fax requests only)

The Office of the Registrar mails transcripts within a week of the request. The College may withhold transcripts from students that have not met their financial obligations. Depending upon the student's years of attendance and/or graduation, the College may require a small fee.

WITHDRAWAL AND REFUNDS

Students may withdraw from courses without academic penalty before the last class of the term by filing a withdrawal form with the Registrar's Office. Students who fail to notify the Registrar's Office forfeit their right to any potential refund. Tuition and the audit fee are the only charges eligible for full or partial refund; the registration fee is not refundable in whole or in part.

Fall and spring refunds: Before classes begin - 100% refund; before 2nd week - 75% refund; before 3rd week - 50% refund; thereafter - no refund. The fee for auditing is not refundable after the second week of classes.

Summer refunds: Before classes begin - 100% refund; before 4th class meeting - 75% refund; before 6th class meeting - 50% refund; thereafter - no refund. The fee for auditing is not refundable after the second week of classes.

REGISTRATION

The graduate schedule and pre-registration materials generally become available several months prior to the start of each term. They may be obtained from, and should be returned with payment to, the Registrar's Office, Bunting Hall, Washington College, 300 Washington Avenue, Chestertown, MD 21620-1197. The College also makes schedules and pre-registration materials available at the Graduate Program website: <http://grad.washcoll.edu>.

Payment should accompany registration and may be made via cash, money order, or certified or personal check. Credit cards and faxed pre-registrations forms are not accepted at the Registrar's Office. A payment plan may be set up through the Business Office.

TEXTBOOKS AND THE BOOKSTORE

To purchase books from the Washington College Bookstore, graduate students may submit a request directly to the bookstore's online form at <http://washcoll.bncollege.com/>. Students can collect their books at the bookstore or, for a fee, arrange to receive them by mail. The College Barnes and Noble Bookstore is located in the Gallery of the Casey Academic Center and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. At various times during the school year, the bookstore is open on Saturdays. The staff of the bookstore can be contacted by telephone at 410-778-7749 or online at <http://washcoll.bncollege.com/>.

THE INDEPENDENT STUDY

Matriculated students who are well advanced in the program may petition for up to two independent study options. Independent Study forms may be obtained from the Office of Graduate Admissions or downloaded online at the graduate website (<http://grad.washcoll.edu/forms>). Because it may take some time to find a faculty adviser with whom to arrange the details of an independent study, students should begin the petition process early. Completed petitions, including detailed descriptions of the course content and mechanics, must be submitted to the chair of the appropriate graduate department at least three weeks prior to the start of the semester in which the student intends to pursue the independent study.

Students who wish to take advantage of this option should address their petitions to the chair of their graduate program. The petition must include a brief description of the course and the name and signature of the faculty member who has agreed to supervise the independent study. The description should also include an examination of the method and the extent of faculty supervision required, a list of works to be investigated and a statement of the mechanics of the course. A statement explaining the place of this course in the student's overall program should be included as well. A copy of the syllabus and bibliography should be attached.

The department chair will consult with the faculty adviser as well as with the director of the graduate program before approving the independent study. As a general rule, proposals for independent study should not duplicate courses that are a regular part of the curriculum. Once the petition has been approved, the faculty adviser and the student will be notified.

CANCELLATION POLICIES

The College reserves the right to cancel any course for which there is insufficient enrollment. Any instructor who finds it necessary to cancel a day of class will make every effort to notify each student. News of class cancellations due to inclement weather will be broadcast on WBAL 1090 AM, or may be obtained by calling the College switchboard (410-778-2800) before 4:30 p.m.

COURSES OF INSTRUCTION

Course descriptions are presented as examples of courses offered in the graduate program. While these course listings serve as a reliable guide to the various programs and most courses listed are offered regularly, the College is not obliged to offer any particular course listed on a regular basis.

STUDENT ADVISING

Department Chairs, listed below, serve as advisors to graduate students at Washington College. Students should consult their advisors with questions about curriculum and course selection.

Dept.	Chair	Phone	E-Mail	Office Location
ENG	Richard DeProspo	410-778-7869	rdeprospo2@washcoll.edu	Smith 220
HIS	Janet Sorrentino	410-810-7496	jsorrentino2@washcoll.edu	Goldstein 226
PSY	Lauren Littlefield	410-778-7152	llittlefield2@washcoll.edu	Dunning 03B

Students should direct questions concerning transcripts, student records, and graduation procedures to the Office of the Registrar 410-778-7299. All other inquiries should be made to the Office of Graduate Admissions 410-778-7213.

STUDENT IDENTIFICATION AND COMMUNICATIONS

Upon entering the program and registering for classes, graduate students at Washington College should complete the following steps:

1. *Obtain a Washington College Identification Card.* The Office of Public Safety issues ID cards and is located on the ground floor of Wicomico Hall. It maintains office hours of 8:30-4:30, Monday through Friday. The ID card provides access to campus facilities and resources, including Miller Library.

2. *Activate and Access Web Mail.* Each student is issued a username and password that enables Web Mail access via a link on the College's home page, www.washcoll.edu. The College disseminates Program announcements via Web Mail, and it is important that students activate their accounts and check them periodically. Web Mail is accessible via the "Login" link on the College's homepage: www.washcoll.edu. Students wishing to forward e-mail sent to their Web Mail accounts can do so by clicking Login page's "Forward" link and providing the necessary information.

3. *Access Web Advisor.* Students can access Web Advisor (<https://webadvisor.washcoll.edu>) using their Web Mail usernames and passwords. Web Advisor provides each student a variety of academic information, not the least of which are grades and transcripts. Web Advisor is accessible via the "Login" link on the College's homepage: <http://www.washcoll.edu>.

MASTER OF ARTS
CONCENTRATION IN ENGLISH

REQUIREMENTS FOR THE DEGREE

The aim of the Master of Arts Degree in English is to have each graduate student become more deeply familiar with the great literary tradition in English and American Literature and to learn of new directions, critical perspectives, and approaches to traditional and non-traditional literary forms. To this end, it is suggested, but not required, that candidates for the degree should take three classes in literature before 1800, four courses in literature from 1800 to the present, and three electives, including special topics courses. A student may take as many as two courses in a particular topic if, in the opinion of the Graduate Program chair, this would represent significant extension rather than repetition.

COURSES IN ENGLISH

English 500. Shakespeare

A detailed study of selected plays.

English 501. Seventeenth-Century British Literature

A close study of selected authors representative of the period.

English 502. Eighteenth-Century British Literature

A close study of selected authors representative of the period.

English 503. Romantic Poetry

A study of six great Romantic poets of the early nineteenth century: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats, considered against the social and intellectual background of the time.

English 504. The Nineteenth-Century British Novel

A close study of one or more major novelists of the period.

English 505. Poe and the Literature of the British Colonies of North America and of the Early U.S.

The course will concentrate on the writings of Poe as exemplifying the literature of the British Colonies of North America and of the early U.S. Other readings will be chosen from among the writings of Bradford, Bradstreet, Taylor, Edwards, Franklin, Crèvecoeur, Jefferson, Hamilton, Madison, Brockden, Brown, and Irving.

English 506. Literary Romanticism in the U.S.

Readings will be chosen from among the writings of Emerson, Thoreau, Hawthorne, Melville, and Whitman.

English 507. Twentieth-Century British Literature

A study of the origins and development of modernism in British literature as exemplified by works of the following authors: Conrad, Yeats, Joyce, Eliot, Lawrence, Woolf, and Beckett.

English 508. Yeats, Joyce and Beckett

Readings include Yeats's *Collected Poems*, Joyce's *Ulysses* and Beckett's plays.

English 509. Faulkner and Literary Modernism in the U.S.

The course will concentrate on the novels of Faulkner as exemplifying modernism. Other readings will be chosen from among the writings of Eliot, Hemingway, Fitzgerald, Anderson, Barnes, Porter, Cummings, and Cather.

English 510. American Fiction Since 1945

A survey of major American fiction writers who have written and published their work in the post-World War II era. Salinger, Mailer, Updike, Cheever, and O'Connor are examples.

English 511. American Poetry Since 1945

A survey of the major American poets who have written and published their work in the post-World War II era. Lowell, Wilbur, Stafford, Brooks, and Hecht are examples.

English 512. Modern Drama

A study of 20th-century drama that includes the following authors: Yeats, Synge, Pirandello, Brecht, Genet, Beckett, and Pinter.

English 513. Studies in Comic Drama

A study of ancient and modern plays as well as comic modes, themes, and characters. Attention is also given to critical materials.

English 515. James and Post-Romantic Literature in the U.S.

The course will concentrate on the writing of Henry James as exemplifying the postromantic reaction against romanticism. Other readings will be chosen from among the writings of Dickinson, Mark Twain, DeForest, Howells, Douglass, Dreiser, Crane, and Chopin.

English 516. Chaucer

A reading of *The Canterbury Tales* and other writings.

English 517. Medieval Literature

The *Gawain/Pearl* poet, *Piers Plowman*, *Sir Orfeo*, *The Owl and the Nightingale*, debates, drama, lyrics and selections from Geoffrey Chaucer, Thomas Malory, and the *Alliterative Morte Arthur*.

English 518. Victorian Literature

A study of selected poets, novelists, and essayists.

English 519. Post Colonial English Literature

Representative works of writers from Africa, the West Indies, Australia, Ireland and Canada. Writing in English will be studied in relation to the central issues related to post-coloniality.

English 596, 597. Special Topics in English Literature

English 598, 599. Special Topics in American Literature

English 600. Independent Study

MASTER OF ARTS CONCENTRATION IN HISTORY

The Master of Arts program with concentration in history offers advanced training in American and European history, with elective courses available in other social science fields. Courses are structured with special emphasis on those aspects of the subject likely to be useful to teachers of history and social studies in pre-college level institutions. The major has among its aims: (1) to supplement the student's basic stock of factual and bibliographical data; (2) to bring the student abreast of the findings of recent scholarly work; (3) to encourage, by example, effective methods of dealing with controversy in historical interpretation; (4) to strengthen the student's skills in the use of primary materials as sources for reconstruction of the past; and (5) to demonstrate the usefulness of acquiring basic competence in other social science disciplines for broadening the scope and enhancing the sophistication of historical understanding.

REQUIREMENTS FOR THE DEGREE

Students seeking the M.A. degree in History must take two courses in non-U.S. history prior to 1600 (e.g., Ancient World, Middle Ages, Renaissance & Reformation), two courses in non-U.S. history after 1600 (e.g., Early Modern Europe, 19th-century Europe, 20th-century Germany, Russia and the Soviet Union), three courses in U.S. history, and at least three electives. The three electives may be in history, political science, sociology, anthropology, or economics.

COURSES IN HISTORY

History 500. The American Colonies and the Revolution

Special studies in the social, economic, and political structure of Colonial America, and in the background and development of the American Revolution.

History 501. Jefferson, Jackson and the Coming of the Civil War

A detailed study of special problems in the relationship of politics to society in the first half of the 19th century, with consideration of the causes of the Civil War.

History 503. The African-American Experience in America

A study of selected problems in the political and cultural history of African-Americans. Emphasis is placed on slavery and on black efforts to enter the mainstream of American life from the 17th century to the present.

History 506. The United States Civil War

This course will encompass the U.S. Civil War (1861-1865) in all pertinent areas. In addition to military history the course will review significant historical interpretations of the causes and effects of the war, the dimensions of social, economic, political, and diplomatic history pertaining to the war and the evolution of war aims relating to the central issues of slavery and race relations.

History 507. Twentieth-Century Europe

Detailed study of selected topics in European history since 1917.

History 508. Topics in American Intellectual History

Readings, discussions, and papers dealing with the main currents in American thought. Emphasis is on American Puritanism and its lasting effects, the American Enlightenment, Romantic Democracy, the Naturalist Mind, and the Contemporary Neo-Democratic Mind.

History 510. The Reconstruction Era and the Gilded Age

A study of the thirty-five years of American history that followed the Civil War, with particular emphasis given to problems of reconstruction, the achievements and costs of industrialization, the economic and social problems confronting workers and farmers, and the major intellectual and cultural cross-currents of American life during the late nineteenth century.

History 511. The Soviet Union Since World War II

A study of Russian society, economy, and politics in the Soviet Union's superpower era. The emphasis is on domestic affairs, including the rise of a movement of political and cultural dissent in the post-Stalin period. Russian foreign policy will be treated insofar as it impinged upon internal developments.

History 513. Progressivism and the Twenties

A study of America's early-twentieth-century age of reform and the very different period that followed in the 1920s. Emphasis is placed on the politics and culture of reform at the local, state, and federal levels from 1900 through 1920, the presidencies of Theodore Roosevelt and Woodrow Wilson, the impact of World War I and the cultural contradictions and ferment of the 1920s, culminating in the Wall Street Crash of 1929.

History 514. Modern America: The United States Since World War II

Readings and discussions on the main issues of the postwar years: Origins of the Cold War, the new conservatism, the corporate society, the decade of the counter-culture, and the crisis of political faith engendered by war, assassination, and political corruption.

History 517. Twentieth-Century Germany

Selected topics illuminating the traumatic course of the modernization of German society, politics, and culture as conditioned by military defeat and the impact of economic crisis, from World War I to the two Germanies today.

History 518. The New Deal and World War II

A study encompassing a period dominated by the presidential leadership of Franklin D. Roosevelt. Emphasis is placed on the crisis and challenge of the Great Depression, the interlude of Herbert Hoover's administration, the themes and occasional contradictions of the New Deal, the struggles for redefinition of American society, and the challenge of totalitarian aggression in World War II.

History 519. Latin America in the 20th Century

Special topics on the social, cultural, political, and economic history of Latin America since the turn of the century, with emphasis on Argentina, Brazil, and Mexico. Topics will include:

immigrant acculturation and the search for national identities; experiments in democracy; caudillismo and the rise of militarism; race relations; agrarian reform and the problems of underdevelopment; the continuing struggle for political stability and economic autonomy; neocolonialism; Third World relations; and international problems.

History 520. The Ancient Near East and Greece

A survey of ancient cultures from the first Mesopotamian and Egyptian civilizations through the Hellenistic period (c. 300. 200 B.C.), with most of the course devoted to the development of classical Greece.

History 521. Ancient Rome

The history of the Roman Republic and Empire from the Etruscan period through the decline and fall of Rome (c. 800 B.C. 500 A.D.). Readings from the primary sources will focus on social and political themes.

History 522. Medieval Europe

A survey of European civilization from the fifth through the fifteenth centuries, including political organization, social and economic conditions, and medieval cultural developments.

History 523. Renaissance and Reformation

An exploration of cultural, political, and social change in Europe from the Italian Renaissance through the protestant Reformation and Age of Discovery (c. 1400-1648).

History 524. Medieval England

A survey of English history from prehistoric times through 1485, focusing on the development of the monarchy, law, and Parliament.

History 598, 599. Special Topics

History 600. Independent Study

COURSES IN THE SOCIAL SCIENCES

Prospective students whose previous college work does not include at least one basic course in the desired field of study may be admitted to the social science course in question only by permission of the instructor. Independent studies in the Social Sciences are designated by the department name and the number 600, e.g., Sociology 600, etc.

Political Science 500. Contemporary World Affairs

Selected critical issues and crisis areas in contemporary international relations. These issues will from time to time include the study of nuclear weapons systems and their implications in world politics, the disintegration of both the Communist and Western power blocs, and the emerging triangular relationship among the United States, the Soviet Union, and Communist China.

Political Science 501. Current Problems in American Politics

An analysis of the special problems created by technology, the breakdown of tradition, and the rise of alienation and elitism in American society.

Political Science 502. Latin American Relations in the 20th Century

An analysis of the political and economic components of Inter-American relations since the turn of the century. Emphasis is given to post-World War II events and the impact of rising Latin American nationalism on U.S. influence in the region.

Political Science 505. The American Presidency: The Post-Watergate Era

The Watergate scandal had a profound effect on the American political system, and perhaps its most lasting impact could be on the presidency. We will examine presidential power during an era in which there are growing constraints placed on the exercise of that power. The historical development of the office will be traced. We will look at the presidential selection process, presidential personality, and the president's relations with the public, the press, and other branches of government.

Political Science 506. Criminal Justice in America

An examination of the formal structures and operating realities of the American system of criminal justice. The course will focus on the behavior of police, prosecutors, defense counsel, judges, and juries at various stages of the criminal justice process. Considerable attention will also be given to Supreme Court decisions affecting the rights of criminal suspects, and to the continuing debate over the causes of crime and the efficacy of punishment.

Political Science 507. American Constitutional Development

An examination of the evolution of constitutional government in America from the perspectives of history, politics, and law, with special emphasis on the role of the Supreme Court as authoritative interpreter of the Constitution. Topics will include the framing of the Constitution; the contributions of Madison, Hamilton, Jefferson, and Marshall; slavery and the crisis of union; laissez-faire and the New Deal; and such contemporary issues as racial equity, freedom of expression, and presidential power.

Sociology 500. Basic Concepts in Modern Sociology

A study of various significant theories and concepts in present-day sociology. These will include the areas of social evolution, structural-functional analysis, and symbolic interaction.

Sociology 502. Sociology of the Working Class

The course treats the American working class in the kinship, community, and occupational settings. It deals with the importance of social class and related ethnic factors in urban areas today. The impact of assembly line technology on the worker will also be discussed.

Sociology 503. Sociology of American Communities

The size and function of American communities affect the expectations that residents have of each other, and the ways in which they organize their economic, political, and other institutional relationships. This course will investigate these patterns and the changes in them that have occurred over time.

Sociology 505. The Slum: A Cross-cultural Perspective

Study will include the development of slums in various societies, characteristics of the slum dweller, the social organization of slums, and the place of the slum in the larger society.

Anthropology 501. Cultures of the World

Survey of the world's major cultural areas with a brief history of their development.

Anthropology 506. Indian Cultures of Latin America

Cultural and ethnohistory of the major Indian civilizations of Latin America, with a primary focus on the Incas, the Aztecs, and the Mayas. Study will conclude with a survey of Indian cultures today.

MASTER OF ARTS CONCENTRATION IN PSYCHOLOGY

The principal emphasis is on providing a strong foundation in the science of psychology. Students will be offered opportunities to extend their understanding of the methods of psychology, to critically evaluate psychological literature and theories, and to study applications of psychology to such fields as clinical/counseling psychology, tests and measurements, behavioral neuroscience, and developmental psychology.

REQUIREMENTS FOR THE DEGREE

A total of 10 courses are required for the degree. Six are required courses and represent competency both in methods and in cognate areas.

To complete the methods requirement, students must successfully complete a two-semester sequence in statistics and design (PSY 500 & 508). To satisfy the cognate requirement, students must successfully complete four courses selected from the three cognate areas (biological, experimental, applied) according to the following conditions:

- at least one course must be selected from each of the three cognate areas
- at least two courses must be selected from either the biological or the experimental area

Courses which count for each cognate area are:

- Biological: 502, 517, 520
- Experimental: 501, 503, 510, 511, 530, 540, 550
- Applied: 541, 560, 570, 571, 572, 580, 590.

The remaining four courses for the degree may be electives chosen by the student.

Students majoring in Psychology may elect to undertake a master's thesis. The thesis will consist of an original experimental research project. Theoretical or discursive papers will be unacceptable. A student electing the thesis option begins by registering for Psychology 601, Thesis, with the permission of a research adviser selected by the student. Successful completion of Psychology 601 and the recommendations of the research adviser are prerequisites for Psychology 602. Psychology 601 and 602 together comprise the thesis option and substitute for six hours of formal course work. Five years from the semester in which Psychology 601 is elected are allowed for successful completion of the thesis. A student must either submit their thesis as a poster or paper to a professional conference or submit it as a peer-reviewed journal article to successfully complete Psychology 602.

COURSES IN PSYCHOLOGY

Psychology 500. Statistics in Psychology and Education

The focus of this course is on the proper application of statistical techniques rather than on their mathematical development. Emphasis is placed on the statistical reasoning involved in using the more advanced parametric and nonparametric procedures.

Psychology 501. Infancy and Childhood

Theoretical and methodological issues in the study of development will be highlighted by examining current issues in child psychology. A chronological overview of cognitive and social development during infancy and childhood will be treated.

Psychology 502. Biological Foundations of Human Behavior

A study of the organic mechanisms for learning, emotion, motivation, memory, sleep, perception, language, and psychopathology. Major topics considered in the course include functional neuroanatomy, the neurobiology of various neurotransmitter systems, hormonal influences on behavior and cognition, information processing in various sensory systems, the biological bases of drug abuse and addiction, and the psychopharmacology of therapeutic drugs.

Psychology 503. Human Cognition and Performance

A survey of research on human memory, attention, language, problem solving, and general comprehension processes. Special topics typically include: eyewitness testimony, computer modeling of comprehension processes, interrelationship between cortical trauma and information processing.

Psychology 508. Research Methods & Advanced Statistics

A survey of research methods employed in behavioral research. Emphasis will be placed on inferential statistics such as analysis of variance, regression, factor analysis, discriminant analysis, and appropriate a priori and a posteriori tests of significance. Examples will be drawn from psychology, medicine, market research, etc. A significant portion of the class will be devoted to the use of a statistical package such as Systat or SPSS. *Prerequisite: 500.*

Psychology 510. Adolescence, Maturity & Old Age

Central themes of adolescence-adulthood (dependency-independency, intellectual growth, personality change) will be assessed within a life-span developmental framework.

Psychology 511. The Exceptional Child

A study of the genesis, nature, and treatment of the exceptional child. Focus is placed on children with high and low intelligence levels, and on such conditions as the anxious, the social, the hyperactive, and the destructive child. A modified case study method is employed.

Psychology 517. Principles of Sensation and Perception

This course offers a survey of how our sensory systems analyze physical stimuli and produce complicated perceptions of the world around us. Consideration is given to how the anatomy and physiology of the visual and auditory systems allow us to extract information from the environment to create meaningful percepts. Other topics include psychophysics, perceptual illusions, experimental methods, and comparative studies.

Psychology 520. Psychopharmacology

An overview of the physiological and psychiatric factors involved in the action of drugs. Special emphasis will be placed on psychotherapeutic drugs, alcohol, stimulant opiates, cocaine, hallucinogens, and marijuana. *Prerequisite: Psychology 502.*

Psychology 530. Advanced Topics in Experimental Psychology

An advanced survey of the techniques of the major experimental fields of psychology treated with the aim of providing support for practitioners and teachers in these fields. Topics may include experiments drawn from experimental psychopathology, developmental psychology, learning, motivation, sensation, perception, and physiological and social psychology.

Psychology 540. Social Psychology

A survey of the paradigms used in the analysis of interpersonal behavior. Special emphasis will be placed on affiliation, person perception, aggression, attitude change, and conformity.

Psychology 541. The Dynamics of Group Interaction

This course provides both a theoretical and experimental background for assessing the value of using group interaction for the attainment of meaningful self-learning.

Psychology 550. Theories of Personality

A critical survey of the major theoretical positions in the field with an emphasis on humanistic approaches. Possible therapeutic implications of each theory are also discussed.

Psychology 560. Abnormal Behavior

An analysis of the symptoms, etiology, and treatment of psychopathological conditions. Such basic problems as the meaning of abnormality and the adequacy of current treatment procedures are explored.

Psychology 570. Introduction to Counseling

The various theoretical positions and techniques are explored and compared from a number of viewpoints including those of the counselor, other institutional personnel, the client, and the general public.

Psychology 571. Advanced Counseling

An intensive treatment of the theories and techniques of counseling. Practical exercises constitute a portion of this course. *Prerequisite: Psychology 570 or any two courses in the applied cognate area.*

Psychology 572. Behavior Modification

Techniques of changing human behavior. Special attention is given to conditioning approaches including analyzing motivation and developing related rewards, eliciting desired responses, and using appropriate response-reward contingencies.

Psychology 580. Psychological and Educational Testing

An evaluative survey of various types of psychological and educational instruments encompassing both group and individual tests. The major types focused on include interest inventories, aptitude tests, achievement tests, and intelligence tests. Theoretical foundations are explored and practical experience given when feasible.

Psychology 590. Applied Psychology Practicum

Under special circumstances the Department may grant one course credit to those students who arrange to receive instruction through field experience in an area of applied psychology

under the direction of a qualified preceptor. Such arrangements must be made by the student and must be approved in advance by the Department. Evaluation and supervision will be arranged on an individual basis. *Prerequisite: At least five graduate courses in Psychology.*

Psychology 598, 599. Special Topics.

These courses will be designated to count for a cognate area, depending upon the content covered.

Psychology 600. Independent Study

An intensive review of an area of contemporary experimental research interest in psychology, including undertaking of an independent original experimental research project. Specific course requirements to be determined for each study by the instructor. Entrance by permission of the instructor.

Psychology 601, 602. Thesis

THE GRADUATE PROGRAM
ADMINISTRATION AND FACULTY

ADMINISTRATION

Mitchell Reiss, Ph.D., President of the College
Emily Chamlee-Wright, Ph.D., Provost and Dean of the College
Andrea G. Lange, Ph.D., Assistant Dean, Director of the Graduate Program
Drew Thiemann, M.A., Registrar

GRADUATE PROGRAM FACULTY

ENGLISH

Kathryn M. Moncrief, Ph.D., University of Iowa, Chair
Christopher Ames, Ph.D., Stanford University
Richard L. Gillin, Ph.D., Bowling Green University
Jehanne Dubrow, Ph.D., University of Nebraska
Richard C. DeProspero, Ph.D., University of Virginia*
Alisha Knight, Ph.D., Drew University
Sean Meehan, Ph.D., University of Iowa
Robert Mooney, Ph.D., Binghamton University
Corey Olsen, Ph.D., Columbia University
Katherine E. Wagner, M.F.A., University of Massachusetts
Phillip Walsh, Ph.D., Brown University

HISTORY

Alexa Cowley, Ph.D. American University
Ann Connell, Ph.D., University of Maryland
Tom Finnegan, Ph.D., Drew University
Michael Harvey, Ph.D., Cornell University
Gary Schiff, Ph.D., Columbia University
Janet T. Sorrentino, Ph.D., University of North Carolina*

PSYCHOLOGY

Lauren Montenegro Littlefield, Ph.D., Drexel University, Chair*
Jack Barnhardt, Ph.D., City University of New York
Jennifer Chikar, Ph.D., University of Michigan
Cynthia Gibson, Ph.D., Virginia Commonwealth University
Mike Kerchner, Ph.D., Lehigh University
Benjamin Kohl, Ph.D., New York University
Stephen K. Radis, Ph.D., University of Maryland
James R. Siemen, Ph.D., University of Nebraska
George Spilich, Ph.D., University of Pittsburgh
Jon P. Stanton, Ph.D., Memphis State University
Ralph Surette, Ph.D., The Catholic University of America

* Graduate Program Director

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 as amended (FERPA) affords students certain rights with respect to their education records. These rights include:

The right to inspect and review the student's education record within 45 days of the day the College receives a request for access.

Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate.

Students may ask the College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. This request should be delivered to the Registrar, who will forward it to the proper College official.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

An exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

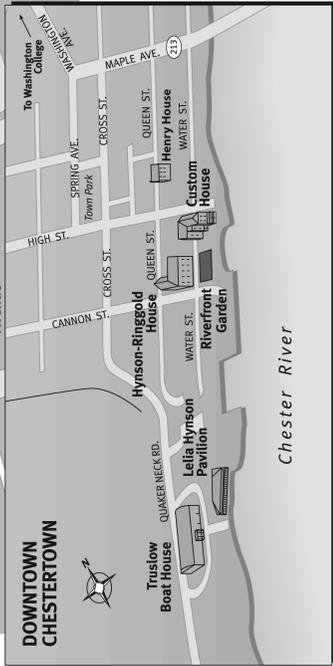
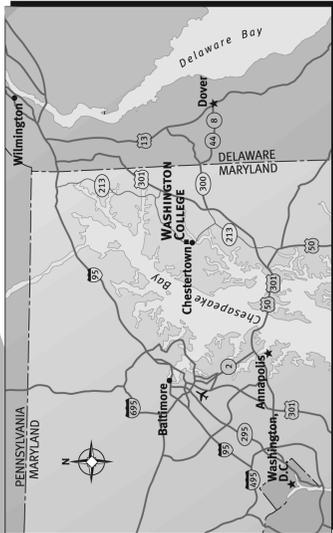
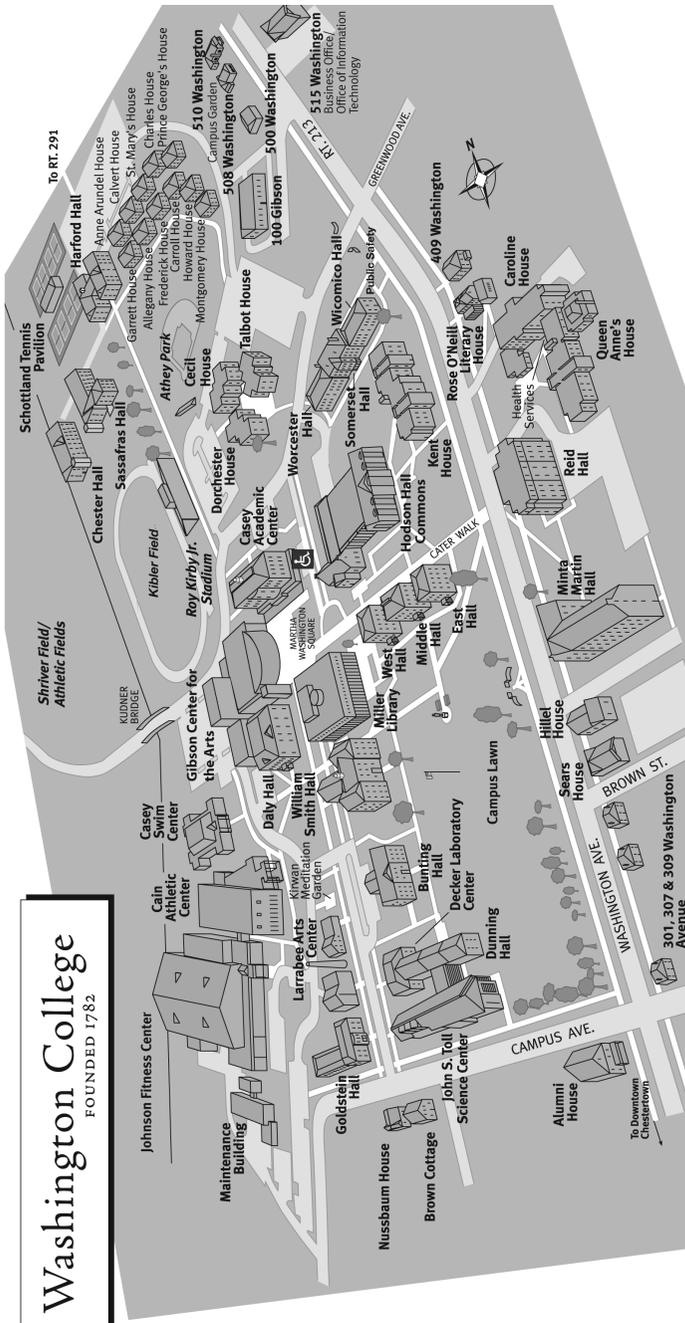
The right to file a complaint with the U.S. Department of Education concerning alleged failures by Washington College to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Washington College

FOUNDED 1782





WASHINGTON COLLEGE

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