



**WASHINGTON  
COLLEGE  
COURSE  
CATALOG  
ACADEMIC INFORMATION &  
POLICIES**

**2019-2020**

# Discrimination and Harassment Policies

## Policy Statement on Discrimination

Washington College does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, marital status, disability, sexual orientation, gender identity, gender expression, genetic information, or any other legally protected classification in the administration of any of its educational programs and activities or with respect to admission and employment.

The designated coordinator to ensure compliance with Title IX of the Educational Act Amendments of 1972 is Candace Wannamaker, Associate Vice President of Student Affairs and Title IX Coordinator - Casey Academic Center, Washington College, 300 Washington Avenue, Chestertown, Maryland, 21620, phone number (410) 778-7752.

The designated coordinator to ensure compliance with Section 504 of the Rehabilitation Act of 1973 is, Andrea Vassar, Director of Academic Skills, Clifton Miller Library, Washington College, 300 Washington Avenue, Chestertown, Maryland, 21620, phone number (410) 778-7883.

For additional information and/or to file a complaint contact the Director, US Department of Education, Office of Civil Rights, The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, or local fair employment practices agencies.

## Policy on Students with Disabilities

Students who have a qualifying disability that may affect their pursuit of a Washington College education are eligible to receive reasonable academic accommodations. Accommodations for students with documented disabilities will be tailored to meet the student's individual needs and will comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and with subsequent federal legislation pertaining to the disabled and their rights. Requests for accommodation and/or variation in degree requirements, accompanied by appropriate supporting documentation, should be submitted in writing to Maggie Harris, the Disability Access Specialist, Clifton Miller Library, Washington College, 300 Washington Avenue, Chestertown, Maryland, 21620; phone number 410-778-5799.

## Graduation Rates

Washington College, in compliance with the Federal Student Right-to-Know and Campus Security Act of 1990, publishes the percentage of students who enter the College as first-time, full-time students and then graduate in six years or less. Six-year graduation rates at Washington College typically range between 70 and 76 percent.

## Catalog Notice

While every effort is made to ensure the accuracy of the information provided in the Catalog as of its publication date in June 2019, it must be understood that all courses, course descriptions, designations of instructors, curricular and degree requirements, and other academic information

contained herein are subject to change or elimination at any time without notice or published amendment to the Catalog. In addition, Washington College reserves the right to make changes at any time, without prior notice, to other programs, policies and regulations, procedures, fees and charges, and other information that is described in this catalog or on any page that resides under the DNS registration of washcoll.edu.

Washington College provides its website, Catalog, handbooks, and any other printed materials or electronic media for general guidance. Individuals assume any risks associated with relying upon such information without checking other credible sources such as the student's faculty advisor, the Provost/Dean of the College, the Vice President for Student Affairs, the Assistant Dean for First Year Experience and Student Success, the Associate Vice President for Student Affairs, or the Registrar. In addition, a student's or prospective student's reliance upon information contained within these sources when making academic decisions does not constitute, and should not be construed as, a contract with the College.

# Diversity Statement

We, the students, faculty, staff, and Board of Visitors and Governors of Washington College, welcome, invite, value, and support a diverse community of individuals. We strive to create a place where all can study, work, and thrive. We believe in the worth, dignity, and safety of human beings of all races, ethnicities, nationalities, gender identities and/or expressions, sexual orientations, socioeconomic statuses, cultural backgrounds, cognitive or physical abilities, emotional and behavioral characteristics, ages, and educational levels. In the pursuit of academic excellence, we endeavor to be a community made up of people from a variety of backgrounds with differing perspectives, life experiences, religious, philosophical and political beliefs, lifestyles, and ideologies.

We pledge to create a respectful and supportive environment for collaboration, empathy, and the building of meaningful relationships among members of Washington College. We commit to fostering a more equitable, inclusive, and engaged community that embraces all the complexity that each person brings to campus.

- We will empower all members to contribute ideas, ask questions, contest assumptions, and revise points of view through civil debate.
- We will confront and challenge attempts to dehumanize others through prejudiced attitudes, behaviors, and practices that exclude, demean, or marginalize any individual or group.
- We will encourage alumni, parents, visitors, guests, and the wider community to respect and embrace the values and behaviors that we embody.

Our promise is to cultivate a continuous desire and ability to understand and meaningfully engage with different perspectives and experiences, including those of historically underrepresented and marginalized groups. We seek to contribute to the full intellectual and emotional development of every person and to the enrichment of our local, regional, national, and global communities.

# Our Mission

## **Mission Statement**

Washington College challenges and inspires emerging citizen leaders to discover lives of purpose and passion.

## **Core Values**

We share these values of our founding patron, George Washington: integrity, determination, curiosity, civility, leadership, and moral courage.

We offer academic rigor and self-discovery in a supportive, residential community of well-qualified, diverse, and motivated individuals. We develop in our students habits of analytic thought and clear communication, aesthetic insight, ethical sensitivity, and civic responsibility.

Unhurried conversation and close connections with an exceptional faculty and staff complement a broad curriculum of study. A beautiful campus, ready access to exciting cities and the Chesapeake Bay, and engagement with cultures and communities locally and around the world afford our students ample resources and opportunities for personal exploration and shared challenges.

We prepare our students for rich and fulfilling lives; for myriad and unpredictable opportunities; for a lifetime of learning, leadership, and productive endeavor.

## **Vision Statement**

The enduring values of Washington College—critical thinking, effective communication, and moral courage—move the world.

## A Brief History

The first college of the new nation, Washington College was founded in 1782 to educate citizens for the vital task of democracy. So closely linked to the creation of a new nation, our history truly distinguishes Washington College from other selective liberal arts colleges in the country. Prominent among the colonial leaders who worked to establish this institution of higher education to prepare the citizens of a new democracy was our nation's first president, George Washington.

"I am much indebted," Washington wrote in 1782, "for the honor conferred on me, by giving my name to the College at Chester." In this letter to his friend, the Reverend Dr. William Smith, General Washington also expressed the hope that the fortunes of the incipient college would prosper, and donated "the trifling sum of Fifty Guineas as an Earnest of my wishes for the prosperity of this seminary." Two years later he consented to serve as a member of the Board of Visitors and Governors, a position he occupied until 1789 when he became President of the United States. He accepted an honorary degree from Washington College in 1789.

Yet more important than the gifts of his money, time, and name, George Washington shared with this "infant seat of learning" his vision for a better future achieved through education. He knew that it would take an educated citizenry to put the new nation on the right track, to lead government, to start businesses, to promote peace. He also understood that by granting the College at Chester permission to bear his name, it would forever be linked to the ideals he valued. Our mission—to prepare our students to make meaningful contributions in their world—remains the same two centuries later, and those values of scholarship, character, leadership, and service to others continue to resonate at Washington College.

The College's first president, the Rev. William Smith, was a prominent figure in colonial affairs of letters and church and had a wide acquaintance among the great men of colonial days. Joining General Washington on the Board of Visitors and Governors of the new college were such distinguished leaders as John Page, Robert Goldsborough, Joshua Seney, and His Excellency William Paca, Governor of Maryland. The Maryland legislature confirmed its first college charter upon Washington College on October 15, 1782. The following spring, on May 14, 1783, the first commencement was held.

Washington College had evolved from the Kent County School, an institution of more than sixty years' standing in "Chester Town," which by 1782 had reached considerable strength and importance as a port city.

Today, Washington College takes full advantage of its unique place in our nation's history, its distinctive environmental setting in the Chesapeake Bay region, and its proximity to urban centers of political power, through academic programs, internship opportunities, and various partnerships. Located on Maryland's Eastern Shore, the College is seventy-five miles from

Baltimore, Washington, DC, and Philadelphia.

Washington College is accredited by the Middle States Association of Colleges and Secondary Schools and the American Chemical Society, and is a member of the Centennial Conference, the College Board, the Independent College Fund of Maryland, the Maryland Independent College and University Association, the National Association of Independent Colleges and Universities, the American Association of Colleges and Universities, the Annapolis Group, and the American Council on Education.

# Admission

Washington College is a selective national liberal arts college. Through the application and supporting credentials, the Admissions Committee seeks to learn as much as possible about each candidate for admission. In addition to the official transcript, a counselor recommendation is considered in evaluating the secondary school experience. Standardized test scores are also part of the admission process but are considered to be subordinate to the secondary school record. Test-optional admission is available for qualified students. Other factors that are considered include the admission essay/personal statement, extracurricular activity profile, and interview.

Then, on the basis of scholastic achievement, personal characteristics, and overall potential for success in a collegiate environment, the Committee selects for admission those individuals whose abilities, attributes, and interests match our criteria for the entering class.

## General Information

There are two ways to apply to Washington College; either through the Washington College Application or the Common Application.

By applying with the Washington College Application, you will receive an application fee waiver.

Washington College is a participant in the Common Application program. The Common Application for Admission is available in most secondary school guidance offices, online at [www.commonapp.org](http://www.commonapp.org). An application fee waiver is available for the Common Application.

## Application Fee

The application fee for 2019-2020 is \$50.

## Notification and Reply Date

You may apply to the college through the Early Decision, Early Action, or Regular Decision processes and deadlines. For more details on each deadline, please see the “Special Admissions Programs” section.

Early Decision candidates must apply by November 15 and will be notified by December 15. Early Decision is a binding admissions agreement.

Early Action candidates must apply by December 1 and will be notified by January 15.

Regular Decision candidates must apply February 15 and will be notified by April 1.

Transfer admissions applications can be submitted and are reviewed on a rolling-basis.



Since Washington College subscribes to the Candidate's Reply Date Agreement, the required \$500 enrollment deposit must be received no later than May 1 for all Early Action and Regular Decision applicants. The deposit is non-refundable and will be applied toward first-semester bills. New students who wish to reserve on-campus housing will be required to submit a housing deposit of \$200 by May 1 as well.

### **School Records**

An official secondary school transcript is required of all candidates for admission to Washington College. The following college preparatory units are recommended: four years of English; four years of social studies; four years of mathematics, including Algebra II; three years of a lab science; and two years of a modern foreign language or Latin. Considerable emphasis is placed upon the rigor of the candidate's course load in any given year (especially the senior year), and on participation in accelerated, honors, advanced placement, or international baccalaureate courses.

### **Recommendations**

A written statement from the secondary school college advisor or guidance counselor (or college faculty advisor if a transfer applicant) should be submitted on the applicant's behalf. An optional teacher evaluation by a teacher of a major academic subject taken within the last two year may also be submitted on the applicant's behalf. Additional teacher references may be submitted if so desired.

### **Standardized Testing**

Results of either the SAT I or ACT should be sent directly to Washington College (institution code #5888) by the testing agency. Unless requested, transfer candidates who have completed more than two semesters of college-level coursework are not required to submit results of standardized testing.

Freshman applicants with a cumulative high school grade point average of 3.50 or better (on a 4.00 scale) or with a top ten percent class rank can request and be granted a "test-optional" admission review. Documentation of a learning difference or medical condition can also be the basis for a "test-optional" review.

If English is not the applicant's first language, results of a language proficiency assessment (TOEFL, IELTS or their equivalent) must be submitted to the Admissions Office. Students who have been educated in an English-speaking curriculum may submit SAT or ACT scores in lieu of TOEFL/IELTS scores.

### **The Admission Interview**

The admission interview is seen as an ideal way for the prospective student and the College to learn more about each other. Although an interview is not required (unless specifically requested by the Admissions Committee), candidates who have visited the campus and met with a member of the admission staff are given preference in the admission process.

Arrangements for an admission interview and campus visit are best made in advance by telephoning the Admissions Office (410-778-7700) or visiting [washcoll.edu/visit](http://washcoll.edu/visit).

## **Special Admission Programs**

### **Early Decision: Binding**

The Early Decision option requires applicants to certify that 1) Washington College is their first choice and that 2) an offer of admission, if extended, will be accepted. The application deadline for early decision candidates is November 15. A signed Early Decision Agreement is required for Early Decision consideration. Early Decision notifications are issued on a rolling basis through December 15. Enrollment commitments are required by January 15. In addition to committing to enroll, Early Decision students also agree to withdraw all other college applications.

### **Early Action: Non-Binding**

Washington College offers an early action plan for students who wish to be notified of their admission status early in the senior year. Early action candidates who submit an application and all required credentials on or before December 1 will be informed of their status (admitted, denied, deferred) no later than January 15. Admitted Early Action applicants are not required to make an enrollment commitment until May 1.

### **Early Admission**

The College will consider applications from prospective students who have completed all requirements for their secondary school diploma in three years rather than four. High school students who have not received a secondary school diploma or its equivalent are not eligible for admission to the College as matriculated, degree-seeking students.

Under special circumstances, secondary school seniors will be permitted to enroll for undergraduate classes at the College as non-degree, non-matriculated students. This policy applies to all participants in the College's "More Able" program as well as the occasional local student who has attained a cumulative grade point average of "B" or better and who demonstrates strong motivation, maturity, and suitability for college-level coursework. Permission to enroll on a non-degree, non-matriculated basis is granted by the Vice President for Enrollment Management.

Non-degree students are not eligible to receive any Federal Title IV financial aid funds until they have attained either a secondary school or GED diploma. Non-degree students will not be permitted to continue their studies at the College beyond the first year without either a secondary school diploma or GED diploma.

### **Freshman Entrance With Advanced Standing**

A student may enter as a freshman with advanced standing toward a Washington College degree. This standing is usually achieved through the Advanced Placement Examinations given

each May by the College Board. A score of four or five on an A.P. exam may, with the approval of the appropriate academic department, earn course credit toward graduation and make the student eligible to take upper-level courses in the department.

Washington College recognizes the International Baccalaureate curriculum, Higher Level courses, and diploma for the assigning of advanced standing credit and the fulfillment of requirements for distribution, prerequisite courses, and graduation. No special use is made of Standard Level course credits. Students who receive grades of 5, 6, or 7 in the Higher Level examinations may receive a maximum of one full year of credit. Advanced standing for high academic achievement in other international education systems will be considered on a case-by-case basis.

### **Home-Schooled Students**

Washington College welcomes applications from home-educated students. Applicants will be required to 1) submit a completed application form and essay/personal statement, 2) submit official results of either the SAT-I or ACT examinations (the “score optional” policy does not apply to home-schooled applicants), 3) submit a transcript (or its equivalent) of academic coursework, and 4) submit one letter of recommendation.

### **Transfer Admission**

Transfer students are admitted to the College for semesters beginning in January and August. Admissions decisions are issued on a ‘rolling’ basis. It is recommended that applications for fall transfer admission be filed prior to June 1 and that applications for spring transfer admission be filed prior to December 15. Application procedures for transfer candidates are generally the same as outlined above; however, SAT or ACT scores are only required for applicants who have completed less than two semesters of college-level study. Official transcripts from all colleges attended must be submitted. An official secondary school transcript is also required. Advanced placement and course credit will be given to transfer students with acceptable A.P. scores provided that documentation from the College Board is received within one semester of enrollment at Washington College. It is advisable to consult with both the Admissions Office and the Registrar in order to obtain an accurate evaluation concerning transfer of academic credits.

To satisfy requirements for graduation, transfer students must complete a minimum of fifty-six credit hours at Washington College or in a Washington College approved off-campus study program, and the final eight courses must be taken in residence. Transfer students must also complete the senior capstone experience.

### **Readmission of Former Students**

Unless an official leave of absence has been obtained, students who voluntarily withdraw in good standing and take courses at another college or university during the withdrawal period are required to complete an Application for Readmission. Such students also forfeit any/all previously-awarded merit-based scholarships. This may be appealed to the Scholarship Appeals Committee.

To have their matriculated enrollment status reinstated, students suspended for academic reasons must petition the Assistant Dean for First Year Experience and Student Success and submit evidence of further academic progress supported by an official transcript from an approved college.

Students dismissed for a disciplinary reason must petition the Vice President and Dean of Students and supply evidence clearly indicating, through study at an approved college or recommendation from an employer, that reinstatement of matriculated enrollment status is warranted.

### **International Student Admission**

International students are encouraged to apply to Washington College and should review all information posted for international students at the College website: [washcoll.edu/international-apply](http://washcoll.edu/international-apply).

If English is not the applicant's first language, results of a language proficiency assessment (TOEFL, IELTS or their equivalent) must be submitted to the Admissions Office. Students who have been educated in an English-speaking curriculum may submit SAT or ACT scores in lieu of TOEFL/IELTS scores.

Washington College recognizes the International Baccalaureate curriculum, Higher Level courses, and diploma for the following purposes: admission, the assigning of advanced standing credit, and the fulfillment of requirements for distribution, prerequisite courses, and graduation. No special use is made of Standard Level course credits. Students who receive grades of 5, 6, or 7 in the Higher Level examinations may receive a maximum of one full year of credit. Advanced standing for high academic achievement in other international education systems will be considered on a case-by-case basis.

International students who require a student visa to enter the United States are required to submit a health form with current immunization records and chest x-ray results, and an affidavit of financial support; these documents are sent to all admitted applicants and must be returned no later than June 1.

## Fees and Expenses

### Basic educational fees for 2019-2020:

Tuition (full-time returning Tier 1)	\$43,702
Tuition (full-time returning Tier 2)	\$45,888
Tuition (new students)	\$47,724
Student Service Fee (returning students)	\$765
Student Service Fee (new students)	\$840
Student Health Fee	\$250
Campus Housing	\$6,180-\$8,756

### Meal Plans Per Year

19/week	\$6,542
14/week	\$6,160
Ultimate Plan	\$7,160
250Block	\$6,542
220Block	\$6,160
180Block	\$5,652
150Block	\$5,146
75 Block*	\$880 per semester
100Block*	\$1,014 per semester
750 Dining Dollar*	\$750 per semester

\*available to off-campus students only

### Orientation Fee

All first-year and transfer students must pay an orientation fee of \$240 for the fall semester or \$174 for the spring semester.

### Off-Campus Study Fees for Partner Institutions

Students who wish to participate in semester- or summer-long study abroad through one of Washington College's 30 partner institutions must pay an application fee of \$200 at the time of application, which is refundable prior to commitment to a specific partner institution. In the semester they are studying abroad, students continue to pay usual tuition and fees to Washington College, including usual scholarship aid. Students who choose to study abroad at one of the nine Group O partners must pay an additional fee of \$450 per semester. Students who participate in the three summer exchange programs with Washington College partners must pay a \$1,500 participation fee. Room and board fees vary by type of partner institution. See the International Programs section for additional information about each partner institution and fee structure.

Students studying off-campus at the Washington Center for Internships and Academic

Seminars, in Washington, DC, pay the application fee directly to The Washington Center, as well as an additional fee of \$450 per semester to Washington College and all usual tuition and fees, including usual scholarship aid. If the student will be living in The Washington Center housing the cost will be included in the students Washington College semester bill.

### **Short-Term Off Campus Study**

Students who participate in a short-term (less than a semester) off-campus study program led by Washington College faculty pay the fee for that program and an Off-Campus Study Fee of \$400 and tuition of \$500 for a 4-credit course or \$300 for a 2-credit course. Fees for the program are paid in two installments. A deposit is required at the time the student applies to the program, and the balance of tuition and the program fee is due upon billing. Students should check with the faculty leading the program about amount and due date for the deposit. Short-term program fees are non-refundable.

### **Graduation Fee**

There is a \$300 mandatory graduation fee for all students expected to receive a Washington College degree. Generally the fee will be billed and due during the senior or final year. The graduation fee is a one-time non-refundable fee.

### **Part-time Student Fees**

Part-time students are defined as those taking fewer than 12 credit hours in a semester. Tuition is charged at a pro-rated amount based on the Tier cost for the student semester. Part-time undergraduate students are also assessed a *pro rata* student fee. For students enrolled only as auditors, the tuition for each audited course is \$395.

### **Special Course Fees**

Certain courses, such as applied music, education internship, and some specialized instruction classes in physical education, have additional fees. These courses and their corresponding fees are designated in the course descriptions section of this Catalog and on WebAdvisor.

### **Senior Obligation/Senior Capstone Fee**

#### **Students whose graduation requirements include completion of an SCE course:**

If a student has completed all graduation requirements except the Senior Capstone Experience (SCE) and has not previously attempted the four-credit SCE course, the fee for the SCE course will be the same as the tuition paid by a part-time student taking one four-credit course: \$7,954.

If a student has completed all graduation requirements except the SCE and has previously attempted but did not successfully complete (either failed or withdrew from) the SCE course, he or she will have to register for and successfully complete a second SCE in order to graduate. The student should register for this SCE course in the semester in which the student and his or her SCE advisor have agreed that the SCE will be completed. For students who enroll in the second SCE course within one academic year of not completing their first attempt, the fee for

the new SCE registration will be \$1,500. The same fee will be assessed on subsequent registrations for the SCE course provided no more than one academic year has elapsed since the student's most recent attempt.

If a student has completed all graduation requirements except the SCE, has previously attempted but did not successfully complete (either failed or withdrew from) the SCE course, and has not been enrolled at the College for more than one academic year, the fee for the new SCE course registration will be the same as the tuition paid by a part-time student taking one four-credit course: \$7,954. Students in this situation will need to contact the Provost's Office to be reinstated at the College.

Faculty may assign a grade of Incomplete to a student taking an SCE, subject to the College's policy on incomplete grading. As with all Incomplete grades, if the student has not completed the SCE coursework by the deadline established by the SCE advisor (no later than the third Friday of classes in the subsequent semester), the student's Incomplete grade will become a failing grade. When a student's Incomplete SCE grade converts to an "F" in this manner, the Registrar's Office will make an exception to the normal Drop/Add deadline for that student to register in a repeat attempt at the SCE course no later than Friday of the fourth week of classes. The fee for that SCE will be \$1,500.

**Students whose graduation requirements include completion of the Senior Obligation rather than an SCE:**

If a student has completed all graduation requirements except the Senior Obligation, that student must register as an auditor for and successfully complete an SCE (which replaced the Senior Obligation in Fall 2006) in order to graduate. The fee for that SCE will be the same as the tuition paid by an auditor taking one course: \$395.

**Deposits**

Once admitted to Washington College, full-time matriculating undergraduate students are required to make a \$500 non-refundable enrollment deposit. The College reserves places in the entering class in the order in which these deposits are recorded.

All first time students who will be living on campus are required to make a non-refundable housing deposit of \$200. This deposit will be applied to the room billing for the semester.

In addition to semester fees, all undergraduate students are required to maintain a security deposit of \$285 (\$300 beginning with students entering fall 2018) throughout their College careers.

## **BILLING AND PAYMENT POLICIES**

### **Tuition, Fees, Room, and Board**

The College bills for tuition, fees, room, and board twice a year: in early July for the fall semester, and in late November for the spring semester. At the beginning of each semester, pending financial aid is allowed as a credit to the student's account, and is counted as payment until September 30 and January 31 for the Fall and Spring semesters, respectively. Students who have not completed all necessary paperwork to finalize pending aid by that time are required to pay in full. If financial aid is later reinstated, the student will be given a full refund of any credit balance. This refund is available by contacting the Business Office. The due dates for each semester are the first Monday in August for fall semester and the first Monday in January for spring semester.

Students who have not paid in full, or who have not made satisfactory arrangements to pay in full using financial aid or the "Official Payments" payment plan, by the due date for the semester, will not be considered as having met their financial obligation. A late payment fee will apply and the student may be removed from class and housing assignments if payment arrangements are not made by the due date.

### **Late Fee**

**The amount of the late payment fee is \$200 on any balance of \$2,000 or more for undergraduate students. 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.**

Until this obligation has been met, students may not return to campus, attend classes, or obtain keys or a college ID card. Students may also be removed from class and housing arrangements. All students are required to complete and submit to the Business Office an Information Release/Responsibility Form. This form serves as consent for Business Office personnel to discuss questions regarding the student's account with the indicated parties. Only those persons listed may be given information regarding the student's account.

### **Other Students Charges**

The Business Office bills each month for fines incurred by the student. These include parking violations, Library fines, Honor Board fines, dorm damages and other assessed charges. Parents/guardians should first discuss questionable charges with the student and/or appropriate department head, before calling the Business Office. Students are notified in writing when any fines are levied. Dorm damages are assessed after move out and are billed by June 15. All charges are due upon receipt of the monthly Student Statement of Account. Any charge that is outstanding for more than 30 days may result in grades not being sent, transcripts of academic credit not being issued, a diploma not being issued, and pre-registration for subsequent



semesters may be delayed.

Students may view their student account through the Washington College Web site using Student Self-Service.

### **Prepaid Debit Card System**

The College uses GET (<https://get.cbord.com/washcoll>) where students (and parents) can view and/or manage a student's campus card account. It provides valuable information about account balances and spending history, while enabling deposits to the campus card account using a credit card. GET is always on, and funds can be added anytime day or night. The card can be used at retail venues throughout campus. Balances on the debit cards transfer from semester to semester and year to year. Balances for graduating seniors will revert to their College account the last week of May typically. Refunds for medical withdrawals must be approved by the Business Office, otherwise there are no refunds. Lost or stolen cards are reported by logging on to <https://get.cbord.com/washcoll> to submit a lost/stolen card report immediately removing all access and spending privileges from the card. The student will be instructed on what their next steps should be in order to obtain a new card.

### **Payments**

Washington College Business Office accepts cash, cashier's checks, traveler's checks, wire transfers, and money orders in payment of student accounts. Wire transfer information can be obtained by calling the Accounts Receivable Specialist in the Business Office (410-778-7736). Personal checks are also accepted, unless there has been a previous incident of payment by check that was returned for non-sufficient funds. Once a non-sufficient funds check has been returned on a student's account, future payments must be made using another acceptable form of payment. Post-dated checks are not acceptable. Credit card payment for student account balances may only be made via the Student Self-Service on the Washington College Web site, there is a convenience fee for this service. E-Check payment can be made via Student Self-Service on the Washington College Web site, there is no fee for this service.

Personal checks submitted for payments on student accounts will have the student's college ID number written on the face of the check.

To insure against the financial losses associated with medical withdrawals after the beginning of classes all students are automatically enrolled in the DeWar tuition refund insurance for a premium of \$162 per semester. Families who wish to opt out of this insurance coverage may do so in writing by sending an email including the student's name and student ID# to [wac\\_trp@washcoll.edu](mailto:wac_trp@washcoll.edu) requesting cancellation of coverage. Details of the tuition refund insurance can be found on the Business Office web site under Student Services.

Official Payments, in partnership with Washington College, offers tuition installment payment plans. Tuition, fees, room and board may be paid in 5 or 4 monthly installments per semester under these plans. Information about the Official Payments Monthly Installment Plan can be

obtained through the Business Office. All payment obligations not included in the Plan must be paid in full by the due date for the semester. If Official Payments terminates the student's plan for nonpayment, the student will be subject to a default penalty charge equal to the late check-in penalty.

### **Withdrawals and Refunds**

If a student withdraws from the College during a semester, the student will be responsible for all nonrefundable amounts. When the student withdrawal results from a disciplinary action, the College makes no refund of any kind.

Tuition refunds or credits will be allowed according to the following schedule:

Before classes begin	100%
During the first two weeks of classes	75%
During the third week of classes	50%
During the fourth week of classes	25%

After the fourth week of classes there will be no tuition refund.

Fees are generally not refundable after the start date of the semester. Residence hall spaces are assigned for the academic year; therefore no refunds or credits for rooms are given for a student withdrawing after classes begin. Board refunds or credits will be determined on a pro-rated basis.

## 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.

Washington College offers several types of financial aid to help qualified full-time undergraduate students meet their college expenses. College-sponsored tuition scholarships and tuition grants are available to full-time undergraduate students who demonstrate financial need and who meet the College's admission criteria. In addition to College-sponsored financial aid, eligible students can receive assistance from federal, state, and independent aid programs. College support is intended to complement family financial resources (including any federal, state, or other outside aid for which a student may be eligible); College need-based tuition assistance is offered only after all other sources of aid have been exhausted.

The purpose of need-based aid is to reduce the difference between the student's estimated contribution to college expenses (as determined by the Free Application for Federal Financial Aid (FAFSA) and the actual cost of tuition, room, and board, plus an estimated amount for books and miscellaneous expenses. For the 2019-2020 academic year at Washington College, that total is \$61,536. Applicants for Fall 2020 should file the FAFSA beginning October 2019.

For students who show exceptional academic promise, Washington College also offers merit-based academic tuition scholarships. These are offered without regard to financial need; however, in cases involving both superior academic achievement and demonstrated financial need, a merit-based tuition scholarship will be included in the financial aid package.

Grant and scholarship assistance from all sources is applied first to full-time tuition charges. Grant and scholarship assistance in excess of tuition is then applied to direct College charges for fees, and on-campus room and board.

### **Application Procedures for Freshmen and Transfer Students**

The Free Application for Federal Student Aid (FAFSA) must be submitted to be considered for need-based financial aid at Washington College:

The FAFSA is used to collect financial information needed to determine a student's eligibility for federal aid (Federal Pell, Federal Supplemental Education Opportunity Grant (SEOG), Federal Work-Study (FWS), Federal Direct Student Loans). The FAFSA is also used by Washington College to determine eligibility for institutional need-based grants.

New students will be notified of financial aid decisions on a rolling basis. Returning, upper-class student award notices are posted online and available through Self Service in June after the

completion of spring semester courses.

### **Upperclass Student Aid**

Financial aid recipients are required to re-apply for need-based aid each year. Upperclass students must complete the FAFSA form by March 1. Tax transcripts are required only in the event that the student's file is selected for verification by the U.S. Department of Education or by the College. Notification of aid decisions begins in June.

Students who received no financial assistance during the fall semester, but who wish to be considered for need-based aid during the spring term, must file the appropriate applications with the Financial Aid Office no later than November 1. Spring term awards are based upon the availability of funds as well as demonstrated need and academic achievement.

Important notes regarding need-based aid award: All students who have applied for and qualify for need-based financial aid will be offered some form of self-help aid. Self-help aid is defined as Federal Subsidized and Unsubsidized Direct Loans and Federal Work-Study. All students offered WC Institutional need-based grant or scholarship assistance are expected to accept and use the self-help assistance to offset their educational expenses. Although 100% of demonstrated need can be met in some cases, meeting full need is not the policy of WC.

### **Satisfactory Academic Progress (SAP) Policies**

The Office of Student Financial Aid has established policies and procedures stated to fulfill the requirements expressed in the Higher Education Act (HEA). 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.

Our full Satisfactory Academic Progress policy can be found under the "Forms and Resources" section of the Office of Student Financial Aid's website at: [www.washcoll.edu/fa](http://www.washcoll.edu/fa)

### **Washington College Academic Tuition Scholarships and Grants**

Washington College recognizes and rewards exemplary academic achievement. Many Washington College students qualify for a merit-based tuition scholarship at the time of their admission to the College. In most cases, eligibility for a merit-based scholarship is determined by high school GPA and SAT-I or ACT scores. Unless otherwise specified in the scholarship award letter, the annual renewal of all merit-based awards is contingent upon maintenance of full-time continuous enrollment and a CGPA of 2.5 or above.

Students have the opportunity to appeal the loss of their merit scholarship should a mitigating circumstance be present. Appeals will be reviewed by the Vice President of Enrollment Management and the Director of Student Financial Aid and will be approved or denied on a case-by-case basis.

Recipients are eligible to renew their merit-based tuition scholarship through the completion of 8 semesters.

Washington College offers a variety of scholarships including:

### **Washington College Academic Tuition Scholarships for Entering Freshmen**

These four-year tuition scholarships are awarded to admitted applicants on the basis of secondary school achievement and potential for success. All admitted applicants are reviewed by the Scholarship Committee to determine their eligibility for these awards. Admitted applicants who qualify for merit-based academic tuition scholarships are notified of their award and the amount of the award at the time of admission to the College.

Admitted applicants who are members of their high school's National Honor Society, Cum Laude Society or National Society of High School Scholars and have a high School CGPA of at least 3.0 at the time of admission are awarded a four-year Washington College Academic Tuition Scholarship of at least \$18,000 annually (\$7,500 per semester) for four years. Some NHS /CLS members with exemplary high school academic records may qualify for awards that increase their Washington College Academic Tuition Scholarship from \$18,000 per year to \$18,000-\$30,000 per year.

### **Washington College Academic Tuition Scholarships for Transfer Students**

These tuition scholarships are awarded to full-time, high-achieving transfer students including, but not limited to, students who have been inducted into the Phi Theta Kappa Society. Typically, awards range in amount from \$10,000 to \$30,000 per year. A minimum CGPA of 2.5 and full-time continuous enrollment are required for renewal.

Admitted transfer applicants who qualify for academic tuition scholarships are notified of their award and the amount at the time of admission.

### **Sophie Kerr Gifts in English Literature**

These \$6,000 scholarships (\$1,500 annually for four years) are awarded to entering students who intend to major in English and/or minor in Creative Writing and who show outstanding promise in the field of English or American literature. Members of the English Department select scholarship finalists.

### **Quill & Compass Scholarships**

These \$6,000 scholarships (\$1,500 annually for four years) are awarded to entering students who intend to major in History or American Studies. Members of the C. V. Starr Center for the

Study of the American Experience select scholarship finalists.

### **Constance Stuart Larrabee Arts Scholarships**

These \$6,000 scholarships (\$1,500 annually for four years) are awarded to entering students who have a proven talent in art, music, or theatre, but who do not necessarily intend to major in the arts

### **Readmission and Merit Scholarship Renewal Information for Students Who Withdraw from Washington College**

Students who receive a merit scholarship are required to maintain a 2.5 Cumulative Grade Point Average (CGPA) and full-time, continuous enrollment at Washington College. Students who are in receipt of a merit-based tuition scholarship and decide to leave Washington College for one or more terms, will not have their scholarship automatically reinstated should they decide to return to Washington College. Students can however, appeal for reconsideration. Students are requested to speak to their financial aid counselor for additional information. Students will be considered for all appropriate need-based aid programs if they meet the College's need-based aid application deadlines. No appeal is necessary.

Students who are suspended forfeit any merit-based scholarships awarded by Washington College. Suspended students will be considered for all appropriate need-based aid programs if they meet the College's need-based aid application deadlines.

A student who voluntarily withdraws in good standing and subsequently takes courses at another college or university prior to returning to Washington College, is required to complete an Application for Readmission. The readmission decision will be based on Washington College grades as well as the grades received in the courses taken at the other college or university.

A student who voluntarily withdraws in good standing and returns to Washington College the following term will be automatically reviewed for merit renewal eligibility. If a student does not meet renewal requirements, they will have the opportunity to appeal.

### **College Scholarships and Grants**

Income from the corporations, foundations, and individuals listed below provides funding for need and merit-based scholarships at Washington College. Students need not apply for these scholarships, as the Office of Student Financial Aid awards them in accordance with the donors' stipulated criteria and administers them in conjunction with the College's financial aid program.

### **Federal and State Grants and Scholarships**

The Federal Pell Grant program makes funds available to undergraduate students to attend post-secondary institutions. Eligibility is based on financial need, and application is through the FAFSA.

*The Federal Supplemental Educational Opportunity Grant (SEOG) program provides funds for*

grants to undergraduate students with great financial need. Application is through the FAFSA as well as the normal financial aid application process of Washington College, and the awards are determined by the institution.

*State Scholarships* are available to some students through their individual state scholarship administrative offices. To compete for these state awards, students should contact their state scholarship administration to inquire about application procedures, eligibility criteria, and application deadlines.

### **Student Loan Programs**

*The Federal Direct Subsidized and Unsubsidized Student Loan Program* enables students to borrow directly from the U.S. Department of Education. This loan is guaranteed by the federal government.

The maximum amount for freshmen is \$5,500; for sophomores, \$6,500; and for juniors and seniors, \$7,500. All borrowers must complete a FAFSA. The interest rate is set in July of each year.

Repayment of Federal Direct Student Loans begins six months after leaving school. Students borrowing funds through the Unsubsidized Direct Student Loan program are responsible for monthly interest that accrues while enrolled. Students may elect to pay on the interest that accrues while they are in school but it is not a requirement. Principal payment is deferred until six months after graduation. Consolidation programs, which may allow a longer repayment period, are also available.

*The Federal Direct Parent Loan for Undergraduate Students (PLUS)* allows a parent to borrow funds to assist with payments for the current academic year. This program is not need-based and may be used in lieu of the family contribution. All students must complete a FAFSA. The interest rate is set in July of each year. Repayment normally begins within 60 days of disbursement however, parents may elect to postpone repayment until the students is no longer enrolled at least half-time. Application information is available at [www.studentloans.gov](http://www.studentloans.gov) and through the Office of Student Financial Aid.

### **Federal Work-Study Program**

Washington College participates in the Federal Work-Study Program, which provides job opportunities on campus for students who have financial need. There are a wide variety of jobs from which to choose: students assist in the Admissions and Student Affairs offices, in Miller Library, and for various departments and offices all over campus. In return for their efforts, work-study participants earn a biweekly paycheck to help cover their ongoing educational expenses. Application is made through the College's normal financial aid application process, and awards are determined by the College.

### **Campus Employment**

Washington College also offers on-campus employment opportunities that are not need-based.

### **Federal Title IV Aid Refund Policy**

Washington College adopted the refund policy that conforms to Section 668.22 of the Higher Education Amendments of 1998. Student who have withdrawn, officially or unofficially, granted an approved leave of absence, or are expelled who have Title IV funding will be subject to both Federal Policy regarding the possible return of Title IV funds awarded to the student and to Washington College's policy regarding the possible return of institutional aid awarded.

The law requires that the amount of Title IV assistance that the student has earned up to that point be reviewed and in some cases, adjusted. If the student received more assistance than he or she earned, the excess funds must be returned.

The amount of assistance that a student has earned is determined on a pro-rata basis. That is, if a student has completed 30 percent of the semester, the student earns 30 percent of the assistance they were originally scheduled to receive. Once the student has completed more than 60 percent of the semester, the student earns all of his/her assistance.

If a student received excess funds that must be returned, Washington College must return a portion of the excess equal to the lesser of the student's institutional charges multiplied by the unearned percentage of financial aid received, or the entire amount of the excess funds. Funds are returned in the following order:

<b>ID</b>	<b>Description</b>	<b>Return Priority</b>
USTF	Unsub FFEL/Direct loan	1
GSL	SUB FFEL/Direct Stafford	2
GPLUS	FFEL/Direct Graduate PLUS	3
PLUS	FFEL/Direct PLUS	4
PELL	Pell Grant	5
FSEOG	FSEOG Category	6
TEACH	TEACH Grant	7

Policies and procedures for withdrawing from the College are described on page 61. To request an approved leave of absence or to withdraw from the College, contact the Assistant Dean for First Year Experience and Student Success.

Any Title IV aid recipient who is withdrawing from the College, requesting a leave of absence, or is expelled must contact the Financial Aid Office to discuss how this action would affect his/her financial aid awarded. Any questions related to this refund policy should be directed to the Financial Aid Office in the Casey Academic Center.



## Around Campus

### Academic Facilities

*William Smith Hall*, named in honor of the College's founder, is the main classroom building. Known affectionately as "Bill Smith," the early twentieth-century building includes seminar rooms and larger classrooms, faculty offices, and the Norman James Theatre, a 164-seat auditorium used for symposia, films, and student recitals. Wireless access is also available.

*Dunning Hall and the Alonzo G. Decker Jr. Laboratory Center*, recently renovated, are part of a complex devoted to the sciences, and house state-of-the-art classrooms, labs, and offices for mathematics, physics, and psychology.

*The John S. Toll Science Center* is a 45,000 square foot, state-of-the-art classroom, office, and laboratory complex. The facility houses chemistry and biology labs, a 94-seat lecture hall, an environmental classroom, two seminar rooms, a penthouse greenhouse, and a dramatic three-story glass atrium. The atrium connects to the newly renovated Dunning Hall, and the Alonzo G. Decker Jr. Laboratory Center.

*The Eugene B. Casey Academic Center* is the heart of campus activity. The ground floor of the brick Georgian-style building is a grand concourse that opens onto the College's bookstore, student post office, and a common room for both faculty and students. The second floor includes the Admissions Visitor's Center and the Student Affairs Office. The third floor is home to the Office of Enrollment (Admissions and Student Financial Aid.) Wireless access is also available. The landscaped Martha Washington Square adjoining the Casey Academic Center is a popular meeting place for students and faculty.

*Daly Hall* provides a mix of classrooms, seminar rooms, and faculty offices. Wireless access is available. The two-story brick structure, while traditional in appearance, features the latest in technology.

*Louis L. Goldstein Hall* combines faculty offices, classrooms, seminar rooms, labs, and a 75-seat lecture hall with 36 laptop computers. Wireless access is also available. The 23,000 square foot Flemish bond brick structure anchors the southern campus entrance.

*The Barbara and George Cromwell Hall* houses lab-style classrooms for Environmental Studies, Environmental Science and Anthropology, an outdoor classroom with a teaching hearth, faculty offices and a conference room. It also houses the primary facilities for the Barbara and George Cromwell Center for Teaching and Learning, including a 30-seat classroom with state of the art technology that faculty use to develop innovative approaches to teaching.

*The Clifton M. Miller Library*, built in 1970, is located in the center of campus. It underwent a complete renovation in 2012 which transformed the interior of the building into a vibrant and

dynamic place for research, collaborative learning, and the creation of new ideas and knowledge. A variety of easily accessible educational resources, state-of-the-art technology, and academic services are located in the library—providing one-stop shopping for academic resources services.

Miller Library provides a rich collection of print and online books, periodicals, newspapers, and government documents as well as a growing collection of media resources. A dedicated team of staff and librarians provides reference and research assistance, library and research instruction, and interlibrary loan services. As part of the full service learning common concept, Educational Technology and Digital Media Services are located in Miller Library in the Beck Multimedia & Technology Learning Center and the Multimedia Production Center respectively. Additionally, the Quantitative Skills Center and the Office of Academic Skills are located in the library.

*The Daniel Z. Gibson Center for the Arts* houses the 440-seat Decker Theater, the 200-seat Shotwell Recital Hall, a 175-seat experimental theater, the Kohl Art Gallery, offices, and teaching and support spaces for Music and Theatre.

*The Rose O'Neill Literary House* is the focal point for creative writing and literary activity. The renovated Victorian home contains a student study lounge, a paperback lending library, individual student writing rooms, gallery space for small art exhibitions, two Chandler and Price letterpresses and a Heidelberg Press. The Lit House is the home of the College's Board of Publications, which includes *The Collegian*, *The Elm*, *The Pegasus*, and *The Washington College Review*. The offices of the *Literary House Press* and the Literary House's director and associate director are also located here.

### **Recreational Facilities**

*The Cain Athletic Center* is home court for both the men's and women's basketball and women's volleyball programs. The facility also houses offices for physical education faculty, the Director of Athletics, coaches, sports information and sports medicine; locker rooms; and the Athletic Hall of Fame.

*The Eugene B. Casey Swim Center* houses an indoor pool and is home to the men's and women's varsity swim teams. Non-varsity-level swimmers might try intramural water polo, take a course in scuba diving, or do a few leisurely laps during recreational swim hours.

*The Lelia Hynson Boating Park*, located a short walk from campus on the Chester River, features a dramatically designed waterfront pavilion, the perfect vantage point for watching sailing and crew races. The Truslow Boathouse, headquarters for the men's and women's crews, the sailing program, and other waterfront recreational activities, is located here.

*The Benjamin A. Johnson Fitness Center* provides exceptional indoor practice space for varsity baseball, softball, lacrosse, tennis, field hockey, and soccer teams. In addition, the Johnson Fitness Center provides recreational space and equipment for individual and intramural

activities. The 56,000 square-foot facility includes a recently renovated 8,200 square-foot strength and conditioning center, four indoor tennis courts, three basketball courts, a 200 meter jogging track, a retractable batting cage, a 1200 square-foot dance studio, two squash courts, two racquetball courts, locker rooms, saunas, offices for coaches, and two academic classrooms.

*Kibler Field/Roy Kirby, Jr. Stadium*, home of the Shoremen lacrosse and soccer teams, has a new Field Turf artificial playing surface, a new track, and a spectacular new stadium. The stadium features open bleacher seating, team meeting rooms, a concession area, and an enclosed multi-purpose room overlooking the field. Baseball action takes place on the adjacent Athey Field. Varsity practice fields and a varsity softball diamond are on the western end of campus.

*The Ellen Bordley Schottland Tennis Center*, one of the College's newest athletic facilities, provides a home for Washington College's nationally competitive tennis program.

### **Other Buildings**

*The Alumni House*, renovated in 2008 thanks to generous gifts from alumni, serves as a place for alumni to meet and socialize when they return for a visit. The space is also used as meeting and event space for student groups and organizations. Located adjacent to campus, on the corner of Washington and Campus Avenues, the house features a lounge, a comfortable meeting space, a full kitchen, and a flat screen TV; upstairs reside the Alumni Relations and Annual Giving staff.

*The Roy P. and Nan Ans Hillel House*, dedicated in 2012, offers study and meeting space as well as a supportive living and learning community both for students practicing Judaism and for those interested in learning more about Jewish tradition, observance, and culture.

*Brown Cottage* offers distinguished guests of the College comfortable overnight accommodations and spacious living and dining areas for entertaining.

*Bunting Hall* houses the administrative offices of the College's President, the Provost and Dean, Advancement, College Relations, Institutional Research, and the Registrar.

*The Custom House*, located at the foot of High Street along the Chester River, recalls Chestertown's importance as a port of entry for Maryland's Eastern Shore. Constructed in the 1740s, the building features Flemish bond brickwork with glazed headers. This significant historical structure is one of very few of its type that survive from the colonial era. The historic Custom House serves as the principal offices of the C.V. Starr Center for the Study of the American Experience and the Center for Environment & Society.

*The Foster House*, located at 409 Washington Avenue, serves as the Global Education Office. Newly renovated in 2013, the house now features meeting and study space for international

students and domestic students participating in foreign study, as well as GEO staff offices.

*500 Washington Avenue* houses the Human Resources offices.

*508 Washington Avenue* houses the Office of Advancement Services.

The historic *Hodson Hall* houses Hynson Lounge, an elegant space for readings, lectures and small dinners; downstairs, in the study lounge, portraits of retired faculty are displayed

*Hodson Hall Commons*, opened in October 2009, is a beautiful new facility for dining, relaxing, and socializing. The new student center features a game room, a wide-screen TV, a performance space known as “The Egg,” and offices for the office of student engagement, student events board and student government. Dining options include a two-level dining area, outdoor seating, and several retail food establishments (see page 33-34 for details).

*The Hynson-Ringgold House* is one of Maryland’s beautiful eighteenth-century mansions, today used as the home of the College’s President. Situated on Water Street in downtown Chestertown, it overlooks the Chester River.

*The Rebecca Corbin Loree Center* is home to the College’s Center for Career Development and the office of student employment. This newly-renovated structure takes advantage of its strategic location in the middle of campus and provides a flexible programming space as well as rooms for students to practice and conduct real video interviews, private meetings with career coaches and counselors, and other resources to support their career and professional development.

## Campus Life

Students at Washington College become members of a campus community rich with intellectual, artistic, musical, athletic, and social opportunities. Here, students have the chance to discover their purpose and passion and to build a foundation of knowledge and skill that will last a lifetime. Central to forming this foundation are the interactions students enjoy with one another and with faculty and staff members in and out of the classroom—whether they work collaboratively on a research project, perform together on stage, meet for an afternoon kayaking excursion on the Chester River, cheer side-by-side for the basketball team, or practice German while having lunch in Hodson Hall Commons.

Students will benefit most from their college experience if they become involved with a few of the many groups and organizations that make up the Washington College community. It is our students, and their efforts to improve and enrich their community, that make Washington College such a special place.

### **Student Engagement and the Student Center**

Hodson Hall Commons Student Center

Office of Student Engagement, ext. 7146 or 6118

The Hodson Hall Commons Student Center is the heart of student activity on campus. Whether students are looking for a quiet, comfortable place to relax between classes or a meeting place for their club or organization, they can find it in the Student Center. Consisting of five main areas—The Goose Nest, the Office of Student Engagement, The Egg, the newly renovated Student Government Association, and the newly established commuter/veteran's lounge—The Student Center has something for everyone.

The Goose Nest offers comfortable high-top tables with seating for 48, a 70-inch high-definition television, and a projector screen that shows everything from movies to sporting events.

The Goose Nest also features pool tables, ping-pong, and foosball for student use. The Egg, the main performance space in the Student Center, is host to dance parties, movie nights, open mic nights, and much more.

The commuter/veteran's lounge features comfortable seating and downtime areas as well as private locker spaces and a place for commuters and veterans to call their own during the day. This newly renovated lounge area is available only to commuter students, students with veteran status, and their guests.

### The Student Resource Room

Student organizations and student leaders also find a home in the Student Center. Located in the Office of Student Engagement, student organizations and student leaders will have access

to all the resources needed to plan activities and meetings. The student resource room offers tools and supplies to craft eye catching promotional flyers and banners. At Washington College, The Office of Student engagement and program planning spaces and resources to everyone!

If you have questions about the Student Center or wish to reserve space, contact the Office of Student Engagement at [student\\_engagement@washcoll.edu](mailto:student_engagement@washcoll.edu)  
Office of Student Engagement, ext. 7146 or x 6118

### *Office of Student Engagement*

Washington College assists students in developing a variety of leadership and interpersonal skills as they navigate the opportunities and challenges of college life. Additionally, the office oversees new student orientation, advisement of the Student Government, Student Events Board, Fraternity and Sorority Life, National Society of Leadership and Success and community service.

### *Student Events Board*

The Student Events Board plan most of the large scale events, such as Welcome Week, Shoremal, Birthday Ball, Fall Fest in the Nest, Bus trips, and Shorefest. The Student Events Board also hosts game nights, themed parties, movie nights, comedians, bands, poetry nights craft nights, paint nights, food programs, tailgates, and a variety of novelty programs are just a few of the social events that the Student Events Board sponsors on campus every year.

*Lecture Series:* The caliber of the lecturers and artists invited each year to Washington College is impressive. Lectures are run through our Signature Centers, Departments, Clubs and Organizations. Most lectures are free and open to the public.

*Concert Series:* The Washington College Concert Series present the greatest and most diverse examples of music by supporting local, national, and international musicians in their creation of artistic works. Its mission is to provide Washington College students, the Maryland Eastern Shore, and the Delmarva Peninsula with the most exciting and culturally innovative performances that highlight Washington College as a leader in arts education. The Concert Series, together with the Washington College Department of Music supports a haven where students and community members can share in the experience of watching, creating and celebrating the amazing wonders of representative music from around the globe.

## **Student Clubs and Organizations**

Some student clubs have been around for years, while others come and go depending on the interests of students enrolled at the time. At Washington College it is easy to launch a new organization and the nearly 100 student organizations are proof. Below is a sampling of organizations active in the last few years.

Active Minds (mental health advocacy)

Adventure Club  
Alpha Chi Omega  
Alpha Kappa Delta  
Alpha Omicron Pi  
American Chemical Society Student Affiliate Chapter (Chemistry Club)  
American Marketing Association Student Chapter  
Amnesty International  
Animal Impact Club  
Anthropology Club  
American Sign Language Club  
Art & Art History Club  
Basketball Club  
Best Buddies  
Beta Beta Beta  
Black Student Union  
Campus Christian Fellowship  
Campus Garden  
Caring for Kids  
Catholic Campus Ministry  
Chess Club  
Chinese Cultural Club  
Class Council  
Cleopatra's Sisters  
Club Field Hockey  
Club Rugby  
College Democrats  
College Republicans  
Colleges Against Cancer (Relay for Life)  
Computer Club  
Dance Club  
Delta Eta Pi  
Ducks Unlimited  
E-Sports Club  
Enactus  
Environmental Honor Society  
Equestrian Club  
EROS: Encouraging Respect of Sexuality  
Field Hockey Club  
Food Recovery Network  
French Club  
Gamma Sigma Epsilon  
George's General Free Store  
German Club

Habitat for Humanity  
Health Occupation Students of America  
Hillel (Jewish Student Organization)  
History Society  
Improv Club  
Inter-fraternity Council  
International Relations Club  
International Studies Club  
Kappa Alpha Omicron  
Kappa Alpha Order  
Kappa Sigma  
Knitting Club  
Lacrosse Club  
Lambda Alpha  
Latin American Student Association  
Maker's Union  
Maryland State Legislature  
Math Club  
Mixed Martial Arts  
Mock Trial  
Model United Nations  
Musicians' Union  
National Society of Leadership and Success  
Omicron Delta Epsilon  
Omicron Delta Kappa  
Panhellenic Council  
Peer Educators  
Phi Alpha Theta  
Phi Delta Theta  
Philosophy Club  
Photography Club  
Pi Delta Phi  
Pi Lambda Theta  
Poetry Club  
President's Council  
Psi Chi  
Psychology Club  
Radio Free George  
Relay for Life  
Rotoract  
Running Club  
Student Athletic Advisory Committee (SAAC)  
Safe Ride



Sailing Club  
 Service Council  
 Sho' Troupe  
 Sigma Beta Delta  
 Sigma Delta Pi  
 Sigma Tau Delta  
 Soccer Club  
 Spanish Club  
 Student Environmental Alliance Student Events Board  
 TaNGO (trans and nonconforming gender organization)  
 Tennis Club  
 Theta Chi  
 Trap and Skeet Club  
 Ultimate Frisbee  
 Volleyball Club  
 WACappela  
 Wakeboarding and Waterskiing Club  
 Washington Association of Games (WAGS)  
 Washington Interactive Gaming Society (WIGS)  
 Washington College Veteran Organization  
 Watersports Club  
 Wilderness Conservation Club  
 Writer's Theatre  
 Writers' Union  
 Zeta Tau Apha

*Student Publications:* The Washington College Elm is the College's weekly student newspaper. The Pegasus is the College yearbook. The Washington College Review (WCR) is a literary review that presents original writing. The Collegian is a bimonthly features magazine. A board of publications composed of faculty advisors, administrative advisors, and the publications' editors assists all student publications.

### **Student Government and Representation**

Undergraduate members of the Washington College student body taking at least eight credits are members of the Student Government Association (SGA). There are three branches of the SGA. The legislative arm is the Student Senate, an elected group of students representing their classes and residential areas. The Senate shares in the work of establishing College regulations and standards of conduct and provides funding to support student clubs and extracurricular activities.

The executive branch consists of a President and Vice President, who are elected by the entire student body each spring. They appoint an executive board to lead initiatives, support legislative committees, and address general student concerns. The Review Board of the SGA consists of

the President, Treasurer, Parliamentarian, Speaker of the Senate, and the Honor Board Chair.

The Honor Board exists to address both academic and social student misconduct, a responsibility shared with the faculty and with the College administration. The Review Board appoints a student Honor Board Chair and nine students who serve on the Honor Board; a faculty committee appoints faculty members serving on the Honor Board.

Students are represented on the following College committees: Academic Resources, Academic Standing and Advising, Admissions and Financial Aid, Curriculum, Honor Board, Planning, International Education Committee, Review Board for Research with Human Subjects, and Student Life. In addition, the president of the SGA represents the student body at meetings of the Board of Visitors and Governors. The SGA secretary of academics represents the student body at faculty meetings; the editor of the Washington College Elm is also invited to faculty meetings and the College's governing board meetings.

*Community Service:* Contributing to the welfare of one's community, nation, and world through service is an important part of the Washington College tradition. Opportunities for service learning beyond the classroom are varied and include:

Adopt-A-Bear  
 Amnesty International  
 Autumn Lake  
 The ARC  
 Best Buddies  
 Camp Pecometh  
 Campus Garden  
 Caring for Kids  
 Casey Time  
 Chestertown Farmers Market  
 Chester River Association  
 Chester Valley Ministers Association  
 Chestertown Volunteer Fire Dept.  
 Community Sing-a-long  
 Community Table  
 Delmarva Blood Bank  
 Downtown Chestertown Business Association  
 Ducks Unlimited  
 Easter Seals Camp Fairlee  
 Eastern Shore Hospice  
 Enactus  
 Food Recovery Network  
 For All Seasons, Inc.  
 George's Free General Store  
 Good Neighbor Fund

Habitat for Humanity  
 Heron Point  
 Homeports  
 HOYAS  
 I Serve  
 Kent County Humane Society  
 Kent County Library  
 Kent County Local Management Board  
 Kent Family Center  
 Kent Goes Purple  
 Kidspot  
 Middle School Garde  
 Mid-shore Community Foundation  
 MLK Breakfast  
 NAACP  
 NAMI  
 MD Health Connection  
 PFlag  
 Rebuilding Together  
 Relay for Life  
 River Arts  
 Samaritan Group  
 Sassafras River Association  
 Social Action for Justice  
 Sole for Soles  
 Special Olympics  
 Student Environmental Alliance  
 Students Helping Honduras  
 Students for Social Awareness  
 United Way  
 WC Service Council  
 Winter Shelter  
 Your Vote Your Voice  
 Veteran's Association

*Fraternity/Sorority Community:* Roughly twenty percent of students at Washington College belong to a fraternity or sorority. The women's national sororities are Alpha Chi Omega, Alpha Omicron Pi, and Zeta Tau Alpha. The men's national fraternities are: Kappa Alpha, Kappa Sigma, Phi Delta Theta, and Theta Chi.

The Interfraternity Council is a governing body overseeing and regulating recruitment, new member orientation, and ensures cooperation between various fraternities in social and philanthropic endeavors. The Panhellenic Council serves similar purposes for the sororities;

both groups work closely with the College administration. These two governing bodies set and uphold community standards as well as maintain the true spirit of the Washington College Fraternity and Sorority community.

Sarah Tansits in the Office of Student Engagement coordinates and oversees the Sexual Assault Response Advocacy Team (SARA) which provides on-call hotline support during business and non-business hours during the academic year 24/7 to students who have experienced a sexual assault. The office supports all student survivors, serving to connect the student and advocate for them throughout the process of healing. The office additionally, has a strong partnership with For All Seasons, Inc., a Behavioral Health and Rape Crisis Center, enhancing the resources available for the student survivor beyond the college campus.

### **Intercultural Affairs**

The Office of Intercultural Affairs provide resources and opportunities to the Washington College community to live, learn and work in spaces across difference. Regardless of a person's identity based on age, race, ethnicity, sex, gender identity expression, sexual orientation, religion or lack thereof, socioeconomic status, citizenship status, ability, military service, or any other classification making individuals special and unique, the office develops and educates citizen leaders, fosters intercultural engagement, and provides opportunities for self-awareness and reflection. The Office's vision is to create a community in which people feel valued and valuable for who they are.

### **Recreational Sports and Activities**

#### **Campus Recreation**

Nicholas Moon, Coordinator of Campus Recreation, ext. 8307

The Office of Campus Recreation's mission is to provide at least one activity for everyone on campus to get involved in and enjoy in a safe and fun environment. The four primary program areas run by Campus Recreation are Intramural Sports, Group Fitness, Club Sports, and Outdoor Adventure. The goal of these programs is to create exciting and enjoyable experiences emphasizing and educating Washington College students on the art of living a healthy and active lifestyle. Lifetime wellness is an essential component of the Office of Campus Recreation's mission, and the Campus Recreation staff helps motivate and support students interested in lifetime wellness through leading a healthy and active lifestyle.

Intramural Sports promote friendly competition among Washington College students while providing a healthy escape from classroom stressors. Intramural Sports are similar to your local recreational leagues where different sports are ran in seasons that last a few weeks with usually a game or two each week. At the end of each season teams compete in a playoff tournament with the winning team earning Intramural Champion shirts. Intramural Sports ran before include

Flag Football, Badminton, Basketball, Ultimate Frisbee, Soccer, Kickball, Volleyball, and more. All Intramural Sports are free-of-charge to participate in so be sure to try them all.

Inside the Cain Athletic Center and Johnson Fitness Center the Office of Campus Recreation provides a variety of Group Fitness classes taught by top-notch instructors. Students can enjoy and participate in various classes such as Insanity, Zumba, Pilates, Yoga, TurboKick, Pound, and several other classes that challenge the mind, body, and soul. All classes offered by the Office of Campus Recreation are drop-in friendly and free of charge to Washington College students.

The Washington College Club Sports program, under the guidance of the Office of Campus Recreation and Department of Athletics, promotes student participation in a variety of physical and athletic activities at various skill levels. The emphasis of the program is on student leadership and involvement with club sports being student-led and driven with the support of the Office of Campus Recreation. The Club Sports Program provides non-varsity competition currently in 19 different sports, including: Equestrian, Trap and Skeet Shooting, Lacrosse, Sho'Troupe, Rugby, Field Hockey, Soccer, Volleyball, Ultimate Frisbee, Watersports, Weightlifting, and more. Students interested in joining one of these clubs or starting a club sport that is not currently active should contact the Coordinator of Campus Recreation, Nicholas Moon, at (410) 810-8307 or by email at [nmoon2@washcoll.edu](mailto:nmoon2@washcoll.edu)

With the Chester River and the Chesapeake Bay close to campus, recreational boating, fishing, and other water sports are favorite options for Washington College students. The College's Boating Park on the Chester River provides opportunities for a variety of water activities including kayaking, canoeing, sailing, crabbing, fishing, wakeboarding, water-skiing, and tubing. The Office of Campus Recreation also provides seasonal opportunities for students to get off campus and enjoy the outdoors throughout the year with our Outdoor Adventure programming. Seasonal trips that may be taken or have been taken in the past include whitewater rafting, winter skiing, adventure courses, camping, rock climbing, cycling, and fishing or crabbing charters among others. While most of the trips are not free of charge they are offered at heavily discounted rates to allow as many students to participate as possible.

### **Intercollegiate Athletics**

Washington College has a strong athletic tradition and is committed to providing a first-class athletic experience for its students at both varsity and non-varsity levels of competition. Approximately 25% of our students engage in intercollegiate athletics. The College is a member of the National Collegiate Athletic Association (Division III), and the Centennial Conference. The Centennial Conference, formed in 1993, comprises national liberal arts colleges and universities in the region that share similar academic aspirations and a commitment to the importance of the total educational experience of students engaged in sports. All eleven member institutions are more than one hundred years old and are Division III members of the NCAA. The College is also a member of the Mid-Atlantic Rowing Conference (MARC) as well as the Inter-Collegiate Sailing Association (ICSA) and the Mid-Atlantic Intercollegiate Sailing Association (MAISA) and

competes within the Association of College Unions International (ACUI) Clay Targets program.

Under the auspices of these recognized bodies, there is intercollegiate competition in baseball, basketball, lacrosse, rowing, soccer, swimming, and tennis for men; and basketball, field hockey, lacrosse, rowing, soccer, softball, swimming, tennis, and volleyball for women. The intercollegiate sailing and trap & skeet programs are coed. Men's lacrosse and women's rowing are arguably Washington's highest-profile sports. Men's lacrosse has made more than 30 appearances in post-season play and captured a national championship title in 1998 while women's rowing has received seven consecutive berths to the NCAA Division III Championships. The men's tennis program is highly successful as well, having captured two national titles in four years—1994 and 1997—and remaining undefeated in conference play from 1986-2005. Men's rowing has been integral part of the College's athletic program, with a number of medals at prestigious regattas such as the Dad Vail. Varsity sailing has also emerged as an elite program with its first ICSA National Championship appearance in 2009. Softball and women's lacrosse have become annual contenders within the Centennial Conference..

The College encourages all students to participate in some type of physical activity, and the Benjamin A. Johnson Lifetime Fitness Center makes that prospect quite appealing. The indoor practice area, the strength and conditioning room, the dance studio, the jogging track, and racquetball and squash courts draw both students as well as student-athletes who are interested in maintaining physical fitness and a healthy lifestyle.

Roy Kirby, Jr. Stadium, Kibler Field and Chatellier Track—home of the Shoremen and Shorewomen lacrosse and soccer teams and field hockey team—were completed in the summer of 2006 with a new field turf artificial playing surface, a new track, and a spectacular new stadium. The stadium features open bleacher seating, an enclosed multi-purpose room overlooking the field, team meeting rooms, and a concession area. Baseball action takes place on the adjacent Athey Park. Varsity practice fields and a varsity softball diamond are on the northern end of campus.

### **Employment Opportunities, Internships and More**

*Center for Career Development:* As a resource for students in all classes and academic majors, the Center for Career Development offers a variety of career related services through individual appointments, information sessions, special events, a comprehensive website, and numerous online resources. First year students are connected to the Center for Career Development staff and resources early through the Career Awareness Program (CAP) that begins online before students arrive in late August and continues during Orientation. During the first year, students are guided to attend programs and engage in activities that clarify career interests, promote internships and experiential learning activities, and help students identify pursuits that will help them prepare for entry into graduate school, the workforce or other career choices. After the first year, Career Center staff work with students to find careers related to their majors, locate

internships, develop job search, interviewing, and networking skills for employment and prepare for the graduate and professional school application process.

*Office of Student Employment:* The office, which is housed in the Center for Career Development, coordinates campus employment and oversees all student employment authorization processes (for both work-study and non-work study positions).

Being employed during the academic year, over summer or winter breaks is a great way to earn extra money, build a professional network, and gain valuable work experience. This is a great way to build your resume and a great pathway to your desired career goals. There are many job opportunities to explore on campus.

### **Residential Life**

Residential Life is an integral part of the Washington College liberal arts tradition. Living in a residence hall is an educational opportunity that supports and augments learning gained in the classroom. Residential Life provides students with opportunities and experiences that foster personal responsibility, maturity and independence along with the understanding, insight and skills needed for living in a close-knit community.

The College offers a variety of housing options. In addition to traditional corridor-style residence halls, several buildings offer suite style living. Areas have been set aside for creative and performing arts and the sciences. All matriculated, full-time, first and second year students are required to live on-campus. Third and fourth year students in good academic and social standing may file an appeal to live off-campus with the Residential Life Office.

*Dining:* Students enjoy a variety of dining options in Hodson Hall Commons including retail operations on the first floor and a full-service dining hall on the second floor. The retail area features Washington College's own Java George, offering Caribou coffee, house-baked items, grab and go meals and smoothies; the popular Mondo Subs; and specialty items in Martha's Kitchen.

The dining hall features Fresh Market, which offers house-made soups and fresh salads; Martha's Kitchen, an ever changing buffet-style service with vegetarian, main entrees, specialties and ethnic foods; Baker's Crust, with classic deli favorites; Hearthstone Oven has a brick stone pizza oven to prepare classic Italian dishes; and My Pantry, a place students can call their own, with foods prepared to order and, with prior arrangement, dining services can store any special dietary requests in the cabinets and fridge for students' personal use. All students living on campus are required to have a meal plan. Any special needs or dietary requests should be discussed with the Director of Dining Services. Please visit the website: [www.dineoncampus.com/wc](http://www.dineoncampus.com/wc).

*Motor Vehicles:* All students living on campus may have a motor vehicle on campus as long as it is registered with the Department of Public Safety. Motor vehicle use must comply with

regulations outlined in the Student Handbook, which can be found on the College Website.

### **Health and Safety**

*Health Service:* Washington College Student Health Services, located in Queen Anne's House, provides care for full-time students during the regular academic year. We are open Monday through Friday, 8:30 a.m. to 12 p.m. and from 1:00 p.m. to 4:00 p.m. During the summer, we are open for administrative purposes with limited clinical availability. The clinic is staffed with nurse practitioners, a physician assistant and a registered nurse. The College physician is available one morning per week. Students are seen by appointments. Students with sudden onset of illness or injury should call for an appointment. We will do our best to accommodate a same day appointment but understand that it is not always possible. **To make an appointment, dial ext. 7261 on campus or 410-778-7261 off campus.** Students requiring more extensive evaluation, testing or admission are referred to the local hospital, University of Maryland Shore Regional Health or other diagnostic facilities such as LabCorp or Chesapeake Medical Imaging.

All full time students are required to pay a Student Health fee per semester. While there is no additional charge for an office or sick visit, charges for medications, in-house lab tests, suturing and other items dispensed to students may be incurred. These charges are billed to your account. There are also costs associated with prescriptions, hospitalization, or services in the hospital or other facilities (including x-rays, laboratory tests, referrals to other providers, and emergency visits). These services are billed individually from the associated facility and are separate from any Washington College charges.

Beginning Fall 2019 a \$40.00 fee will be charged to students who do not show up for their scheduled appointment or who cancel less than 24 hours prior to their appointment with our College Physician or Psychiatric Nurse Practitioner.

Washington College requires that all students have and provide documentation of health insurance **annually** and offers a health insurance plan for students who are not covered elsewhere. The insurance premium is billed to the student's account. Information regarding the plan can be found under the Health Services page on the College website. Any student who loses their health insurance during the academic year, may purchase the college's plan by providing proof of loss of coverage. **All international students are required** to purchase health insurance through the College. Students insured under an HMO, such as Kaiser Permanente, are encouraged to check with their insurance carrier to determine if additional coverage is needed and to investigate the closest locations of testing and dispensing facilities within their network.

*Counseling Services:* The Office of Counseling Services shares an office suite with Health Services in Queen Anne's House. The office is staffed with a full-time psychologist, as well as two full-time licensed social workers. The staff provide evaluation, one-to-one, confidential counseling, as well as consultation with outside providers. Students are assisted with a range of concerns; personal, family, and academic. There is no fee charged to students for counseling



services. **To make an appointment, dial ext. 7261 on campus or 410-778-7261 off campus.** Counselors are available after hours on an as-needed basis by contacting The Office of Public Safety.

*Campus Safety:* The campus Department of Public Safety is temporarily located on the lower level of the Casey Academic Center. Office hours are 8:30 a.m. to 4:30 p.m. Monday through Friday. Officers conduct foot and vehicle patrols of the entire campus 24 hours a day, 365 days a year. The Department of Public Safety can also be reached by telephone around the clock in the case of an emergency and by activating any of the emergency “Blue Light” phones located throughout the campus grounds.

## The Academic Program

Educating the whole student is the goal of the liberal arts curriculum at Washington College. It is a goal that calls for active participation on the part of both faculty and students. The College values its role as a microcosm for today's students who seek a liberal arts education.

Washington College's size lends itself to educating the whole student in intensely personal, important ways. With one professor for every 12 students, teachers know their students by name rather than by College ID number.

The College's commitment to the liberal arts and sciences encourages students to explore many areas of interest and to develop the capacity to reason, to appreciate literature and the arts, and to make the connection between courses of study and their implications in society.

Student participation is crucial to the success of a liberal arts education. That is why students are expected to design—with the help and guidance of faculty advisors—an academic program best suited to their individual interests and talents. To help in charting the course, Washington College has established a set of guidelines concerning its General Education and Distribution Requirements, which are designed to ensure a broad intellectual foundation in the arts and sciences. In addition to these general requirements, students are expected to complete writing requirements, course requirements for the major, and a Senior Capstone Experience, which usually takes the form of a thesis, performance, or comprehensive exam.

Washington College operates on a two-semester academic calendar year. The majority of courses are worth four credit hours; however, the College also offers one- and two-credit hour courses. It is customary to complete sixteen credit hours for each of eight semesters and to graduate at the end of four years with 128 credit hours total.

The curriculum is designed to provide for a thorough and intensive study of the material selected. Like other leading national liberal arts colleges, Washington College asks students to devote considerable time to each course—normally twelve hours a week for a four-credit course. Since less than a third of that time is actually spent in the classroom, courses emphasize the importance of outside work—independent research, additional reading and writing, laboratory research, creative projects, as well as service learning opportunities and participation in the many cultural events hosted by the College.

While the nature of any particular course is a matter to be determined by its instructor, that instructor has the responsibility for defining the nature of work to be done outside of the classroom and for demanding that it be successfully completed. Satisfactory grades are given only to students who demonstrate a mastery of the material as intended.

## **The Bachelor's Degree**

Washington College awards the Bachelor of Arts and Bachelor of Science degrees to undergraduate students, depending on their major. Students may earn a Bachelor of Arts or a Bachelor of Science, but not both. Please refer to the Second Bachelor's Degree section in the next chapter for additional information. To earn a baccalaureate degree, students must satisfactorily complete a minimum of 128 credit hours, including four courses that fulfill the writing program, major coursework, and the Senior Capstone Experience. Students may declare an additional major, up to three minors, and concentrations or specializations within the major—or may use their remaining credits to complete elective courses.

Students must achieve a cumulative grade point average (“GPA”) of 2.00 overall in the 128 credit hours offered toward graduation. Not more than six four-credit courses with “D” grades will count toward the 128 credit hours required. Additionally, students must maintain a minimum GPA of 2.00 within each major's subject area and may not count more than two four-credit courses with “D” grades toward any major. In most cases, students must complete the last two semesters toward their degree, or the equivalent number of credit hours (32), in residence at Washington College or in a Washington College-administered program.

Faculty advisors, division and department chairs, members of the Provost's Office staff and the Registrar are freely available to answer questions and offer guidance in selecting and planning a course of study. The ultimate responsibility for meeting all requirements for the degree, however, rests entirely with the student.

## **Goals of the Liberal Arts Education**

A fundamental goal of a liberal arts education is to encourage and to further individual self-development. Beyond this goal, the liberal arts college shares with other academic institutions an obligation to preserve, to transmit, and to advance the accumulated wisdom of civilizations. The scholarly tradition, in turn, provides the substance of what we offer to further an individual's intellectual development. As a special kind of liberal arts college, one that stresses the value of close personal relationships, the faculty and staff strive to assist each student not only in enlarging his or her intellectual and aesthetic capacities but in achieving a social and personal maturity as well.

Two of the purposes of higher education listed by the Carnegie Commission describe Washington College's goals very well:

The provision of opportunities for the intellectual, aesthetic, ethical, and skill development of individual students, and the provision of campus growth.

The transmission and advancement of learning and wisdom.

## **The Curriculum**

Within the general guidelines of the curriculum at Washington College, students take primary responsibility for shaping a program of study that will broaden and deepen their intellectual development. Members of the faculty, especially faculty advisors, work closely with students to help them develop and complete their program of study.

Other aims of the curriculum may be grouped into four broad classes:

**Acquisition of Information:** Acquiring information involves learning how to look for, to read, and to listen for form and structure, coherence and cogency.

**Analysis, Synthesis, and Evaluation:** Analysis and synthesis require a reasoned, contemplative approach to problems, the patience to do research and gather information, and the ability to go beyond rationalization and emotionally charged arguments to discern good and fair bases for judgment and action. Evaluation demands an awareness of one's own values and value commitments; an awareness that other individuals and cultures hold contrasting values which must be understood and to some extent accepted for satisfactory interactions with them; a sense of responsibility; defensible grounds of morality; and an ability to distinguish ideas of lasting value from those which are ephemeral.

**Articulation and Action:** Action and its consequences require that students learn and practice writing and talking with greater accuracy, grace, and persuasiveness. Students are thus encouraged to act on their knowledge.

**Responsiveness to Individual Needs:** Because the College recognizes that not all people learn in the same way, it provides alternative educational experiences for students. The College also recognizes that different groups hold contrasting values and thus provides models for various styles of life. In addition, the College offers students opportunities to work with others to achieve common goals. In these ways, the College works to foster the physical, mental, social, and aesthetic development of students.

A liberal arts education is only secondarily and indirectly vocational. The primary purpose of a liberal arts education is to foster the process of self-development which finds an ideally encouraging environment in a small, residential college such as Washington College. Students should expect to play an active role as partners in an intellectual dialogue with instructors and fellow students. While the curriculum provides guidance and ensures coherence in the educational process, students should find sufficient flexibility to permit the pursuit of their specific interests. In short, sound structure and necessary flexibility are the foundations of the course of study at Washington College.

## **An Overview of the Academic Requirements**

Three kinds of requirements must be satisfied to earn a baccalaureate degree at Washington College: (1) general education requirements, (2) major requirements, and (3) graduation

requirements. *General education requirements* consist of courses that together ensure that students get a balanced introduction to a variety of liberal arts and sciences. *Major requirements* ensure that students concentrate sufficiently in at least one liberal art or science to become proficient in that area. *Graduation requirements* ensure the academic integrity of any degree that the College awards to its students. In sum: general education requirements are for breadth, major requirements are for concentration, and graduation requirements are for uniformity.

### **General Education Requirements**

To ensure a broad foundation in the liberal arts and sciences, all students at Washington College are required to satisfy the following general education requirements, with a passing letter grade, unless otherwise noted:

#### The Writing Program

In the course of their education at Washington College, all students will complete at least four deliberate writing experiences that comprise the requirements of our Writing Program. These experiences, sequenced over the four years of a typical Washington College education, will serve to develop in students the knowledge, skills, and habits essential to the clear thinking, sharp inquiry, careful analysis, and effective expression at the heart of the college's tradition of liberal education. Writing has traditionally been a prominent feature of the Washington College curriculum, and across all disciplines it serves as an important means of helping students to discover the purpose and passion that guide their intellectual endeavors. The sequenced writing framework described in this document makes a clear statement of how writing will continue to be at the core of the College's mission—and at the heart of our transformative student experience.

Students fulfill the Writing Program requirements by completing four courses, one in each of the following categories:

**W1 Critical Inquiry:** The W1 introduces all students to the essential thinking activities of liberal arts education, including inquiry, critical thinking, discussion, writing, and argument. Students fulfill this requirement by completing an FYS 101 section.

#### *FYS 101. First-Year Seminar*

Washington College's First-Year Seminar program introduces new college students to the excitement of critical inquiry and learning, and to the key academic skills required for sustained collegiate success. FYS courses cover a wide range of topics, but all share three essential elements: the passion of a dedicated instructor, a small-seminar format where students contribute and learn from each other, and a sustained focus on careful reading, sound research, thoughtful discussion, and clear writing—the 'habits of critical inquiry' at the heart of liberal education.

All FYS courses introduce students to library research and information literacy; offer instruction on the writing process, rhetorical knowledge, and academic conventions; and include significant

research, writing, revision, and presentation work. FYS courses satisfy the W1 component of the college's Writing Program.

**W2 Process of Writing:** W2 courses continue the development of rhetorical knowledge and critical thinking introduced in W1, while providing additional time and attention to the practice of all aspects of writing processes. Students must complete one W2 course by the end of their second year at Washington College, or by completion of 60 credits. Courses that fulfill this requirement are indicated on the course schedule every semester. The W2 requirement may not be fulfilled with transfer credit.

**W3 Writing in the Discipline:** The W3 requirement advances the larger program goals of persuasive analysis, flexible thinking, responsible inquiry, and effective expression into each department and major, focusing attention on the methods and modes of writing and critical thinking specific to a discipline or major field of study. Courses that fulfill this requirement are indicated on the course schedule every semester.

**W4 Senior Capstone Experience:** W4 is the capstone of the writing experience at Washington College. All seniors complete discipline-specific writing as part of their Senior Capstone Experience, demonstrating at an advanced level the elements of critical thinking, writing processes, rhetorical knowledge, and knowledge of conventions that they have been developing in their previous writing experiences.

#### Distribution Requirements

Foreign Language Requirement

Natural Science and Quantitative Requirement

Humanities and Fine Arts Requirement

Social Sciences Requirement

#### **Distribution Requirements**

Students are required to complete courses from the four categories listed below, unless a waiver is granted on the basis of Advanced Standing credits (AP, CIE, CLEP, or IB) or Transfer Credit equivalency. Other than the Natural Science component, combining courses from two departments to satisfy part of a distribution requirement is not allowed without permission from the chairs of the two departments involved. This permission must be obtained by the student and submitted in writing to the Registrar before the student takes the second of the two courses. Students may not use a single course to satisfy more than one distribution requirement simultaneously. However, courses offered to satisfy distribution requirements may also count toward any number of major or minor requirements.

The requirements are:

I. Foreign Language Requirement

II. Natural Science and Quantitative Requirement

III. Humanities and Fine Arts Requirement

#### IV. Social Science Requirement

##### **I. Foreign Language Requirement** *(Students must complete one or two courses in a foreign language depending on their placement level.)*

For students starting a new language or students placed in the 100-level of a previously studied language, complete two four-credit courses (eight credits total) in the new or placement language.

For students placed in the 200-level or above in French, German, Spanish, or Chinese complete one four-credit course.

Students who speak, read and write a native language other than English are exempted from this requirement.

Students with a language-based learning disability may apply for an accommodation through the College's Office of Academic Skills. Students granted an accommodation by OAS will fulfill the Foreign Language Requirement by substituting two four-credit courses (eight credits total), taught in English, in a foreign culture. Courses must be selected from the list of courses approved for this accommodation by the chair of the World Languages and Cultures department and available from the Office of Academic Skills. To apply for this accommodation, complete the form on available on the OAS website.

##### **II. Natural Science and Quantitative Requirement** *(Students must complete three courses, with at least one satisfying the Natural Science component [letter A] and another satisfying the Quantitative component [letter B]. The third course is the student's option but must follow the pairing rules explained below.)*

**A. Natural Science Component:** To fulfill the overall requirement with *two* Natural Science courses and *one* Quantitative course, complete either option below:

**Option 1: Complete a natural science general sequence.** This option is strongly recommended for students who plan to major in biology, chemistry, environmental studies, physics, or psychology or who intend to apply to medical or veterinary school. These sequences are also recommended for students seeking teacher certification or who otherwise have a strong interest in the sciences:

BIO 111, 112.	General Biology
CHE 120, 140	Chemical Principles of Organic Molecules, Reactions of Organic Molecules
PHY 101, 102.	College Physics (algebra-based)
PHY 111, 112.	General Physics (calculus-based)

**Option 2: Complete any two natural science courses.** Any two of the non-major science

courses on this list may be taken, or one may be paired with a course from the list under Option 1.

BIO 100.	Current Topics in Biology
BIO 104.	Ecology of the Chesapeake Bay ( <i>may not be paired with CRS 240</i> )
CHE 110.	Chemistry of the Environment
CRS 240.	Estuarine Science ( <i>may not be paired with BIO 104</i> )
PHY 100.	Concepts in Contemporary Physics
PHY 105.	Astronomy
ENV 140.	Exploring the Solid Earth
ENV 141.	Atmosphere, Ocean, and Environment

Any *one* course from either option above will fulfill the Natural Science component for students taking *two* Quantitative courses.

Note: Transfer, AP, and IB credit for CHE 111 and 112 will fulfill the Natural Science component.

**B. Quantitative Component:** To fulfill the overall requirement with two Quantitative Skills courses and one Natural Science course, complete one of the following two course sequences exactly as listed below:

MAT, CSI                      Any combination of two Mathematics (MAT) and/or Computer Science (CSI) courses

**OR**

MUS                              Any combination of two Music Theory courses (MUS 131, 132, or 231)

**OR**

Select one course from Column A and one course from Column B. Please see department course listings for prerequisite restrictions and/or major requirements.

Column A	Column B
BUS 109 Managerial Statistics	BUS 209 Financial Analysis
ECN 215 Data Analysis	ECN 320 Econometrics
MAT 109 Statistics	Any MAT/CSI course other than MAT 109
PSY 209 Statistics and Research Design I	

Note: Students may not receive academic credit for both BUS 109 and MAT 109.



To fulfill the overall requirement with one Quantitative course and two Natural Science courses, complete one of the following courses listed below:

BUS 109.	Managerial Statistics
ECN 215.	Data Analysis
MAT, CSI	Any Mathematics (MAT) or Computer Science (CSI) course
MUS	Any Music Theory course (MUS 131, 132, or 231)
PHL 108.	Logic
PSY 209.	Statistics and Experimental Design

Note: PHL 108 and PSY 209 may not be paired with another course to satisfy the Quantitative component of this requirement. One of these courses may be used to satisfy the Quantitative component only by students taking two courses to satisfy the Natural Science component of the Natural Science and Quantitative requirement.

**III. Humanities and Fine Arts Requirement** (*Students must complete three courses, with at least one satisfying the Humanities component [letter A] and another satisfying the Fine Arts component [letter B]. The third course is the student's option but must follow the pairing rules explained below.*)

**A. Humanities Component:** To fulfill the overall requirement with *two* Humanities courses and *one* Fine Arts course, complete one of the following options listed below:

CMS	CMS 101 Introduction to Communication & Media Studies and CMS 201 Contemporary Popular Film & TV
ENG	ENG 101 and one 200-level English course, <i>or</i> two 200-level English courses
FLS	Any two courses taught in the same foreign language and numbered 303 or above, e.g. FRS, GRS, or HPS 303+ (except HPS 307)
ILC	Any two International Literatures and Culture courses
PHL	Any two Philosophy courses (except PHL 108)

Any *one* course from the list above will fulfill the Humanities component for students taking *two* Fine Arts courses.

**B. Fine Arts Component:** To fulfill this requirement with *two* Fine Arts courses and *one* Humanities course, complete one of the following options listed below:

ART	Any two Art or Art History courses
DAN	Eight credits of Dance courses (except DAN 181-186, 285, 310, or 381)
THE	Any two Theatre courses (except THE 181-186, 285, 375, or 400)
MUS	Eight credits of Music courses (except MUS 131, 132, 231 or 232), including

applied music (private instruction) and musical ensembles

Any *one* course from the list above, or a combination of four credits from the same department, will fulfill the Fine Arts component for students taking *two* Humanities courses.

**IV. Social Science Requirement** (*Students must complete three courses, with at least two from the same department.*)

To fulfill the Social Science requirement, complete a two-course sequence or pairing from any department listed below plus one additional course from a different department on the list. The third course must be one of the non-indented courses on this list (e.g. an introductory course). An indented (e.g. an upper-level) course will not count as the third course unless otherwise noted.

**Anthropology**

ANT 105, 107. Introduction to Anthropology *and* Introduction to Environmental Archaeology

**Economics**

ECN 111, 112. Principles of Macro- *and* Microeconomics, *or*  
 ECN 111 *or* 112. Principles of Macro- *or* Microeconomics, *plus any one of the following:*  
     ENV 117. Introduction to Environmental and Natural Resource Economies  
     ECN 218. Economics Development  
     ECN 219. Human Resources Economics  
     ECN 312. Public Finance  
     ECN 317. Environmental Economics  
     ECN 318. Natural Resource Economics  
     ECN 410. International Trade  
     ECN 411. International Finance  
     ECN 415. Government and Business  
     ECN 416. Law and Economics

Note: Students choosing to take *one* Economics course and *two* courses from another department may complete either ECN 111, 112, or ENV 117 for the one Economics course.

**Education**

EDU 251, 252. Principles of Education *and* Educational Psychology

**History**

HIS 111. Introduction to History, *plus any other History course, or*

Any two of the following 200-level History courses:

HIS 201. History of the United States I  
 HIS 202. History of the United States II  
 HIS 203. Modern World History I

HIS 204.	Modern World History II
HIS 205.	Early Origins of Western Civilization I
HIS 206.	Early Origins of Western Civilization II

Note: Students choosing to take *one* History course and *two* courses from another department may complete either HIS 111, or any of the 200-level History courses listed above.

### **Political Science**

POL 102, 104.	American Government and Politics <i>and</i> Introduction to World Politics, <i>or</i>
POL 102 <i>or</i> 104.	American Government and Politics <i>or</i> Introduction to World Politics, <i>plus any 200- or 300-level POL course</i>

### **Psychology**

PSY 111, 112.	General Psychology I <i>and</i> II, <i>or</i>
PSY 111 <i>or</i> 112.	General Psychology I <i>or</i> II, <i>plus any one of the following:</i>
PSY 202.	Lifespan Developmental Psychology
PSY 205.	Drugs and Behavior
PSY 220.	Human Sexuality

### **Sociology**

SOC 101.	Introduction to Sociology, <i>plus any 200-level SOC course.</i>
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### **Policies Regarding General Education Requirements**

Transfer students with 28 or more transferable credit hours do not have to take an FYS 101 seminar.

Students entering the College with Advanced Standing credits (AP, CIE, CLEP, or IB) may apply those credits toward the distribution requirements up to a total of 32 credit hours. *More information about Transfer credit and Advanced Standing credit equivalency is in the chapter on Academic Policies and Regulations that follows.*

Students may drop one FYS seminar and add another within the Drop/Add period but may not withdraw from an FYS seminar without the approval of the Assistant Dean for First Year Experience and Student Success. Students approved to withdraw from an FYS seminar must enroll in an FYS seminar in the next possible semester. Students must earn a “D-” or better in FYS 101 in order to satisfy the requirement.

### **Alternatives to General Education Requirements**

Students who wish to plan their general education outside of the normal guidelines may write a proposal to this effect and submit it to their advisor as a basis for discussion of the feasibility of the plan. After consultation with the advisor, the student should send the proposal to the Committee on Academic Standing and Advising for final judgment. Approval of such proposals

depends on convincing evidence that the desired scheme provides an alternate way of adequately meeting the broad aims of the distribution requirement. Proposals must make provisions for meeting such specific goals as the following: promotion of cultural breadth, introduction to empirical investigation, provision of some basis for aesthetic appreciation or creativity, acquaintance with the nature of language (natural or symbolic), and opportunity to view complex phenomena.

### **Major Requirements**

The concentrated focus of the major balances the broader focus of the distribution requirement and enables students to master a discipline. Detailed knowledge of the facts and terminology of a discipline, development of skill in the use of techniques essential to a discipline, sufficient mastery of the structure and methods of scholarly investigation to engage in independent study in a discipline—such are the objectives of the major in a liberal arts curriculum.

Normally, students will declare a major before the end of the sophomore year, in time for advising for the following fall. Prior to each semester's registration period, undeclared students will receive information about declaring a major. Students should discuss the selection of their major with their current faculty advisor. To declare a major, students submit the Major-Minor Declaration Form to the chair(s) of their major department(s) to obtain the appropriate signature(s), then sign and return the form to the Registrar's Office.

Departments may, but are not required to, permit students to declare a major provided they have completed at least 16 credit hours and have a cumulative grade point average of 2.00 or better. Transfer and Advanced Standing credit cannot be counted toward this 16 credit hour requirement. Students wishing to declare a major early should obtain the Major-Minor Declaration Form from the Registrar, discuss the decision with their current faculty advisor, and make an appointment to meet with the chair of the major department to discuss the decision and obtain the appropriate signature. The chair assigns a member of the department as the student's major advisor; the department chair will identify the new advisor in the space provided on the form.

All majors include a minimum of eight semester courses (or 32 credit hours) in the major department. Specified extra-departmental courses in related fields may be included in a major program by special permission of the department.

### **Independent Major Guidelines**

The Independent Major (INM) offers students the opportunity to create a cohesive major program of study outside of the majors offered by the college. To earn an INM, students must develop a proposal (described below), obtain letters of support from two faculty sponsors, receive approval from the department chairs of the constituent departments and be approved by the Curriculum Committee. Given the maturity and academic ability needed to successfully complete an independent major, students must have a minimum 3.00 GPA when they submit their proposal. In addition, students will not be considered for an INM after they have

completed 70 credits at Washington College.

Students begin the process by articulating a vision for their INM, including potential course work. Once formulated, students must find two faculty sponsors, one in each of the departments from which the majority of their intended INM coursework will be completed, with the understanding that one of these faculty members will serve as the primary academic advisor if the proposal is approved. The faculty sponsors and the student will then work together to develop a curriculum for completing the INM.

The proposed major must meet the following criteria:

- At least twelve total courses (48 credits) from no fewer than two academic departments
- No more than four introductory courses
- At least four upper-level courses, where “upper-level” is defined by the department(s) and/or the faculty serving on the student’s advisory committee (typically courses at the 300-level or above)
- No more than 8 credits of for-credit internship
- No more than 8 credits of independent study or faculty-led research
- Clearly defined requirements for completing the Senior Capstone Experience
- Clearly defined requirements for obtaining Honors in the INM, if applicable

In addition to a detailed course plan, the proposal must also include two letters of support from the faculty sponsors and a cover letter, written by the student, describing how the proposed INM creates a cohesive program with a clear academic focus that is distinct from current majors offered at Washington College.

If the major proposal appears reasonable but is not polished, complete, or otherwise ready for approval, the subcommittee may suggest revisions. The subcommittee will send feedback directly to the student, after which the student will have thirty (30) calendar days to revise and resubmit the proposal for reconsideration. The subcommittee will then accept or reject the revised proposal, but no further revisions to the proposal will be considered.

Once the application is complete, the proposal is submitted to the department chairs of the constituent departments for review. Upon approval by the department chairs, the student must submit the application to the Provost’s Office for consideration by a subcommittee of the Curriculum Committee. If the proposal is accepted by the Curriculum Committee, the student will be an official candidate for the proposed INM and the specified faculty advisor will be assigned as the student’s academic advisor. In the event the approved course plan must be modified, e.g. due to new course offerings or schedule conflicts, changes to the approved proposal must be approved by both faculty sponsors.

Given the unique nature of the INM, students must complete at least 32 credits of the INM at Washington College or in a Washington College approved program. While completion of the INM satisfies the graduation requirement for an academic major, it does not preclude a student

from completing a secondary major or one or more minors. In addition, all students approved for an INM must also complete all general education requirements appropriate to their Catalog year. As with traditional majors, courses counted toward general education requirements may overlap with major requirements.

To ensure the INM program adheres to the same standards as other majors offered by Washington College, the Assistant Dean for First Year Experience and Student Success will oversee assessment of all INMs and will make recommendations to improve learning outcomes as necessary.

### **Double Majors, Minors, and Concentrations/Specializations**

Students may complete one or two majors. Those who double-major are assigned two faculty advisors, one from each discipline, and are expected to complete required coursework and a Senior Capstone Experience for each major, although a joint SCE is permitted if both departments approve. Pursuing a double major requires that students plan their course of study carefully and in consultation with advisors from each major. Students are not permitted to declare more than two majors. Any two of the majors offered by the College can be chosen as part of a double major.

Some majors permit or require students to declare an area of concentration or specialization within the major. Students will receive information about the concentration or specialization options for their selected major when they first meet with the department chair to discuss their major decision, and may either declare the concentration/specialization at the same time that they submit the Major-Minor Declaration Form or declare it at a later time.

Pursuing one or more minor areas of study is also an option. Minors require a minimum of five courses. In addition to minors in most departments and programs, the College offers interdisciplinary minors in American studies, black studies, earth and planetary science, environmental studies, gender studies, the humanities, human development, information systems, public health, and international studies. Students are not permitted to declare more than three minors.

### **Senior Capstone Experience**

The Senior Capstone Experience requires students to demonstrate the ability to think critically and to engage in a project of active learning in their major field of study. In the SCE, which is required of all graduating seniors, students integrate all relevant knowledge and skills from their entire academic program into a senior project demonstrating mastery of a body of knowledge and intellectual accomplishment that goes significantly beyond classroom learning.

Senior Capstone Experiences can take several forms. They might involve research papers, comprehensive exams, professional portfolios, and artistic creations or performances. Whatever the design, Senior Capstone Experiences will be informed by the following expectations:

- Demonstrated student initiative
- Significant preparatory work
- Active inquiry
- Integration of acquired knowledge and skills
- Culmination of previous academic work

For those majors which require or allow the comprehensive exam:

- Fulfill all departmental requirements (methodology courses, review sessions, etc.) designed to prepare students for the exams.
- Passed the comprehensive exam.

For those majors which require or allow a thesis or senior project:

- Select paper or project topic no later than the fourth week of classes in the fall semester of the senior year.
- Submit outline (if required).
- Submit rough draft of thesis or project by the deadline established by the department.
- Submit final draft of thesis no later than the established departmental deadline or the last day of classes of the semester in which the student is graduating, whichever is earliest.

Members of the faculty mentor seniors intensively as they work to complete their Senior Capstone Experiences. As part of the process, students are expected to share with the College community in appropriate ways the results of their Senior Capstone Experience. The Curriculum Committee reviews, at regular intervals, departmental policies regarding the Senior Capstone Experience to ensure compliance with the expectations listed above and overall equality of demands across departments. *More information about policies governing SCE courses is available in the Registration Policies section of the following chapter.*

Because each department sets its own intermediate deadlines for submission or completion of requirements for the Senior Capstone Experience, students should refer to their department's established deadlines or consult their department chair regarding each of the above checklist items.

Students who fail to meet their department's deadlines or other requirements may earn a failing grade for their Senior Capstone Experience regardless of the College deadline of the last day of classes.

Excellent work on the Senior Capstone Experience, along with the quality of work done in major courses, can result in Departmental Honors. *More information about Honors at Graduation is available in the Graduation Policies section of the following chapter.*

## **Graduation Requirements**

A candidate for the Bachelor of Arts or Bachelor of Science degree must complete at least 128 credit hours, of which a minimum of 56 credit hours must be taken at Washington College or in a Washington College-administered program. Students must satisfy the general education requirements which include completion of the Writing Program and distribution requirements. Students must also complete a major, which includes a minimum of eight courses (or 32 credit hours) in the major and the Senior Capstone Experience.

Students must achieve a cumulative grade point average (“GPA”) of 2.00 overall in the 128 credit hours offered toward graduation. Not more than six four-credit courses with “D” grades will count toward the 128 credit hours required. Additionally, students must maintain a minimum GPA of 2.00 within each major subject area and may not count more than two four-credit courses with “D” grades toward any major. In most cases, students must complete the last two semesters toward their degree, or the equivalent number of credit hours (32), in residence at Washington College or in a Washington College-administered program.

The Registrar’s Office helps students monitor their progress in completing graduation requirements. This includes periodic degree audits informing both students and advisors of their progress. Students may also request a degree audit from the Registrar at any time.

### **The Academic Advising Program**

The faculty has approved a system for academic advising and has articulated the following aims and goals of effective academic counseling:

- To enable students to take responsibility for designing their programs of study.
- To encourage and assist the student to explore and articulate interests or career goals.
- To encourage the student to take a reasoned, contemplative approach to designing a program of study.
- To assist the student in designing a program within the liberal arts framework that is clearly related to interests or career goals.
- To ensure that the student has been fully informed about all available options and has been encouraged to examine all options, and that the course of study is designed to meet the student’s individual goals.
- To provide advisors who not only monitor the student’s academic program but also speak personally with the student and explore his or her changing interests and goals.
- To ensure that all advisors have current and detailed information about course offerings and are aware of the variety of options offered to students.

### **The Faculty Advisor**

New students are assigned to a first-year faculty advisor after they have registered for their first semester classes. First-year faculty advisors are well-prepared for this task and work with their advisees until they declare a major, even if the student does not declare a major until his or her second year at the College. Once the student selects one or more majors, he or she is assigned to a member of the department as major advisor. Students should be particularly careful when



arranging their academic programs and must consult regularly with their advisor(s) to ensure compliance with all graduation requirements and fulfillment of specific upper-level course prerequisites. The final responsibility for meeting all of the academic requirements rests with the individual student.

The Registrar's Office will send major declaration information to any student who has completed at least one semester of study and is still undeclared; students who have completed at least 48 credit hours and remain undeclared will receive a final reminder of their obligation to select a major by the end of their fourth semester at the College; students who have completed at least 60 credit hours and achieved junior standing will have their first-year faculty advisor removed and will be advised by the Registrar or the Assistant Dean for First Year Experience and Student Success until they successfully declare a major.

Both advisors and students have a responsibility in advising. It is essential that both take the matter seriously if students are to achieve a meaningful and successful program of study. In the dialogue between advisors and students, advisors serve in two capacities: to interpret the College and its goals for students, and to encourage students to gain understanding of their potential and how it may be developed. In a very practical way, advisors are sources of information for students. They explain campus rules and customs, clarify special programs and requirements, and collaborate with the student to help achieve his or her vision for postsecondary education and career pursuits.

When students have questions or problems, they should feel free to see their faculty advisor. Although the College schedules advising sessions each semester, the real benefits of such an advising system can only be realized through more frequent meetings between student and advisor. The College's advising program intends good working relationships to develop. However, students and their advisors do not always relate well, and the student is free to ask the Assistant Dean for First Year Experience and Student Success for a change of advisor. This request should be made in writing.

Among the faculty, students will find friends as well as advisors, and they are urged to foster such friendships. Herein lies the great value of a small, liberal arts college and the education it provides. The benefits of personal attention and assistance under the advising system of Washington College derive from close association among students, faculty, and administrative officers—an association rarely possible at large colleges or universities. The academic advising system is under general direction of the Office of the Provost and Dean of the College. The Assistant Dean for First Year Experience and Student Success, the Registrar, and the student's instructors are also on hand to help with advising.

# Academic Policies and Regulations

## Academic policy

The primary objective of the College's academic policy is to support the direct relationship between student and instructor. Academic policy is formulated by the faculty, who determine the requirements for admission, academic standing, and graduation; the organization of the curriculum; and the provisions covering academic probation and dismissal. Administrators interpret and apply the rules so as to carry out the intentions of the faculty, subject to the policies established by the Board of Visitors and Governors. Students play an important role in determining academic policy. They serve as voting members on both the Curriculum Committee and Committee on Academic Standing and Advising, where major academic policies are formulated, subject to full faculty approval.

## Academic Records Policies

### Family Educational Rights and Privacy Act

For the full content of the College's Record Release Policy, please visit the Registrar's Office website.

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 records within 45 days of the day the College receives a request for access.*

Students should submit to the College Registrar a written request that identifies the record(s) the student wishes to inspect. The College 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 Registrar's Office, the College Registrar 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.*

A student who wishes to ask the College to amend a record should write the College Registrar (or other College official who maintains the record in question, if the records are not maintained by the Registrar's Office), clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the College decides not to amend the record as requested, it will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

*The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.*

The College discloses education records without a student's prior written consent under the FERPA exception for 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 (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Visitors and Governors; 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 responsibilities for the College.

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

Students are encouraged to discuss their concerns with the College Registrar (as the College's official custodian of records). Should the student decide to file a complaint against Washington College for a potential violation of his or her rights under 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

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security number, grades, or other private information—may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early

childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when the College objects to or does not request such research. Federal and State Authorities must obtain certain use-restrictions and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.

In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal and State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

**Directory Information and Privacy**

Washington College students are granted an automatic expectation of privacy for their education records through FERPA. The law says that once a student begins postsecondary study, the College can only release one’s education records directly to the student upon his or her written request. By law, the College may only provide information from a student’s education records when it is requested by a parent or guardian if the student consents to that release in writing or if the parent or guardian provides us with proof of the student’s financial dependency (usually substantiated by a certified copy of the most recent Federal Income Tax Form). All entering students will have the opportunity to *opt in* and provide blanket parental/guardian access to their education records at the start of their Washington College academic career.

Certain information from a student’s education records is considered directory information under FERPA. The College may release the following directory information to parents, guardians, and/or third parties without prior consent from the student:

Student name	Graduation dates	Awards
Campus box number	Expected graduation dates	Honors
Campus phone number	Previous institutions attended	Honor Societies
Hometown and State	Cell phone number	Permanent address
Home phone number	Email address	Major(s) and Minor(s)
Class year	Concentration(s)	Full/part-time status
Dates of attendance	Degrees	

*For Athletes:* Participation in officially recognized sports, photograph, height, and weight.

Release of this information to third parties is usually seen as a benefit to students. For example, the College can verify the current student status or graduation information to loan servicing

organizations, potential employers or companies offering a student discount, or can share students' honors and accomplishments with their hometown newspapers and other media outlets. Nonetheless, FERPA provides an opportunity for students to restrict the dissemination of directory information. Instructions on how to *opt out* will be supplied to all entering students. Should the student decide to withhold his or her directory information from release, all future requests from non-Washington College persons and organizations will be refused.

In general, the College does not honor blanket requests from third parties for directory information about its current student population. However, the College does publish in the online student directory each student's name, email address, campus box number, and campus phone number. Access to this directory is restricted to members of the Washington College Faculty and Staff.

FERPA does not permit the release of educational records to anyone, including parents/guardians unless the student has waived their FERPA rights, which they may do online. Students may also choose to restrict the release of directory information online. Decisions students about allowing parental/guardian access or restricting the release of directory information remain in effect for the duration of the student's matriculation at Washington College unless otherwise revoked by filing a written request with the Registrar's Office. The College will honor each student's most recent privacy preference after he or she graduates or withdraws.

### **Transcript Requests**

In compliance with FERPA, all requests for a student's academic transcript must be made by the actual requesting student. Washington College provides transcripts using an electronic transcript delivery service through an approved vendor. There is a small convenience fee charged by the delivery service. Students can visit [registrar.washcoll.edu](http://registrar.washcoll.edu) and click on the "Order a Transcript Online" link to order an official transcript. Transcripts can be delivered electronically or via USPS.

Students may also pick up transcripts in person at the Registrar's Office. This does not incur any fee or charge. Students should print, complete, and mail or fax the Transcript Request Form on the Registrar's Office web page. Alternately, students may submit the interactive form electronically by providing a digital signature and submitting the completed form from their [@washcoll.edu](mailto:@washcoll.edu) email account. Finally, a transcript may also be obtained by sending a letter with the following information to the Registrar's Office:

Full name at the time of attendance  
 Social Security number  
 Dates of attendance or year of graduation  
 Home address and telephone number  
 Address where the transcript should be sent  
 Signature

Transcripts are generally sent out within 24 to 48 hours. Additional time may be required during registration, grading periods, and holidays. Students who are in financial arrears with an office of the College (Business Office, Library, Bookstore, Central Services, or Public Safety for overdue parking tickets, etc.) will be unable to have transcripts sent out until payment or until satisfactory arrangements have been made to clear such debts.

### **Enrollment Verification Requests**

In compliance with FERPA, all enrollment verification requests must be made in writing, including a physical signature (pen to paper) of the actual requesting student. Students should print, complete, and mail or fax the Enrollment Verification Request Form on the Registrar's Office website. Alternately, students may submit the interactive form electronically by providing a digital signature and submitting the completed form from their @washcoll.edu email account.

The Registrar's Office will gladly write a letter to any third party stating the student's academic status and verifying any other information contained on the student's education record, provided it is factually accurate. Furthermore, Washington College has established a relationship with the National Student Clearinghouse (a non-profit resource funded by the Department of Education) to help respond to student enrollment verification and degree completion requests automatically.

### **Registration Policies**

Registration is an agreement with Washington College to attend and pay for the courses listed unless the courses are dropped by an approved method. Payment is always due by the start of the semester in which the course takes place. Bills for tuition and other services will be sent to the student's legal, permanent address on file before the semester of study. *Note: It is the student's responsibility to notify the Registrar's Office of any change to the legal, permanent address immediately upon making such a change.*

#### Registration for Entering Students

Entering first-year and transfer students register prior to the beginning of the semester while meeting with a faculty advisor or the Registrar. Entering students who wish to make changes to their first semester course registration after this initial meeting must communicate their wishes to Registrar; online changes are prohibited.

#### Registration Holds

Prior to the registration period, students will find specific registration information and instructions available on the Registrar's Office website. These instructions remind the student to complete several tasks prior to the start of registration, including a review of any active holds on WebAdvisor. Possible student holds may include a "no registration" hold from the Business Office, Health Services, the Provost's Office or Student Affairs. Any of these holds will prevent registration for new courses until the hold is lifted by the originating office.

#### Registration

For all returning students, registration is divided into three distinct time periods: (a) priority

registration by class year; (b) online Drop/Add for all students; and (c) paper Drop/Add for all students. The priority registration period begins midway through October for the subsequent spring and midway through March for the subsequent fall. Registration by class year is determined by the number of credits the student has completed at the time of registration. *More information about the second and third registration periods is printed in the Drop/Add section below.*

All students who plan to attend the College in the upcoming semester must register during the priority registration period in order to secure their seat in courses and to avoid lapses in scholarship and financial aid eligibility. Students must schedule an appointment with their faculty advisor during the same week as their registration date. Appointments begin on Monday of the given week and online registration begins on the subsequent Friday.

### **Class Standing**

An undergraduate student's class standing is determined by the following credit-hour thresholds:

Freshman class standing	fewer than 28 credit hours
Sophomore class standing	28-59 credit hours
Junior class standing	60-91 credit hours
Senior class standing	92 or more credit hours

### **Drop/Add**

After the initial registration period, students may make changes to their course registrations online until the Friday before the semester begins. All changes made during this time incur no financial penalty. Although online Drop/Add does not require advisor approval, students are encouraged to contact their advisor and discuss the changes they intend to make. *Note: During the summer, online Drop/Add is unavailable during the six weeks between Commencement and the first week of July.*

Registration changes made during the first seven days of the semester must be made using the paper Drop/Add form available in the Registrar's Office. Adding a course requires the signatures of the student, his or her faculty advisor, and the instructor; dropping a course requires the signatures of only the student and his or her advisor. Students must use the paper Drop/Add form even if changing from one section of a course to another. Students changing courses without filing the proper form run the risk of losing credit for work completed.

Students registered in a course who do not attend the first class meeting may be summarily dropped from the course by the instructor. Students wishing to enroll in a course at or after the first meeting are admitted only at the discretion of the instructor, who will generally defer to the order of students on the waitlist for the course.

Courses that begin after the first day of the semester are typically one- or two-credit courses that only meet for seven weeks. Students should register for these courses during the normal

registration period, but are permitted to add or drop such a course through Friday of the same week that the first class meeting takes place with no penalty. Students who wish to withdraw from these courses must do so by the Friday of the fifth week of class.

### **Withdrawal from Courses**

After the Drop/Add period, students may withdraw from one or more courses, with the exception of a First-Year Seminar (see below), without penalty until the Friday following the mid-semester advising day. A “W” grade will be noted on the student’s transcript. Withdrawal from a course (as distinct from withdrawal from the College) shall take place only after the student has discussed it with the faculty advisor or, if the student prefers, with the Assistant Dean for First Year Experience and Student Success. The student must submit a signed withdrawal form to the Registrar no later than the Friday after the mid-semester advising day.

Students may not withdraw from First-Year Seminar (FYS) without the approval of the Assistant Dean for First Year Experience and Student Success. Students who are approved to withdraw from a FYS must enroll in an appropriate FYS in the next possible semester. Withdrawals from FYS follow all other rules for course withdrawals.

A student may only withdraw from a course three times during his or her Washington College career. Course withdrawals that take place in a semester where the student still completes at least 16 credit hours will not count toward this limit. After reaching three withdrawals, the Registrar’s Office will not process any future withdrawal request and will notify the student and his or her faculty advisor that the student must continue to attend the course and will earn a final grade based on their completed coursework at the end of the semester.

If a faculty member determines that a student has committed an academic violation in that faculty member’s course, the faculty member can instruct the Registrar to put a hold on a student’s record to prevent the student from withdrawing from that course. At this time, the Professor should notify the student of the placement of a withdrawal hold. The student should consult with the instructor of the course regarding the student’s continued attendance. If the faculty member decides later in the semester to allow the student to withdraw, the faculty member will communicate the change to the Registrar. If the withdrawal hold remains, the faculty member can submit a letter grade for the student consistent with the faculty member’s course policy at the end of the semester.

### **Waitlists**

When a course section appears online “closed” or “waitlisted”, students may add themselves to the waitlist for that section. While not all courses allow waitlisting, most departments at the College use waitlists. Frequently waitlists assign a higher position based on class (seniors, then juniors, etc.) and academic program (majors, then minors, then non-majors, etc.). The Registrar’s Office will run a daily waitlist process and automatically adds the first student on the waitlist to an available seat. Students who have added themselves to a waitlist can monitor their current position on the waitlist online.



Students may not add themselves to a waitlist for a section if he or she is already registered for a different section of the same course. Additionally, students nearing the top of a waitlist should clear any schedule conflicts that may prevent the Registrar's Office from adding him or her to the section when a seat becomes available. A staff member from the Registrar's Office will typically contact a student who has such a conflict via email and grant them one business day to adjust their schedule. After 24 hours, the available seat will be offered to the next student on the waitlist. Thus, it is imperative that students regularly check their @washcoll.edu email account for such notifications.

### **Expected Course Load**

Normally, Washington College students take four courses, worth four credit hours apiece, each fall and spring—for a total of 16 credit hours per semester. This approach yields 32 credit hours a year and 128 credit hours over the four years that a student typically attends the College. However, students may plan a course of study with the approval of their faculty advisor(s) that involves as few as 12 credits or as many as 22 credits. Students may not enroll in more than 22 credits in a single semester.

### **Full-Time, Half-Time, and Overload**

For the purposes of federal student loan deferments and NCAA requirements, full-time student status is defined as being enrolled for at least 12 credit hours per semester. Half-time student status is defined as at least 8 credit hours but not 12 credit hours. Students who fail to enroll in at least half-time status in a given semester run the risk of having federal student loans go into repayment mode. By federal law, deferral of student loans is only available to students who are actively enrolled in a half-time or greater course load. This determination is made by the loan servicer based on information supplied to it by the College.

First semester students (whether first-year students or transfer students with accumulated credits) are not ordinarily permitted to take more than 18 credit hours. This is to help these students make a successful transition into Washington College.

Students on academic probation or academic warning may not take more than 18 credit hours in any single semester.

### **Eligibility for Student-Athletes**

Washington College is committed to developing students who excel in both academics and athletics. All athletes must satisfy the National Collegiate Athletic Association (NCAA), the Centennial Conference, and Washington College eligibility rules, which are as follows: Student-athletes must be enrolled for 12 or more credit hours in the semester of participation and must be making satisfactory progress toward the baccalaureate degree to be eligible. Student-athletes have ten semesters to complete four years of athletic eligibility. Student-athletes who are on academic probation may be scheduled for a conference with the Athletic Director or coach and the Provost's Office to determine whether it is appropriate for the

student to continue athletic participation.

### **Pass/Fail Option**

To encourage greater breadth in course selection, and exploration of disciplines or fields of study in which the student may have had little or no previous experience, students may take a maximum of one non-required course on a Pass/Fail basis each semester after attaining junior status (by credit). Instructors assign a final grade to all students according to the normal procedures outlined in the course syllabus. For students who have elected Pass/Fail grading, the final grade is then translated by the Registrar to a Pass (“D-” or above) or Fail (“F”) and recorded as such on the student’s transcript. A failed course is computed into the grade point average as would any other grade of “F.” A passed course has no effect on the grade point average.

Other policies governing the Pass/Fail option are as follows:

Since this option may only be exercised by juniors and seniors, and only one course may be elected as Pass/Fail in any one semester, the maximum number of Pass/Fail courses a student may elect to take in his or her career at Washington College is four courses. However, students who have met the minimum graduation requirement of 128 credit hours may choose to take additional courses on a Pass/Fail basis provided they do not exceed one per semester.

Courses for which all students earn a Pass/Fail grade by default will not count toward this maximum.

Students on academic probation may not elect to take a course for a Pass/Fail grade.

Pass/Fail courses may not be used for distribution requirements, the major field of study, major-related requirements, or the minor field of study. All such courses must be taken for a letter grade unless all students in the course earn a Pass/Fail grade by default.

Students must use the Pass/Fail Option form to indicate which course is to be taken on a Pass/Fail basis. At the end of the third week of classes, this status becomes permanent. Students may not shift from a Pass/Fail to a letter grade or vice versa after this deadline except as outlined below.

New Pass/Fail forms must be filed each semester even if the student is continuing a two-semester course sequence.

Courses that were failed previously may not be retaken on a Pass/Fail basis.

If a student has already taken Pass/Fail courses and subsequently declares a major or minor in that field, these options exist:

The letter grade the student would otherwise have received in the course may be

reinstated. In the case of a minor, this conversion takes place only after all minor requirements are met.

The student may complete another course in the major department.

### **Auditing Courses**

Matriculated undergraduate students may audit one or more courses without fee, with the permission of the instructor(s). Non-matriculated students (including alumni) may audit courses for a small fee, published in the Fees and Expenses chapter of the Catalog. Students will not earn academic credit for this experience; in most cases, they are considered “listeners” during lectures and are not required nor are they permitted to participate in group or individual projects or exams. Students intending to audit a course should consult with the instructor about the specific coursework requirements for auditors.

Other policies governing the Audit option are as follows:

All students intending to Audit must formally register for the course to ensure the accuracy of course rosters and to help the instructor uphold classroom capacity restrictions. To register a matriculated student as an auditor, the student, instructor or advisor may list the course on a paper Drop/Add form, followed by the notation “AUDIT,” and submit it to the Registrar’s Office. Non-matriculated students should complete and submit the Non-Degree Student Registration Form available from the Registrar’s Office.

If a student wishes to change a course to Audit or vice versa after it has begun, he or she must request this change using the paper Drop/Add form, which must include the instructor’s signature. At the end of the second week of classes, this status becomes permanent. Students may not shift from an Audit to credit option or vice versa after this deadline.

At the end of the class, the instructor will assign a grade of “AU” on the student’s transcript only if attendance is frequent enough to warrant the notation. Students who fail to attend enough class sessions or who did not meet the criteria outlined by the instructor will be dropped from the course and will receive no grade, nor will they receive a tuition refund.

### **Independent Study and On-Campus Research**

Matriculated students interested in pursuing a course of study not offered within the standard curriculum may undertake an independent study (e.g. a reading course, independent project, summer research, or its equivalent) with a College faculty member, if that faculty member agrees. To enroll in such a course, a student must complete the Independent Study or On-Campus Research Registration Form available from the Registrar’s Office, including signatures from the instructor and department chair.

Other policies governing Independent Study and On-Campus Research are as follows:

Independent study and on-campus research requires no less than 5 meetings with the instructor

to earn two credit hours, or no less than 10 meetings with the instructor to earn four credit hours.

When seeking permission from the department chair, the student should attach copies of the plan or outline of study, including a bibliography, and a document specifying the course objectives or requirements as agreed upon by the student and the supervising instructor.

Independent study and on-campus research cannot be used to satisfy distribution requirements or the Senior Capstone Experience.

Students may register for independent study or on-campus research on a Pass/Fail basis subject to the rules specified in the Pass/Fail Option section above.

Students may not earn more than 16 credit hours of independent study, internship, and on-/off-campus research credits during their academic career unless they complete more than the minimum of 128 credit hours required to graduate.

### **Internships and Off-Campus Research for Academic Credit**

Internships and off-campus research for academic credit may be part of an already existing program or they may be independent internships proposed by the student and a faculty member. Before beginning the internship, the student must secure a faculty member as advisor for the internship and submit all required paperwork to the Assistant Dean for Academic Initiatives by the appropriate deadline. The internship or off-campus research opportunity must meet the following criteria to be eligible for four credit hours:

Internships and off-campus research must consist of a minimum of 140 hours of supervised work or research experience.

Internships and off-campus research must continue over a minimum of an eight to ten week period of supervised experience, entirely or mostly completed on-site. Exceptions may be given for supervised work at virtual sites with proper documentation.

Internships and off-campus research cannot be used to satisfy distribution requirements or the Senior Capstone Experience.

Students may register for internships or off-campus research on a Pass/Fail basis subject to the rules specified in the Pass/Fail Option section above.

Students may not earn more than 16 credit hours of independent study, internship, and on-/off-campus research credits during their academic career unless they complete more than the minimum of 128 credit hours required to graduate.

Academic credit for an internship or off-campus research will not be entered on the student's transcript until the student has completed all requirements of the internship, including all work

required by the faculty advisor for the experience and any reports required by the Assistant Dean for Academic Initiatives. *More information about Internships and non-credit Externships, Job Shadowing and other experiential learning is available in the Integrated (Experiential) Learning chapter of the Catalog.*

### **Credit for Physical Education Courses**

Students may not earn more than four credit hours from courses offered by the physical education department (denoted in the course schedule by the prefix PED) unless they complete more than the minimum of 128 credit hours required to graduate. Of these four credit hours, two must be from the course PED 017 Introduction to Strength & Conditioning/Human Movement. A student who has already earned two credit hours in any PED course(s) and has not taken PED 017, or who has already earned four credit hours in PED courses (including two credit hours in PED 017), has the option of auditing additional courses in physical education to reflect their involvement in these activities.

### **English Language Learning Courses**

Students for whom English is a second language and who at enrollment:

- Do not present a TOEFL score or equivalent measure of their English language skills taken within the two years prior to enrollment at Washington College
- Or present a TOEFL score between 79 - 86 or equivalent measure of their English language skills taken within two years of enrollment at Washington College

must complete the Washington College English language assessment process before they begin classes at Washington College.

Students whose language assessment results indicate that they require more study of English language to support their academic work at Washington College must successfully complete both ELL 101: English for Academic Purposes I and ELL 102: English for Academic Purposes II, in their first two semesters at Washington College.

Students who earn a grade of at least A- in ELL 101 may, at their request, opt out of taking ELL 102.

### **Credit for Study Abroad Programs**

Students participating in a Washington College approved study abroad program receive Washington College credit and grades for their coursework. Because the assignment of credits and grades is different in other countries, the College follows a set of standards and best practices when converting and transferring grades and credits from overseas institutions. The Global Education Office provides students applying for study abroad with information on how grades and credits earned at their specific host institution will be transferred upon their return to Washington College. The following policies apply:

Students should take the equivalent of 16 credit hours per semester abroad in order to return with a full course load equivalent at Washington College. Students must take the equivalent of 12 credit hours or more in order to maintain full-time student status.

All courses must be pre-approved by appropriate department chairs and by the student's faculty advisor using the Study Abroad Approval Form available from the Global Education Office.

If course registrations change while the student is abroad, he or she must contact his or her faculty advisor, the appropriate department chair, and the Director of the Global Education Office to communicate these changes in a timely manner (not later than the host institution's Drop/Add deadline).

Students may only take courses on a Pass/Fail basis with permission of their faculty advisor, subject to the rules explained in the Pass/Fail Option section above.

When the official transcript from the foreign institution is received by the Registrar's Office, the courses are given equivalent Washington College course numbers and credit values based on the approvals noted on the Study Abroad Approval Form. All grades and credits become part of the student's Washington College transcript.

If students do not submit their completed Study Abroad Course Approval Forms by the end of the semester after they return to Washington College, the Registrar will post General credits in the place of their credits earned abroad. General credits will not count towards major, minor, or distribution requirements, but will be counted toward the minimum credits required to graduate, and will be factored into the student's GPA.

Only courses equivalent to three or more credit hours in Washington College's curriculum may be counted toward major, minor and distribution requirements. Some institutions offer courses/modules for fewer than the equivalent of three credit hours. With permission of the department chair, two courses worth fewer than three credit hours each may be combined to count toward these requirements.

Students participating in a study abroad programs not approved by Washington College are not guaranteed transfer credit for their coursework. For those students seeking transfer credit for such courses, the following policies apply:

All courses must be pre-approved by the department chairs and by the student's faculty advisor using the Study Abroad Course Approval Form available from the Registrar's Office.

When the official transcript from the foreign institution is received by the Registrar's Office, the courses are given equivalent Washington College course numbers and credit values based on the approvals noted on the Transfer Credit Request Form. Only courses earning a letter grade of "C-" or better will become part of the student's Washington College transcript. Grades earned

in these courses will not become part of the student's cumulative grade point average.

### **Short-Term Faculty-Led Study Abroad Courses**

Washington College routinely offers intensive two- to three-week travel/study experiences during winter or summer breaks. Led by Washington College faculty, these trips generally focus on a specific area of study and typically count as one 4-credit course. Policies regarding these courses are below.

*Prior* to the departure of the trip:

Students may elect to audit the course.

Students may elect to take the course on a Pass/Fail basis. Established Pass/Fail policies still apply. Please review the Pass/Fail Option section of the catalog for further details.

Because of the brief nature and scheduling considerations related to these courses, students will not be permitted to withdraw; however, students may drop the course prior to departure.

### **Policies for the Senior Capstone Experience**

Students in their senior year will be advised to register for a Senior Capstone Experience course worth four credit hours. With departmental approval, students who double major may complete one integrated Senior Capstone Experience course. The final grade for this course will be determined by the SCE advisors from both majors in consultation with one another and with other faculty from the two departments who participated in the student's capstone experience. When such integration is not advisable, double majors will register for two separate SCE courses worth two credit hours apiece, one for each department. The final grade for each individual course will be determined by the SCE advisor in consultation with others from the student's major department who participated in the student's capstone experience. Students who decide to drop a second major after the drop/add deadline and before the withdrawal deadline will receive a W grade on that SCE. The remaining SCE will be updated to four credits. Exceptions to this deadline must be approved by the Assistant Dean for First Year Experience and Student Success.

The four credit hours awarded through the successful completion of the Senior Capstone Experience course(s) will be part of the 128 credit hours required to graduate from the College. Students may not earn more than four credit hours in fulfillment of their Senior Capstone Experience.

Departments determine whether to assign a letter grade or designate Senior Capstone Experiences in their department with honors or a Pass/Fail grade. Only Senior Capstone Experience courses receiving a letter grade of "A-" or better qualify for honors.

Students may only enroll in the Senior Capstone Experience in fall or spring semesters.

## **Evaluation and Grading Policies**

### **Attendance**

It is the responsibility of students at Washington College to attend promptly each class meeting scheduled in every course in which they enroll. Students on probation are expected to attend all classes without exception and should contact the Provost's Office about any absences that are truly unavoidable. A faculty member's attendance policy may include failure of the course for excessive absences. Students are encouraged to ask their Professors about any attendance policies that are not clear to them.

Members of the faculty are under no obligation to accept any student who misses the first day of class. Faculty have the right to drop from a course any student who does not attend on the first day of classes. Students who cannot attend on the first day but would like to remain in the course must contact their instructors before the first day of class.

Students may occasionally be excused from other College obligations if they are involved in a field trip regarded as an integral part of the work of a particular course. The Provost's Office or faculty member involved will send out to the faculty an advance listing of those students participating in such a field trip. Field trips should be arranged as far ahead of time as practicable.

As soon as arrangements have been completed, and in any event no less than one week before the trip, the Provost of the College should be informed of the date and inclusive hours of the trip and of the names of those students participating. If actual attendance differs from what was anticipated, a revised list of names should be sent to the Provost's Office immediately upon conclusion of the trip.

A student who is repeatedly absent, or whose attendance continues to be unsatisfactory following a warning from the instructor, will be reported by his or her instructor to either the Registrar or the Assistant Dean for First Year Experience and Student Success to investigate cases of prolonged absence in which the reasons are unknown to the instructor.

When an instructor is more than ten minutes late to a class, the students may leave without penalty.

### **Attendance Policy for Student-Athletes**

Because travel to athletic events may result in missed class time, class attendance at all other times is expected. The student-athlete is responsible for notifying professors in advance and arranging to make up missed work if the student-athlete misses class because of regular and post-season contests. Practices, scrimmages, and off-season athletic events are not valid reasons for missing classes; student-athletes should attend the class and arrange with the coach to make up missed practice time.



To facilitate faculty awareness and cooperation with students regarding absences, the varsity sports offered at Washington College and their competitive seasons are as follows:

	Fall	Winter	Spring
MEN	Soccer	Swimming	Baseball
	Sailing	Basketball	Lacrosse
		Tennis	
		Crew	
WOMEN	Volleyball	Swimming	Softball
	Field Hockey	Basketball	Lacrosse
	Soccer	Tennis	
	Sailing	Crew	
		Sailing	

### **Regular Examinations**

Instructors may give quizzes and tests with sufficient frequency to enable students to have a reasonably accurate measure of their level of work in a course as the semester proceeds. This rule applies with special force to first-year and sophomore courses.

### **Final Examinations**

Normally, examinations are given at the end of a course as well as at other points during the semester. The final examination is to be given during the final examination period, which is the week following the last day of classes, at the time scheduled officially by the Registrar, whether this is a traditional final, that is, an examination testing the entire course, or simply the last in a series of written exercises. Examinations that conclude a series may be given toward the end of the semester only if there is a comprehensive final during the final examination period as well. Instructors may give quizzes at any time they find it useful to do so.

The duration of final examinations should not exceed two and one half hours. Take-home examinations may be distributed at the last class meeting for submission to the instructor during the final examination period. Occasionally, the final examination schedule prepared by the Registrar creates unusual difficulties for a faculty member or for individual students. Change in the established time of a final examination may be made, in very exceptional cases only, by permission of the Registrar.

Final examinations are retained by the faculty at least until the middle of the semester following their administration in order to permit students to review them if they are interested in doing so.

### **Making Up Work**

Responsibility for handing in all announced papers, reports, and projects on time rests entirely with the student. Instructors may penalize late work.

A student who has missed an examination or test is responsible for making it up and must take

the initiative in making arrangements to do so with the instructor. Instructors are not obliged to prepare make-up exams unless the student's absence was occasioned by serious and unavoidable reasons. Students who are members of varsity sports teams and who must miss an exam because of a scheduled sports event may make up exams. In such cases, responsibility for informing the professor of an absence for an exam and for scheduling a make-up exam date rests solely with the individual student.

### Grading System

Washington College uses the following letter grades which, except for the "F" grade, may be modified by a plus or a minus:

A	Excellent
B	Good
C	Fair
D	Passed
F	Failure

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, in courses graded by this method or where the student elects to use the Pass/Fail Option
I	Incomplete
AU	Audit
R	Replaced course
H	Honors course

### Midterm Grades

Instructors report midterm letter grades for all first-year students, students on academic probation, and transfer students prior to the halfway point of the semester. Midterm grades are issued to enable students to assess their progress through several weeks of the semester; they are not recorded on the student's transcript. Students who do not receive midterm grades should consult their professors regarding their performance so far.

### The Incomplete

If a student is prevented from completing any required coursework throughout the semester due to illness (as shown by a physician's certificate) or some other valid circumstance, the instructor

may assign the temporary grade of “I” (Incomplete) to the assignment or examination. In the case of illness that occurs at the end of a semester or near the final grading period, submission of a final course grade of “I” by the instructor should denote an agreed-upon extension of time period in which the student may still complete and submit the work of the course to substantiate a final grade in the course. Notice of necessary absence from a final examination must be given by the student to the Assistant Dean for First Year Experience and Student Success, the Registrar and to the instructor of the course before the scheduled time of the examination if possible.

Under no circumstances should a student be given an Incomplete as a substitute for failure, whether for an assignment, examination, or final grade. When a student, through negligence or procrastination, fails to complete the work of a course on time, and where there are no extenuating circumstances, the student will receive a grade of “F” for that assignment, examination, or for the entire course—or, in the case of a final grade, should be awarded the grade he or she has earned up to that point.

Students who receive a temporary Incomplete grade in a course should remain in contact with the instructor(s) of the course(s) for which they have an Incomplete and must submit the work of the course by the deadline established by the instructor. The deadline for instructors to submit final grades to replace Incomplete grades is the Friday of the third week of classes in the subsequent semester from when the grade of Incomplete was recorded. If students do not finish the work of the course, the Incomplete grade is automatically changed to an “F” after this deadline. Extenuating circumstances (long illness, for example) may make it necessary to grant an extension of the Incomplete. The student should consult with the instructor and the Assistant Dean for First Year Experience and Student Success, who notifies the Registrar if an extension should be granted.

Faculty may assign a grade of Incomplete to a student taking an SCE, subject to the same policy outlined above. As with all Incomplete grades, if the student has not completed the SCE coursework by the deadline established by the SCE advisor, the student’s Incomplete grade will become a failing grade. When a student’s Incomplete SCE grade converts to an “F” in this manner, the Registrar’s Office will make an exception to the normal Drop/Add deadline for that student to register in a repeat attempt at the SCE course no later than Friday of the fourth week of classes. The fee for that SCE is listed in the Fees and Expenses chapter of the Catalog.

### **Failed Courses**

In case of failure in any graded course, the student may correct the deficiency using one of the following methods:

If the course is a graduation requirement (major, minor, or distribution requirement) other than FYS 101, then a suitable course may be taken at another institution and transferred back to Washington College. Before enrolling in a course at another college, the student must obtain

pre-approval from the department chair and the faculty advisor using the Transfer Credit Request Form. The student will receive transfer equivalency for the course taken at another institution only if he or she earns a grade of “C-” or better, and may apply this course toward the outstanding graduation requirement. However, the original grade will remain on the transcript and will be part of the semester GPA calculation.

If the course is offered in a subsequent semester at Washington College, the student may repeat the failed course. *See the following section on Repeating Courses below.*

Students who fail FYS 101 must retake the First-Year Seminar in the following semester and receive a passing grade. *Please refer to The Academic Program section of the catalog that discusses First-Year Seminar requirements.*

### **Repeating Courses**

Courses taken at Washington College in which a student completed the course but earned a grade of “D+” or lower may be repeated for academic credit if the student repeats the course at Washington College or in a Washington College-administered program and in compliance with the following guidelines:

The student will repeat the same course; substitution of another course (including a special topics course with the same catalog number but a different topic/content) is not permitted.

Not all courses are offered frequently enough to be repeated (e.g., special topics courses and courses not taught on an annual basis, courses taken as part of a study abroad program, etc.).

Special topics courses and independent studies may not be offered as a substitute to courses from the main curriculum.

The maximum number of attempts to repeat a course is twice. The final grade from a student’s second attempt at a course will be that course’s permanent grade.

The student will not earn additional credits for a repeat attempt; the repeat only serves to improve the grade on the previously earned credits.

Improvement of the original grade will result in a recalculation of the student’s cumulative grade point average, but not the semester grade point average. The Committee on Academic Standing and Advising will not reconsider any decision made to place the student on academic warning, probation, or suspension based on the semester GPA earned at the time.

Courses being repeated may not be taken on a Pass/Fail basis unless it was the grading method for the first attempt.

Courses taken at Washington College, in which a student earns a grade of “C-” or better, may

not be repeated for academic credit. Under special circumstances, a student may petition the Committee on Academic Standing and Advising to repeat a course in which a grade of “C-” was received.

Students are not permitted to repeat FYS 101 if they have received a passing grade (D- or higher). Students may only repeat FYS 101 if they have previously failed the course.

The student receives the credit and the grade earned in the second course. The original grade remains on the transcript but no longer is a part of the cumulative grade point average calculation. Credit for the repeated course is given if the course is passed.

### **Dean’s List**

Students who achieve outstanding academic records during the semester may be named to the Dean’s List. To be eligible for the Dean’s List, a student must complete a minimum of three courses (12 credits) in a given semester, have no “D” grades, and no outstanding Incomplete (“I”) grades. The minimum semester grade point average for Dean’s List is 3.50. Students whose study abroad credits are not posted immediately upon their return remain eligible for Dean’s List honors unless the delay is caused by a student’s failure to obtain all course pre-approvals in a timely manner.

### **Changing Grades**

An instructor wishing to change a student’s grade for valid reason, following the recording of the grade in the Registrar’s Office, may do so by requesting the change in writing using the Grade Update Form available from the Registrar’s Office. Grade changes after more than one semester must be requested through the Assistant Dean for First Year Experience and Student Success, who must approve all such changes.

The instructor’s records are authoritative in all matters of course requirements, grades, and class attendance. The College, however, recognizes the right of the student to appeal a grade. The student has until the end of the Drop/Add period of the semester following that in which the final grade for the course was received to file a written appeal of the grade with the instructor. If the student is not satisfied with the written decision of the instructor involved, then the student has two weeks after the instructor’s decision to file a written appeal of the grade with the chair of the department involved. If the student is not satisfied with the written decision of the chair of the department involved, then the student has two weeks after the chair’s decision to file a written appeal of the grade with the Provost of the College. If the instructor involved and the chair of the department involved are the same individual, then the student may appeal directly to the Provost after the instructor’s decision. The written decision of the Provost, in consultation with the department chair and instructor involved, is final.

Students have the prerogative of knowing and having explained to them the reasons for the grade on all examinations and term papers. Even though the instructor may wish to retain the examination or paper, the educational value of the exercise cannot be achieved unless the student has the opportunity to discuss in specific detail the reasons for his or her grade.

Final examinations are retained by the faculty at least until the middle of the semester following their administration in order to permit students to review them if they are interested in doing so.

Grade changes are not possible regardless of circumstance after a student has graduated or while a student is withdrawn from the College.

### **Academic Standing**

In order to graduate from Washington College students must have a cumulative grade point average (“GPA”) of at least 2.00 and a grade point average of at least 2.00 in the courses they offer to fulfill their major subject area requirements. To help ensure that students make adequate progress toward these graduation requirements, and to alert students and their families, faculty advisors, and the Office of Academic Skills to struggles that some students might be having in meeting their academic goals, each semester the Committee on Academic Standing and Advising reviews the progress of all students who:

- Earned a semester GPA below 2.00
- Earned at least one “F” grade in the semester
- Earned at least two “D” grades in the semester
- Is currently on academic probation or warning
- Have a cumulative GPA below 2.00 any time after their fourth semester

The Committee will recommend an action for each student, which may include placing the student on academic warning, academic probation, or continued academic probation. With the exception of a student in his or her first semester at the College, the Committee may suspend students earning a semester grade point average of less than 1.75. Suspended students may be required to take courses elsewhere in order to demonstrate sufficient academic readiness for college-level work before requesting reinstatement at Washington College. Students with at least one previous suspension for academic reasons and whose subsequent performance qualifies for review by the Committee on Academic Standing and Advising may be dismissed from the College. All students suspended or dismissed have the option of writing an appeal to the Committee and to the Provost, either of whom may choose to reverse the decision.

First semester first-year students earning a semester grade point average of less than 1.75 will be placed on academic probation and required to participate in appropriate academic support activities in recognition of the challenges that may occur in the transition from high school to college-level work.

All students are required to attain a 2.00 cumulative GPA or better by the end of four semesters at the College, typically the end of sophomore year for students who enter as first year students. Students who transfer to the College with fewer than 28 credits are required to attain a 2.00 cumulative grade point average or better by the end of their fourth semester at Washington College. Students who transfer to Washington College with 28 or more credits are required to attain a 2.00 cumulative grade point average or better by the end of their second semester at

Washington College.

The Committee on Academic Standing and Advising reviews the academic record of any student whose cumulative grade point average is below 2.00 at the end of four semesters (or at the end of the appropriate semester for transfer students) to determine if the student will be allowed to continue at the College.

### **Withdrawal from the College**

A student who withdraws from his or her studies at Washington College will find that this decision carries with it many consequences. Withdrawal can affect eligibility for continued access to financial aid or student loan deferral, College-based or external scholarship programs, private health insurance, and other insurance coverage. Thus is it imperative that students who wish to withdraw from the College first complete the required paperwork and attend exit counseling where appropriate. The Provost's Office assists students with the process of withdrawal, as outlined in the several options below, but it is ultimately the student's responsibility to inform him or herself about the overall effects of a withdrawal.

### **Exit Interview**

Students who plan to withdraw either temporarily or permanently for reasons of transfer, employment, or personal circumstances must complete a Withdrawal/Leave of Absence form and schedule an exit interview with the Assistant Dean for First Year Experience and Student Success. The purpose of this exit interview is to explore factors behind the withdrawal decision, to find out how the College can assist the student through his or her transition, and to gain feedback on the student's experiences at Washington College.

### **Refund Schedule**

The College must make financial commitments to its faculty, staff, and service contractors on an annual basis and, thus, depends on tuition and other dollars to meet those commitments. If a student withdraws from the College during a semester, the student is responsible for all non-refundable amounts. When the student withdrawal results from a disciplinary action, the College makes no refund of any kind. Tuition refunds or credits will be allowed according to the following schedule:

Before classes begin: 100%  
 During the first two weeks of semester: 75%  
 During third week of semester: 50%  
 During fourth week of semester: 25%  
 After the fourth week of class there will be no refund.

Fees for other services are generally not refundable after the start date of the semester. Places in residence halls are assigned for the full semester; therefore, no refunds or credits for rooms are given for a student withdrawing after classes begin. Board refunds or credits are determined on the same basis as the tuition refunds except for students who officially withdraw for medical

reasons.

### **Medical Withdrawal**

A student who needs to take a medical withdrawal at any time must present to Health Services or Counseling Services evidence of a documented medical diagnosis that would prevent the student from completing course requirements. Health or Counseling Services advises the Provost's Office and the Office of Student Affairs about whether the student qualifies for a medical withdrawal. A student may be required by the College to withdraw if his or her medical condition presents a risk to him or herself or others. In either case, Health or Counseling Services advises the student, the Provost's Office, and the Office of Student Affairs, in writing, about what the student must do in order to return to the College after treatment of the medical condition. The Provost's Office helps the student contact the Office of Financial Aid, the Business Office, the Office of Student Affairs and the Registrar and complete the Withdrawal/Leave of Absence form and informs the faculty that the student has withdrawn.

A student who is withdrawn for medical reasons is not allowed to reside on campus, attend classes, participate in student social life or other campus activities or use Washington College facilities. If the withdrawn student wishes to be on campus for a short visit as a guest, the student must submit a written request to the Associate Vice President for Student Affairs two weeks prior to the date that the student wants to visit.

### **Voluntary Withdrawal**

*Before the Withdrawal Deadline:* Students may voluntarily withdraw from the College before the course withdrawal deadline (normally the end of the eleventh week of the semester) for any reason. A student who wants to withdraw voluntarily from the College before the course withdrawal deadline must complete a Withdrawal/Leave of Absence form available in the Provost's Office and obtain the required signatures from representatives of the Office of Financial Aid, the Office of Student Affairs, the Business Office, the Provost's Office, and the Registrar before he or she leaves campus. The Provost's Office informs the student's faculty advisor and current instructors that the student has withdrawn. All active courses will be immediately and permanently graded with a "W" grade representing the student's choice to withdraw, unless the Withdrawal/Leave of Absence form was submitted prior to the end of that semester's Drop/Add deadline, in which case no grade will appear on the transcript.

A student who wants to withdraw from the College before the course withdrawal deadline but is not on campus at that time must contact the Provost's Office. The Provost's Office helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office, and the Registrar and completes the Withdrawal/Leave of Absence form and informs the faculty that the student has withdrawn.

*After the Withdrawal Deadline:* After the course withdrawal deadline, in order to voluntarily withdraw from the College for any reason other than a documented medical condition, a student must present to the Provost's Office evidence of an emergency. If the request is granted, the



Committee on Academic Standing and Advising informs the Provost's Office of their decision. The Provost's Office helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office and the Registrar and complete the Withdrawal/Leave of Absence form and informs the faculty that the student has withdrawn. All active courses will be immediately and permanently graded with a "W" grade representing the student's choice to withdraw. For students who stop attending classes at the College without being approved for a withdrawal, all active courses will be permanently graded with whatever grade the student earned up to the point they stopped attending, which may be grade of "F".

*After the semester has ended:* A student who wants to voluntarily withdraw from the upcoming semester at the College should contact the Provost's Office prior to the final exam period of the current semester. The Provost's Office helps the student contact the Office of Financial Aid, the Office of Student Affairs, the Business Office, and the Registrar and submit the Withdrawal/Leave of Absence form before the conclusion of the semester. This form will not be processed until all final grades for the student are received by the Registrar. A student who changes his or her mind prior to this point is welcome to contact the Provost's Office and rescind their withdrawal form.

A student who decides to voluntarily withdraw from the College in between semesters (after leaving campus) must still complete the above steps, and may ask the Provost's Office for assistance in completing the form while away from campus.

Note: Students who intend to leave Washington College to participate in a non-WC partner study abroad or academic program, a semester at another college or university (including Semester at Sea), a semester in a non-academic program (including National Outdoor Leadership School), or those who simply wish to take a break from their studies must complete the Withdrawal/Leave of Absence form as described above.

*Automatic Withdrawal for Non-Returning Students:* Students who do not register for courses in an upcoming semester and do not complete the Withdrawal/Leave of Absence form are given a one-semester grace period during which time their academic program remains active. After a second semester without receiving contact from the student, the College automatically withdraws the student from his or her academic program with a status of "did not return." The student's email account and access to WebAdvisor will be terminated at that time.

### **Leave of Absence**

Students may take a temporary leave of absence from the College *during the semester* when medical or other personal circumstances require that they be away from campus for more than a few days. In the case of a leave of absence for other than medical reasons, the student must contact the Assistant Dean for First Year Experience and Student Success. The Provost's Office informs Student Affairs and the faculty about the student's leave of absence and helps the student contact faculty about keeping up with course work.

In the case of a medical leave of absence, a student must consult with Health Services or Counseling Services about the problem that necessitates the leave. Health or Counseling Services advises the Provost's Office and the Office of Student Affairs about the student's request for a leave and, if the request is granted, advises the student, the Provost's Office and the Office of Student Affairs about what he or she must do in order to be approved to return to classes. A student on medical leave of absence may not return to classes, reside on campus, participate in student social life or other campus activities or use Washington College facilities, until approved by Health or Counseling Services to do so.

A leave of absence is usually granted for two weeks (14 calendar days). If at the end of two weeks, the student has not returned to classes or been approved by Health or Counseling Services to return to classes, the Provost's Office reviews the student's situation, consulting with Health Services or Counseling Services when appropriate, to determine whether the student's leave should be extended. Students who are not able or approved to return to classes at the end of four weeks are generally advised to withdraw from the College. In these cases, the withdrawal is retroactive to the last day the student attended classes and is indicated on the student's transcript by grades of "W" in all courses in which the student was enrolled that semester.

A student who is not in good academic or social standing and who takes a leave of absence or a withdrawal for any reason does not thereby return to good standing. A student's reinstatement of enrollment or readmission may be conditional, pending the resolution of any alleged academic or social violations of the Honor Code.

### **Reinstatement of Enrollment and Readmission**

A student who has voluntarily withdrawn from the College in good standing academically and socially and wishes to return, and who has not taken college-level courses at another institution during his or her time away from Washington College, must contact the Provost's Office and request Reinstatement of Enrollment. He or she is then reinstated. A student who has voluntarily withdrawn from the College and, while away, has taken college-level courses at another institution without prior approval from the Provost's Office must apply to the Admissions Office for Readmission as a transfer student.

A student who has been on a medical withdrawal and wishes to return to the College must demonstrate that he or she has complied with the recommendations made by Health or Counseling Services when the student withdrew and must have the approval of Health Services or Counseling Services to return. Health or Counseling Services advises the Office of Student Affairs and the Provost's Office in writing that the student is eligible to return. The Provost's Office then reinstates the student. Students who have been on a medical withdrawal do not have to apply for readmission.

Merit-based scholarships are generally not reissued to students who withdraw from the College and subsequently apply for readmission, including students who voluntarily withdraw to

participate in a non-WC partner study abroad or academic program. Students who withdraw and apply for readmission are considered for all appropriate need-based aid programs if they meet the College's need-based aid application deadlines.

Students who receive merit-based scholarships and withdraw, but do not require readmission because they have not taken college-level courses at another institution, will have their merit-based scholarships reissued provided their cumulative grade point average was at least a 3.00 at the time of their withdrawal. However, students who receive merit-based scholarships and who have been approved for an official medical withdrawal and did not have a 3.00 cumulative grade point average at the time of their withdrawal are allowed the benefit of one additional semester of merit-based scholarship aid before any adjustment to the award is determined.

### **Readmission After Suspension**

Students who have been suspended for academic reasons and wish to be readmitted must write a letter to the Assistant Dean for First Year Experience and Student Success requesting readmission. In order to be considered for readmission a student must:

Present evidence of further academic progress, which includes completing at least two courses with a grade of "C" or better and having a cumulative grade point average of 2.00 or better at the institution where the courses were taken.

Contact the Registrar to discuss their selected courses at another institution.

Complete the Transfer Credit Request Form as described in the section below and submit this form to the Registrar's Office prior to registering for the courses.

Submit to the Registrar's Office an official transcript of all coursework taken during the period of suspension. Students may not be readmitted for the semester immediately following their suspension, but may resume study at the College (if approved) after one full semester has passed.

### **Transfer Credit and Advanced Standing**

#### **Transfer Credit**

Students attempting to accelerate their education and graduate in less than four years must take care to accumulate the proper number of credits required for graduation, which is 128 credit hours. To maintain their pace toward graduation, students who wish to transfer coursework onto their Washington College transcript from another institution should take courses worth four credit hours at the other institution if possible, i.e. the equivalent of one Washington College course, so as not to deviate from the four-course system. However, many institutions only award three credits per standard course. Students who have completed or plan to complete college-level courses at another institution should be aware that the Registrar's Office can only transfer the number of credits earned by the student according to the official transcript of the other institution. If a student requests transfer credit for courses worth fewer than four credit hours apiece, students will be responsible for taking additional courses (at Washington College or elsewhere) to make up any deficiency in credits toward the 128 credit

hours required to graduate.

### **Transfer Credit Policies**

The institution must be fully accredited by a regional accrediting agency approved by the U.S. Department of Education.

The course must be comparable in content and academic level to courses offered at Washington College.

Transfer credit is only accepted for courses in which the student earned a final grade of “C-” or better. Courses taken on a Pass/Fail basis at another institution will not be considered for transfer credit under any circumstances.

The W2 requirement may not be fulfilled with transfer credit.

Transfer evaluations for incoming students are completed by the Registrar and are subject to faculty approval.

Students must complete 24 of the last 32 credits in residence at Washington College or in a Washington College-administered program.

The College does not currently award transfer credit equivalency for life- or work-related experience, with the exception of certain military training. Students seeking such transfer credit may consider taking a College Level Examination Program (CLEP) test, offered by The College Board, which the College does accept as equivalent to courses from its curriculum. *More information about CLEP exam equivalency is available in the following section.*

To receive transfer credit for a course taken at another college or university, students should consult their faculty advisor and then secure pre-approval for the proposed course(s) from the chair(s) of the relevant department and/or departments that offer a similar course within Washington College’s curriculum. It may be necessary to provide a course description or syllabus for the course(s). Each department sets its own policies about whether to approve transfer credit for courses taught online or in other non-traditional formats. To approve a course for transfer credit, the department chair must sign the Transfer Credit Request Form, provided by the student and available in the Registrar’s Office and on its web site at <http://registrar.washcoll.edu/transfer-credit.php>. Students should return the signed Transfer Credit Request Form to the Registrar’s Office before enrolling in the course.

Students may need to apply for admission to the other college or university where they intend to take the transfer course(s). If needed, the Registrar’s Office at Washington College will write a “letter of good standing” to the other institution stating that the student has permission to take outside courses. To request such a letter, the student should complete the Enrollment Verification Request Form. Visit <http://registrar.washcoll.edu/enrollment-verifications.php> for

more information.

At the completion of the course, the student should request an official transcript from the other college or university and have it sent directly to the Registrar's Office at Washington College. The transfer credit will not be posted on the student's Washington College transcript until the Registrar's Office has received both the completed Transfer Credit Request Form and the official transcript from the other college or university.

Grades from transfer courses do not factor into the calculation of a student's cumulative grade point average at Washington College, nor will the final grade(s) from the transfer course(s) appear on the student's College transcript. Students may not use a transferred course to replace a passing grade and credits previously earned at the College. Students may transfer a course onto their Washington College transcript to replace a course required for graduation (major, minor, or distribution) provided that the grade earned at WC was an "F" (failing) grade, but the original grade and its effect on the student's cumulative grade point average will not change on the WC transcript.

### **Transfer Students**

To earn a degree at Washington College, no more than 72 credit hours of the total credits required for the degree may be fulfilled by transfer credits from another institution. Therefore, a minimum of 56 credit hours must be taken at Washington College or in a Washington College-administered program. Every candidate for a degree at the College must meet all graduation requirements as outlined in the Catalog from the academic year in which the student matriculated.

Transfer students with a completed A.A. degree from community colleges with whom Washington College has a "Direct Transfer" agreement will be granted junior standing upon matriculation at Washington College. Therefore, a minimum of 56 hours of credit must be taken at Washington College.

Transfer students from colleges with whom Washington College does not have a "Direct Transfer" agreement, even though the students may hold an associate degree, will have their coursework evaluated and will be granted appropriate transfer credit for individual courses.

### **Advanced Standing**

Washington College may grant credit up to 32 credit hours for advanced standing upon a student's entrance into the College. Students may be awarded this advanced standing in the form of credits toward graduation and courses that satisfy the College's distribution (general education) requirements. Department chairs review the examinations offered by The College Board, International Baccalaureate, and Cambridge International Examinations, in consultation with the faculty in their department, to determine the number of credits and the WC course equivalency that should be offered to entering students with high exam scores. *More information about Washington College's Advanced Standing policies is available on the Registrar's Office*

website.

Note: Advanced standing credit cannot exempt students from FYS 101.

### Advanced Placement (AP/CEEB)

All departments require a minimum score of “4” or “5” on an AP exam to award equivalent course credit. Students must submit their AP Score Report from The College Board within two semesters of enrollment at the College, or they will forego their opportunity to receive advanced standing from their high exam scores. Washington College’s CEEB code is 5888.

AP Exam	Score	WC Equivalent	Distribution Area
Art - History	4, 5	ART 200	Fine Arts
Art - Studio		<i>subj. to portfolio review by Art Dept.</i>	Fine Arts
Biology	4	BIO 112	Natural Sciences
	5	BIO 111 & 112	Natural Sciences
Calculus AB	4, 5	MAT 201	Quantitative Studies
Calculus BC	4, 5	MAT 201 & 202	Quantitative Studies
Calculus AB Subscore	4, 5	MAT 201	Quantitative Studies
Chemistry	5	CHE 111 & 112	Natural Sciences
Comp. Government	4, 5	POL 194	<i>non-distribution</i>
Computer Science A	4, 5	CSI 201	Quantitative
Economics - Macro	4, 5	ECN 111	Social Sciences
Economics - Micro	4, 5	ECN 112	Social Sciences
English Language/Literature	4, 5	ENG 101	Humanities
Environmental Science	5	ENV 101	<i>non-distribution</i>
French Language/Lit	4, 5	FRS 201 & 202	Foreign Language
German Language/Lit	4, 5	GRS 201 & 202	Foreign Language
Government/Politics - U.S.	4, 5	POL 102	Social Sciences
History - European	4, 5	HIS 203 & 204	Social Sciences
History - U.S.	4, 5	HIS 201 & 202	Social Sciences
History - World	4, 5	HIS 205 & 206	Social Sciences
Human Geography	4, 5	ANT 194	<i>non-distribution</i>
Latin - Vergil	4, 5	FLS 300 & 400	Foreign Language
Music Theory	4, 5	MUS 131	Quantitative Studies
Physics 1	4, 5	PHY 101	Natural Sciences
Physics 2	4, 5	PHY 102	Natural Sciences
Physics B	4, 5	SCI 100	Natural Sciences
Physics C - Electr/Magnetsm	4, 5	PHY 112	Natural Sciences
Physics C - Mechanics	4, 5	PHY 111	Natural Sciences
Psychology	4	PSY 112	Social Sciences
	5	PSY 111 & 112	Social Sciences
Spanish Language/Lit	4, 5	HPS 201 & 202	Foreign Language
Statistics	4, 5	MAT 109	Quantitative Studies

Please note, students may earn a maximum of eight credits in AP History.

### **CLEP (College Level Examination Program)**

This test is normally used by adults who have been out of school for some time, veterans, or those who have never taken college-level work, but have acquired a solid background through their own broad experiences and efforts. Most departments only accept a minimum score of 50% or better on CLEP exams to establish a baseline of competency-based knowledge in the discipline.

<b>CLEP Exam</b>	<b>Score</b>	<b>WC Equivalent</b>	<b>Distribution Area</b>
American Government	55 or higher	POL 102	Social Sciences
American Literature	55-65	ENG 210	Humanities
	66 or higher	ENG 209 & 210	Humanities
Biology	50 or higher	SCI 100	Natural Sciences
Chemistry	65 or higher	CHE 111 & 112	Natural Sciences
Educational Psychology	70 or higher	EDU 252	Social Sciences
English Literature	55-65	ENG 208	Humanities
	66 or higher	ENG 207 & 208	Humanities
Financial Accounting	50 or higher	BUS 112	<i>non-distribution</i>
French Language	55-65	FRS 201	Foreign Language
	66 or higher	FRS 201 & 202	Foreign Language
German Language	55-65	GRS 201	Foreign Language
	66 or higher	GRS 201 & 202	Foreign Language
Introduction to Business Law	50 or higher	BUS 303	<i>non-distribution</i>
Macroeconomics	55 or higher	ECN 111	Social Sciences
Microeconomics	55 or higher	ECN 112	Social Sciences
Principles of Marketing	50 or higher	BUS 111	<i>non-distribution</i>
Principles of Management	50 or higher	BUS 302	<i>non-distribution</i>
Sociology	55 or higher	SOC 101	Social Sciences
Spanish Language	55-65	HPS 201	Foreign Language
	66 or higher	HPS 201 & 202	Foreign Language
U.S. History I	55 or higher	HIS 201	Social Sciences
U.S. History II	55 or higher	HIS 202	Social Sciences
Western Civilizations I	55 or higher	HIS 205 or 206	Social Sciences
Western Civilizations II	55 or higher	HIS 203 or 204	Social Sciences

### **International Baccalaureate (IB)**

Students who complete the IB curriculum during high school are welcome to submit an IB transcript or certificate of completion to substantiate their final exam grades. Only scores of “5,” “6,” or “7” on the Higher Level test are considered by Washington College for advanced standing equivalency.

Note: The list below only represents the IB High Level tests for which students entering Washington College have sought credit equivalency in the past. Students who have taken a test that does not appear on the list below should contact the Registrar for more information about possible advanced standing.

<b>IB Exam</b>	<b>Score</b>	<b>WC Equivalent</b>	<b>Distribution Area</b>
Chemistry HL	5 or higher	CHE 111 & 112	Natural Sciences
English HL	5, 6	ENG 211	Humanities
	7	ENG 211 & 212	Humanities
Psychology HL	5, 6	PSY 112	Social Sciences
	7	PSY 111 & 112	Social Sciences
Spanish B HL	5, 6	HPS 201	Foreign Language
	7	HPS 201 & 202	Foreign Language
U.S. History HL	5, 6	HIS 201	Social Sciences
	7	HIS 201 & 202	Social Sciences

### **Cambridge International Examinations (CIE)**

Students who complete the CIE curriculum (A- or AS-levels) during high school are welcome to submit a CIE transcript or certificate of completion to substantiate their coursework in this program. Students should contact the Registrar for more information about possible advanced standing.

### **Military Training**

Students should provide a copy of their Joint Services Transcript for evaluation. Washington College will accept up to two transfer credits of Physical Fitness Training as Physical Education credit.

## **Graduation Policies**

### **Preparation for Graduation**

Once a student has accumulated 80 credit hours toward graduation (usually after the fall semester of the junior year), the Registrar's Office supplies both the student and the student's faculty advisor(s) with a degree completion audit. This audit is an evaluation of the student's progress toward completion of the College-wide general education and distribution requirements of the Bachelor of Arts or Bachelor of Science degree. The student should review this audit with his or her faculty advisor(s) and use it to determine an appropriate course of study for the senior year, such that the student earns enough credits and fulfills all general education and distribution requirements in time to graduate.

### **Graduation Application**

Students must apply for graduation in the fall semester of the senior year. The deadline for submitting the application is October 15 (or the following Monday if this date falls on a weekend). During the first month of the fall semester, the Registrar's Office reminds students



nearing graduation of this application deadline.

### **Clearance to Graduate**

Upon receipt of the completed graduation application and after seniors have registered for their spring semester senior year courses, the Registrar's Office runs periodic evaluations of the student's eligibility to graduate with a Bachelor of Arts or Bachelor of Science degree. *For more information about the College-wide requirements a student must complete prior to graduation, see the Graduation Requirements section in the Academic Program chapter.*

In November of the senior year, in response to their graduation application and their registration for spring classes, the Registrar either clears seniors as eligible to graduate (meaning that assuming they successfully complete their fall and spring courses, they will be able to graduate) or tells them that they are not eligible to graduate and sends them another degree completion audit indicating what changes they need to make to their spring course schedule or what other deficiency they need to address in order to graduate. The Registrar sends degree completion audits on a regular basis to any seniors still not cleared as eligible to graduate until the end of Drop/Add in the spring semester.

The Registrar's Office sends copies of the degree completion audit and the Graduation Clearance letter to the student's advisor(s). Department faculty verify that the student has completed the requirements of his or her majors, minors, specializations or concentrations prior to graduation.

If the student's academic record indicates that he or she will complete all general requirements by the end of the fall semester, the student's advisor(s) and department chair are notified, and the student becomes eligible for the completion of his or her degree in December upon verification from the department that all major, minor and concentration/specialization requirements have been fulfilled. Students who have completed all degree requirements in the fall semester may participate in the Commencement at the conclusion of the spring semester, but will be listed as a graduate as of the end of the fall semester. Official transcripts will reflect this earlier graduation date, and students who do not intend to participate in Commencement may request that the Registrar issue their diploma at that time.

Students with outstanding graduation requirements are not cleared to graduate until they make changes to course registrations for the upcoming semester. If registration deficiencies are not addressed by the end of the Drop/Add period of the spring semester, the student's application to graduate is denied due to ineligibility. Students are encouraged to make an appointment with the Registrar to discuss any concerns or questions they may have about their degree completion audit prior to or during their senior year.

### **Participation in Commencement**

Only students who have completed all requirements for the degree, as verified by the Registrar and the department chair(s), are eligible to participate in Commencement. These requirements

must be completed no later than the Tuesday before Commencement. Some departments and programs may have earlier deadlines for the completion of requirements. The college-wide deadline for the submission of all work for the Senior Capstone Experience is the last day of classes of the spring semester.

Students who complete their graduation requirements but do not wish to participate in Commencement exercises may request to graduate *in absentia* by writing to the Registrar. The Registrar's Office will mail the student's diploma to his or her address of record after all requirements are complete, including payment of the Graduation Fee and any outstanding balance to the Business Office. All students, regardless of participation in Commencement, must pay the full Graduation Fee as listed in the Fees & Expenses chapter of this Catalog.

During the final semester of study prior to Commencement, the graduation eligibility of all students expected to graduate is periodically reviewed by the Registrar's Office. If at any time a student's record indicates that he or she has become ineligible to graduate, the student, faculty advisor(s) and the Assistant Dean for First Year Experience and Student Success will be notified of this change in status. Such a student may still participate in Commencement related activities such as the senior class cruise at Mt. Vernon, the senior awards luncheon, and the senior dance, but will not participate in the Commencement exercises and will not earn a diploma.

Students who complete the requirements for the degree after Commencement but prior to the first day of the next fall semester's classes receive a diploma dated with the previous academic year and have the option of participating in the next Commencement. Any student with an outstanding financial obligation at the time of Commencement will remain eligible to graduate but will not receive a diploma or official transcript until the Business Office hold is cleared.

Students' transcripts are finalized by the Registrar's Office prior to awarding of the degree at Commencement. No additional majors, minors, specializations or concentrations can be added to the transcript after the student has graduated unless the student applies for readmission or reinstatement. However, an exception is made for students who wish to complete an additional major or minor by the conclusion of the summer immediately following their graduation from Washington College. Students in this situation should contact the Registrar directly and must abide by all transfer course policies as explained in the preceding section.

### **College Honors at Graduation**

Each student's cumulative grade point average, rank in class, and honors are calculated upon graduation and become part of the student's permanent academic record. Only the academic work completed at Washington College or in a Washington College-approved program is eligible for consideration as part of the student's accumulated credit hours. Students with transfer coursework must have accumulated at least 64 credit hours at Washington College in order to remain eligible for honors at graduation.

College honors will be awarded to undergraduate students who attain the following thresholds:

<i>summa cum laude</i>	3.875 cumulative grade point average
<i>magna cum laude</i>	3.750 cumulative grade point average
<i>cum laude</i>	3.625 cumulative grade point average

### **Departmental Honors at Graduation**

Departmental honors, which are appropriately noted on the student's official transcript and in the Commencement program, are determined by the quality of work done both in major courses and in the Senior Capstone Experience. The minimum requirements are Dean's List average in coursework offered for completion of the major and honors level work (a grade of "A-" or better) in the Senior Capstone Experience course.

### **College Awards at Graduation**

College and departmental awards that are academic in nature will also be noted on the student's official transcript and in the Commencement program. The criteria for each College and departmental award is listed in the College Honors and Awards chapter of this Catalog.

### **Second Bachelor's Degree**

A student who has already completed a bachelor's degree at another college or university and wants to complete a second bachelor's degree at Washington College is considered a transfer student. Transfer students may transfer to Washington College up to 72 credits from their previous college or university and thus must complete 56 credits at Washington College or a Washington College program to earn a bachelor's degree at Washington College. Transfer students who have already earned a bachelor's degree elsewhere must complete all general education, distribution and major requirements for their Washington College degree.

A student who has completed a bachelor's degree at Washington College and wants to re-enroll at the College to complete a second bachelor's degree must complete a minimum of 32 additional credits in order to earn the second bachelor's degree. The second bachelor's degree may be a bachelor of arts or a bachelor of science, regardless of which degree the student has already earned. The student must complete all requirements for the major for the second bachelor's degree, including the proper sequencing of courses in the major and a second Senior Capstone Experience, which might require more than 32 credits and/or more than two semesters.

Students may not earn two degrees from Washington College concurrently.

The student who has already earned a Washington College degree does not have to fulfill the general education and distribution requirements a second time for the second bachelor's degree. The student is not permitted to invoke the College's repeat course policy for courses already counted toward the first degree because it is our policy that "Grade changes are not possible regardless of circumstance after a student has graduated."

Students who have not taken courses at another institution since graduating from Washington

College must request reinstatement from the Provost's Office. Students who have taken courses at another institution since graduating from Washington College should apply for readmission through the Admissions Office.

## The Honors Program

Washington College offers a variety of challenging courses designed to widen the intellectual perspectives of honors-caliber students. Lower-division courses are usually formulated as honors sections of existing courses; upper-division courses frequently are cross-disciplinary courses.

Entering first-year students need to have a high school GPA of at least 3.5, or the permission of the instructor, to enroll in honors courses. All other students must have a college GPA of at least 3.4, or permission of the instructor, to register for such courses.

The following Honors classes were offered in recent years. For Honors classes during academic year 2019-2020 please consult the course schedule.

### **ANT 105 90. Introduction to Anthropology**

This course will focus on anthropological perspectives of the human condition and provide students with an introduction to the fundamental concepts, methods, and theories of the discipline of cultural anthropology. Readings by professional anthropologists will present students with a variety of viewpoints and an awareness of some of the controversial issues in the field. This course is centered on four research projects that will provide honors students with the opportunity to learn some of the elementary skills of qualitative research, a ritual analysis, analysis of a workplace, analysis of a family, and an oral history of an immigrant. For each of these projects, students will interview informants, do participant observation, and interpret their data within a theoretical framework of cultural anthropology.

### **ART 200 90 Introduction to History of Western Art**

A careful discussion and analysis of a selection of significant topics in the history of Western art from the earliest times to our own century. Emphasis is placed on the methods and approaches of the art historian. The term paper is written on a museum object.

### **BIO 111 90. General Biology**

An introduction to living systems. Topics studied include biomolecules, cell structure and function, metabolism, genetics, and molecular biology. Lectures on selected topics will be supplemented with problem-based learning opportunities as well as discussions of current events and selected papers from recent scientific literature.

The laboratory complements the lecture and provides an introduction to experimentation and communication of experimental results. Students also conduct an independent research project. Opportunities to attend research presentations and visit outside research facilities are provided.

This course will be limited to an enrollment of 16. BIO 111 is designed for students with a strong interest in the biological sciences and is a prerequisite for upper-level biology courses.

**BIO 112 90. General Biology**

An introduction to living systems. Topics studied include diversity of life, physiology of plants and animals, evolution, and ecology. Lectures on selected topics will be supplemented with problem-based learning opportunities as well as discussions of current events and selected papers from recent scientific literature.

The laboratory complements the lecture and provides an introduction to experimentation and communication of experimental results. Students also conduct an independent research project. Opportunities to attend research presentations and visit outside research facilities are provided.

This course will be limited to an enrollment of 16. BIO 112 is designed for students with a strong interest in the biological sciences and is a prerequisite for upper-level biology courses.

*Prerequisite: Biology 111.*

**ECN 111 90 Principles of Macroeconomics**

An introduction to principles of economic analysis, economic institutions, and issues of economic policy. The course examines factors determining national income, price, and employment levels as well as the international position in the U.S. economy.

**PHL 100 90 Introduction to Philosophy**

This course introduces students to the discipline of philosophy and its characteristic habits of thought. Classic and contemporary readings introduce key philosophical problems and thinkers. Philosophy studies fundamental questions in the nature of reality, time, value, human being, faith, and purpose. Authors include Plato, Aristotle, Aquinas, Locke, Hobbes, Kierkegaard, Sartre, to recent times.

## Special Academic Opportunities

Washington College offers several opportunities for students to enhance their academic experience and to take full advantage of resources available beyond the classroom.

### **The American Chemical Society Student Members Chapter**

The Student Affiliates of the American Chemical Society Chapter are strongly committed to the celebration and promotion of chemistry education on campus and in the community through various events including lectures, field trips, and the celebration of National Chemistry Week. They regularly participate in outreach activities to the local middle school and organize an annual explosive pumpkin carving event for the community each fall. The club is open to anyone who has a passion for learning about and/or sharing their knowledge of chemistry. James Lipchock, Associate Professor of Chemistry, serves as faculty advisor.

### **Brown Advisory Student-Managed Investment Fund Program**

Students from any major can participate in the Brown Advisory Student-Managed Investment Fund Program and help manage an equity fund valued at hundreds of thousands of dollars. Under the mentorship of Richard Bookbinder P'10, founder and manager of TerraVerde Capital Management and Bookbinder Capital Management, LLC, you'll learn to analyze and report on stocks, and then execute trades worth tens of thousands of dollars. The program includes career preparation, talks by visiting business leaders, and intensive work over the semester that will help prepare you for a career in the investment field. Networking events and special opportunities such as attendance at shareholder meetings allow students to acquire valuable real-world knowledge. Hui-Ju Tsai, Associate Professor of Business Management, serves as faculty advisor.

### **The Douglass Cater Society of Junior Fellows**

The Douglass Cater Society of Junior Fellows, established in 1990, provides special opportunities for academically outstanding students. Its purpose is to foster intellectual exchange beyond the classroom and to encourage creative and independent projects beyond particular course requirements. The Society funds independent projects designed by its membership and meets regularly throughout the year to exchange student works-in-progress. Students become eligible for membership at the end of their sophomore year. Nominations to the Society are made in January each year. The Douglass Cater Society of Junior Fellows is directed by Aaron Lampman, Associate Professor of Anthropology.

### **The Louis L. Goldstein Program in Public Affairs**

The Louis L. Goldstein Program in Public Affairs was established in 1990 to encourage students to enter public service by introducing them to exemplary leaders both in and out of government. The Goldstein Program sponsors lectures, symposia, visiting fellows, student participation in models and conferences, and other projects that bring students and faculty together with leaders experienced in developing public policy.

Recent speakers have included Kweisi Mfume, President and CEO of the NAACP; Jeff Birnbaum, Washington Bureau Chief for Fortune magazine; Anita Perez Ferguson, former president of the National Women's Political Caucus; Ruben Zamora, El Salvador's Ambassador to the United States, and Dr. Robert Jones, CEO of the Public Religion Research Institute. The Goldstein Program is directed by Christine Wade, Professor of Political Science and International Studies.

### **The John Toll Science Fellows Program**

Named in honor of the College's 25th president, the program supports the academic and research activities of students and faculty who belong to the College's vibrant community of natural sciences and mathematics scholars. Students who have expressed an interest in pursuing a major in the sciences or mathematics and have demonstrated nascent research abilities are initially invited to be program apprentices. As early as the end of their first academic year, accomplished apprentices are invited to apply to become a John S. Toll Science and Mathematics Fellow (JSTF). These fellowships provide funding to undergraduate majors in the sciences and mathematics who are engaged in campus-based research projects under the direct supervision of a faculty mentor during the academic year or in the College's ten-week summer research program. John S. Toll Science and Mathematics Fellows must major in Biology, Chemistry, Computer Science, Environmental Studies, Mathematics, Physics, or Psychology. These majors can be pursued in conjunction with the Premedical Studies/Pre-Vet program, 3+2 Engineering program, 3+2 Nursing program, or 3+4 Pharmacy program. All Apprentices and Fellows must maintain full-time enrollment at Washington College, maintain a cumulative grade point average of 3.00 - 4.00, and abide by the Washington College Honor Code in the pursuit of all endeavors, both academic and social.

### **The Sophie Kerr Program**

With income from a handsome endowment created in 1967, this program brings to campus a succession of distinguished writers, editors and literary scholars. Poet Laureate Robert Pinsky, Joseph Brodsky, Gwendolyn Brooks, Lucille Clifton, James McBride, Peter Matthiessen, Toni Morrison, and Bobbie Ann Mason are just some of the writers and scholars who have come to Washington College in the last decade to teach, lecture, and conduct writing workshops.

The Sophie Kerr Fund also supports the Sophie Kerr Prize, the largest undergraduate award in the United States and one of the largest literary awards in the world, totaling \$65,768 in 2017. The prize is awarded annually to a graduating senior "having the best ability and promise for future fulfillment in the field of literary endeavor." The Sophie Kerr Fund also provides scholarships for entering English majors who show promise in English or American literature.

### **The Joseph H. McLain Program in Environmental Studies**

The Joseph H. McLain Program in Environmental Studies was established in 1990 to focus attention on and augment study in the fields of aquatic and environmental studies. The Program supports lectures and symposia featuring visiting scientists and other professionals on matters



of environmental interest, particularly relating to the Chesapeake Bay. Past speakers have included Sylvia Earle, an underwater explorer and chief scientist at NOAA; environmental writer Tom Horton; Stephen Leatherman, Director, Laboratory of Coastal Research, University of Maryland; Edward Hoagland, author and editor, Penguin Series on the Environment and Natural History; Herman Daly, Senior Economist, Environmental Department, the World Bank; Christopher D. Clark, internationally recognized sporting artist; Simon Levin, Director, Princeton University Environmental Institute. The McLain Program is directed by Donald Munson, the Joseph H. McLain Professor of Environmental Studies and Professor of Biology.

### **The C. V. Starr Center for the Study of the American Experience**

This Center, located in the historic Custom House on the Chester River, builds on Washington College's national tradition as the first college founded in the new nation under the patronage of General George Washington. The Center seeks to trace the evolution of modern American thought from its roots in the ideas of the nation's founders. One of its signature programs is the George Washington Book Prize, launched in 2005 in partnership with the Gilder Lehrman Institute of American History and George Washington's Mount Vernon. The Prize awards \$50,000 annually to an author of a published work contributing to a greater understanding of the life and career of George Washington and/or the founding era. *Director: Adam Goodheart*

### **The Center for Environment & Society**

This Center is the natural outgrowth of the College's environmental setting, its partnerships with regional environmental centers, and its own environmental studies program. The work of the Center addresses the academic and policy issues in the earth sciences as well as cultural archaeology and cultural resource management. This Center is located in the Custom House. *Director: John Seidel*

### **The Rose O'Neill Literary House**

The Rose O'Neill Literary House stands at the center of Washington College's thriving literary community. With support from the Sophie Kerr endowment, some of the nation's most distinguished writers, editors, critics, and scholars have given readings and broken bread with Washington College writers on the Literary House's wraparound porch or within its poster-clad Victorian walls. Students handset their own poetry broadsides in the Literary House's pressroom annex or perfect their prose in one of the student writing rooms on the upper floors. The Rose O'Neill Literary House is both physical space and a programmatic center within a campus environment in which all students, regardless of discipline, are expected to develop the arts of writing and speaking well. *Director: James Hall*

## **Academic Resources**

### **Clifton M. Miller Library**

Miller Library is a dynamic place where active teaching and learning occurs at all times. The library provides: a rich collection of over 400,000 resources befitting the curriculum; technology to facilitate access and delivery of library 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, projects, and the culminating Senior Capstone Experience; 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.

More than 400,000 print and online books, periodicals, newspapers, government documents, microform, and multimedia resources comprise the library's collection. A fully networked integrated library system provides access to more than 30,000 electronic periodicals, 200,000 e-books, and numerous links to Internet sources. Furthermore, any resource not available in Miller Library's collection can be obtained through interlibrary loan. Library reserve materials are accessible through the College's Learning Management System, Canvas. Through a collaborative initiative with the Office of Information Technology and Academic Resources, the library environment is greatly enriched with the addition of the Beck Multimedia & Technology Learning Center, the Multimedia Production Center, the Quantitative Skills Center, and the Office of Academic Skills.

### **Academic Computing**

Computers and technology play a very important role in all aspects of college life. Students, faculty, and staff rely on e-mail and the Web to communicate and share important information. Increasingly, library resources, academic and course information are accessible online. To benefit from the College's academic environment, students must have the tools to access and work with digital resources. Therefore the College provides high speed Ethernet access in all residence halls, the computing centers, and in all public access areas. Wireless access is also available in the residence halls and in all academic buildings. Students have access to Windows or Macintosh computers in the computing centers, Miller Library, and in the public access locations in the residence halls. Every classroom has Internet access and about half have computer-assisted capabilities. The 75-seat lecture hall in Goldstein Hall is equipped with individual network connections to accommodate personal laptops.

Using Canvas, the College's Learning Management System, professors can place their course materials, instructional activities, assignments, grades, interactive presentations, and assessments on their Canvas course site. With Canvas, students can participate in synchronous and asynchronous online class discussions. Canvas helps faculty to enhance the student learning experience.

In the Multimedia Production Center (MPC), faculty, students, and staff can create multimedia projects using industry standard applications running on state of the art equipment. With a variety of programs and services, the campus community can learn to enhance their communications using multimedia technologies. Users can learn digital video production, create graphics and animations, and develop web or CD-ROM based interactive presentations. To complement the MPC's multimedia workstations and laptop computers, a comprehensive loaner pool allows faculty, students, and staff to borrow equipment including digital video camcorders

and digital still cameras. The Multimedia Production Center is located on the ground floor in Miller Library.

### **The Writing Center**

The ability to write clearly and concisely is essential to professional success—for business people writing reports, teachers creating curricula, or scientists drafting grant proposals. Thus, Washington College is deeply committed to cultivating a student's expository writing skills. To this end, in addition to offering a curriculum rich in opportunities to write, the College requires that students enroll in writing-intensive courses during their freshman year.

The Center, located in Goldstein Hall, provides resources for students who wish to sharpen their writing skills, to generate new ideas through discussion, and to review their work with a tutorial instructor in writing. The Center offers individual conferences and small group instruction. The Writing Center is also an important resource for all students completing their two writing-intensive courses.

Beyond helping students meet these formal requirements, tutorial instructors are available to anyone in the College community—freshmen through graduate students—desiring to schedule individual conferences at any stage in the writing process. In a supportive, non-evaluative atmosphere, students may reflect on their ideas as they emerge in writing, measuring, and testing their clarity and power.

### **The Quantitative Skills Center**

The Quantitative Skills Center is located on the main floor of Miller Library. Students who desire assistance with quantitative skills in math, computer science, business, economics, and other disciplines will find friendly, well-trained peer tutors available to help them on a drop-in basis. The Quantitative Skills Center is open Monday through Thursday, between 12 noon and 5 p.m. Evening hours and other times are available by appointment. The Quantitative Skills Center posts tutoring hours and other helpful information on their Website at <http://www.mathcenter.washcoll.edu>.

### **The Office of Academic Skills (OAS)**

The Office of Academic Skills, on the second floor of Miller Library (<http://offices.washcoll.edu/academic-skills/>), is available to all students who wish to acquire additional learning strategies and support for academic success at Washington College. Through individual and small group instruction and discussion, the Director of the Office of Academic Skills assists students in acquiring strategies and techniques necessary to excel academically in college. These skills include discipline-specific study strategies, strategies for time management, test-taking, and managing test anxiety, and reading skills for comprehension and retention.

Peer Tutors in a variety of subjects are also available in the Office of Academic Skills. Students are strongly encouraged to request tutors early in the semester. The Office of Academic Skills

can assign an individual tutor in the appropriate discipline within two weeks of a student's request.

### **Students with Special Needs**

The Office of Academic Skills also accommodates the curricular needs of students with documented learning disabilities and special needs. Students with documented special needs or learning disabilities who seek accommodation from the College should provide copies of appropriate documentation to the Director of the Office of Academic Skills. The Director will meet individually with students to discuss their needs and their choices about disclosure and to help them approach professors about accommodation. Students who suspect they may have learning disabilities can consult the Director about a preliminary evaluation.

### **The Center for Career Development**

The Center for Career Development works with students to emphasize early self and career awareness, career exploration, and experiential learning through internships, job shadowing, and engagement in campus and community life. Professional development training includes all aspects of the job search process and opportunities for professional networking. This intentional, focused student support for personal and professional development includes active employer relations to expand employment opportunities for internships and full-time jobs after graduation. Small group and individual career counseling is available with professional career educators and counselors who also assist students with graduate and professional school searches and applications. More information on the Center for Career Development can be found at [career.washcoll.edu](http://career.washcoll.edu).

### **The Global Education Office (GEO)**

This office, located in the Foster House at 409 Washington Avenue, serves as a resource center and learning community for students contemplating study abroad, those interested in developing a more global perspective to their studies, and for international students. Newly renovated in 2013, the office includes a lounge and study space on the first floor, as well as conference space for College faculty and staff. Staff members provide study abroad advising, application guidance, and preparation for student experiences abroad. International students are offered a full range of services and find support for their academic, social, personal, and cultural adjustment to Washington College.

## College Honors and Awards

### Phi Beta Kappa

The Phi Beta Kappa Society was founded in 1776 at the College of William and Mary as the nation's first academic honor society. Over two centuries later the Society's mission continues to be to honor and advocate the ideals of a liberal arts education. Society members prize freedom of inquiry and expression, rigorous scholarship within and among the disciplines, breadth of intellectual perspective, the cultivation of skills of deliberation and ethical reflection, and the pursuit of wisdom. Among the programs of the national Society are academic and literary awards, lectureships, fellowships, visiting professorships, and publication of *The American Scholar*, an award-winning quarterly journal.

Membership in Phi Beta Kappa is widely considered to be the most highly regarded mark of academic distinction for undergraduate students in liberal studies. Only about ten percent of the nation's institutions of higher learning shelter chapters of Phi Beta Kappa, and only about ten percent of those institutions' graduates in liberal studies are offered membership. Washington College's chapter, the Theta Chapter of Maryland, was founded in 2007.

Invitations to join Phi Beta Kappa are extended each spring to Washington College students, usually seniors, of exceptional academic achievement in liberal studies, the area of focus of the Society. To be eligible for consideration for membership, students must complete at least 96 credit hours in courses deemed by the national Society to be "liberal studies" (as opposed to "vocational" in nature). The diversity of one's college program, academic excellence, and exceptional character are the primary factors considered in deliberations among Phi Beta Kappa resident members (faculty and staff) who vote by secret ballot on candidates for membership.

In addition to sponsoring campus events that are consistent with the overall mission of the Society, each fall Washington College's Theta Chapter of Phi Beta Kappa recognizes students who achieved the highest cumulative grade point average in their first year at the College, and each spring presents the Gerda Blumenthal Award to a first- or second-year student for special scholarly work in the humanities.

### Fellowships

A number of fellowships are awarded for summer research, internships, and other specialized educational opportunities.

*The Roy Ans Fellowship in Jewish-American Studies* is overseen by the Rose O'Neill Literary House and is open to students of all religious backgrounds and beliefs. It offers a stipend for the student (1) to work collaboratively with a Washington College faculty member in research related to the Jewish-American experience and (2) to create a project based on or inspired by this research. Applications will be judged by the Director of the Rose O'Neill Literary House.

*Margaret Bennett Fellowships in International Studies* support experiential learning abroad for international studies majors and others pursuing concentrations in international studies. The fellowships provide small grants to partially offset the cost of short-term and semester-long study abroad, internships abroad, and student participation in Model U.N. programs and international conferences on world affairs. It is administered by the Director of the International Studies Program.

*The Gerda Blumenthal Phi Beta Kappa Award* is awarded annually to a rising sophomore or junior to support special scholarly work in the humanities, such as collaborative faculty-student research or study abroad. The award is overseen by the Phi Beta Kappa chapter at Washington College.

*The S. Douglass Cater Society of Junior Fellows* is the College's flagship academic enrichment program, rewarding creativity, initiative, and intellectual curiosity with competitive grants to support self-directed undergraduate research and scholarship anywhere in the world. Requiring a GPA of 3.60 or better, membership in the Society is offered to students who achieve distinction among the school's top scholars. Grants are highly competitive and awarded by the Junior Fellows Advisory Council.

*The Comegys Bight Fellows Program* places students in fully paid summer internships at some of the nation's leading historical and cultural institutions. The program annually provides up to ten Washington College students with opportunities to gain real world experience in history, museum studies, research, education, book publishing, and more. Participating institutions have included the Smithsonian, the National Archives, the Library of Congress, the U.S. House of Representatives (Office of the Historian), the National Constitution Center, the National Park Service, George Washington's Mount Vernon, and others. Most positions are open to students of all class years, including graduating seniors, although preference is given to sophomores and above. The program is administered by the C.V. Starr Center for the Study of the American Experience.

*The Frederick Douglass Fellowship Program* supports sophomores or juniors to work on a spring semester research project related to African-American studies or related fields (women's studies, gay studies, Latino studies, etc.). The Douglass Fellowship Program is administered by the C.V. Starr Center for the Study of the American Experience.

*The Friends of Miller Library Research Fellowship* is awarded to a rising sophomore or junior in high academic standing to support research in their chosen discipline that requires extensive use of the resources of Miller Library. The fellowship is administered by the Board of Friends of Miller Library. The student will be mentored in research competency by a faculty member and a librarian.

*The Goldstein Program in Public Affairs* supports internships, participation in student conferences, and other projects. It is administered by the Curator of the Goldstein Program in

Public Affairs.

*The Richard L. Harwood Fellowship in Journalism* is awarded annually to the editor-elect of the Washington College student newspaper, *The Elm*, and other editors-elect as funds permit. The fellowship helps to underwrite summer internships at newspapers selected by the student editors and approved by the faculty advisor to *The Elm*. Typically the newspaper of choice is a small-town paper willing to match the Harwood Fellowship Program stipend. The fellowship program is administered by the Board of the Rose O'Neill Literary House Press.

*The Clarence Hodson Prize* It is the aim of The Clarence Hodson Prize to reward creativity, initiative and intellectual curiosity with a competitive grant to support an internship, undergraduate research project, or other form of study anywhere in the world. Requiring an overall grade point average of 3.0 or better and a grade point average in the major of 3.5 (the equivalent of Dean's List), the Prize is offered to a sophomore, junior, or senior majoring in the fine or performing arts, with a preference to a student majoring in music, who has achieved distinction among Washington College's top scholars.

*Hodson Science Scholarships* fund student-faculty collaborative summer research in the natural sciences, mathematics, and computer science. The fellowships are awarded to incoming freshmen on a competitive basis who are carrying a GPA of 3.80 - 4.00 and SAT scores of 1800 - 2400. The fellows may elect to use their stipend between their sophomore and junior or their junior and senior years, provided they have declared a qualifying major and will undertake a research assignment in that discipline. Individual projects are overseen by members of the faculty of the Division of Natural Sciences and Mathematics.

*The William B. Johnson Business Internship Awards* fund summer internships for students interested in pursuing careers in business. The award is open to all majors, but recipients should possess the three values that motivated William Johnson to achieve great success in business and industry: scholarship, service, and character. Selection is made by the Chair of the Department of Business Management.

*The Sophie Kerr Fund* offers to incoming freshmen merit awards that may be renewed for four consecutive years. The program is administered by the College president and English faculty.

*The Louise and Rodney Layton Fund* supports summer research internships for upperclassmen who are science majors. It is administered by the faculty of the Division of Natural Sciences and Mathematics.

*The Mary Martin Student Fellowships* provide the opportunity for students majoring or minoring in theatre to pursue independent learning experiences. Students may apply for a grant to support, for instance, summer internships or research. Upon completion of their project, students will be asked to share their learning with peers in the form of a paper or performance.

*The Summer Science Research Program* funds research projects in the natural sciences, mathematics, and computer science during a 10-week summer session. Poster presentations of the results are given in the summer and frequently during the academic year at national and regional meetings of scientific societies and organizations. The Summer Science Research Program is administered by the faculty of the Division of Natural Sciences and Mathematics.

### **Honorary Fraternities and Societies**

*Phi Beta Kappa, Theta of Maryland*, sheltered at Washington College, is the oldest undergraduate honors organization in the United States. It celebrates and advocates excellence in the liberal arts and sciences.

*Omicron Delta Kappa* is a national leadership honor society recognizing and encouraging the achievement of exemplary character and superior quality in scholarship and learning. ODK identifies, honors and develops leaders in collegiate and community life; encourages collaboration among students, faculty, staff and alumni to advance leadership; and promotes, publicizes and enhances its ideals. ODK expects adherence to the highest standards of Scholarship, Service, Integrity, Character and Fellowship.

*Order of Omega* is the national Greek leadership honor society for juniors and seniors who attain a cumulative grade point average above the All-Greek average and who embody a high standard of leadership.

*Lambda Alpha* is the national collegiate honor society for anthropology. It was founded for the purpose of encouraging and stimulating scholarship and research in anthropology by recognizing and honoring superior achievement in the discipline among students, faculty and other persons engaged in the study of anthropology.

*Beta Beta Beta, Rho Iota Chapter*, is a national honor society for students dedicated to improving the understanding and appreciation of biological study and extending the boundaries of human knowledge through scientific research.

*Sigma Beta Delta* is a national honor society in business, recognizing students in the top 20% of their class who aspire toward personal and professional improvement and a life distinguished by honorable service to humankind.

*Gamma Sigma Epsilon, Gamma Eta Chapter*, is the national honor society in chemistry recognizing outstanding students demonstrating exceptional ability and interest in the field of chemistry.

*Delta Eta Pi* is a national dance honor society sponsored by the National Dance Society to recognize students for outstanding achievements in dance, including performance, choreography, scholarship, technology, and community service. DEPi recognizes artistic and academic achievement and promotes dance education within the college and the local



community.

*Omicron Delta Epsilon* is an international honor society recognizing high achievement and strong personal interest in economics.

*Pi Lambda Theta* is a national honor society recognizing high standards in the study of education.

*Sigma Tau Delta* is an international honor society whose central purpose is to confer distinction upon outstanding students of the English language and literature.

*Pi Delta Phi* is the national honor society recognizing outstanding scholarship in the French language and its literature. Its purpose is to increase the knowledge and appreciation of the French-speaking world and to stimulate and encourage French cultural activities. Students must be either a French studies major or minor with sophomore or better class standing, have a minimum 3.00 GPA in French courses and in their overall coursework, and demonstrate a commitment to the study of French language and literature.

*Phi Alpha Theta* is a national honor society for students in the upper third of their class who have demonstrated excellence in research and writing in the field of history.

*Alpha Mu Alpha*, the national marketing honorary, recognizes qualified undergraduate students for their outstanding scholastic achievement in the area of marketing.

*Phi Sigma Tau, Delta Chapter*, is a national honor society recognizing high scholarship and personal interest in philosophy.

*Pi Sigma Alpha* is a national honor society in political science recognizing students in the upper third of their class who have demonstrated productive scholarship and personal interest in government, international relations, or public administration.

*Psi Chi* is an international honor society in psychology, awarding distinction to students in the upper 35% of their class who have demonstrated productive scholarship in psychology.

*Sigma Xi*, the Scientific Research Society, was founded in 1886 as an honor society for science and engineering. Today, Sigma Xi is an international research society whose programs and activities promote the health of the scientific enterprise and honor scientific achievement. In addition, Sigma Xi also endeavors to encourage support of original work in science and technology and promote an appreciation within society at large for the role research has played in human progress. Among its chief mission Sigma Xi seeks to foster worldwide interactions among science, technology and society. Membership is awarded to students who have accomplished substantive research achievements and, in the judgment of the members of the Washington College Chapter of Sigma Xi, have demonstrated exceptional promise as research

scientists.

*Alpha Kappa Delta* is an international honor society dedicated to the investigation of humanity for the purpose of service and the acknowledgment and promotion of excellence in scholarship in the study of sociology.

*Sigma Delta Pi, Sigma Zeta Chapter* is a national honor society in Spanish recognizing students in the upper 35% of their class who have demonstrated superior academic achievement and commitment to the study of Spanish language and Hispanic literature and culture.

### **Individual Awards**

A number of awards honor individual members of the College community for special achievements in scholarship, athletics, and leadership. The following are awarded at commencement or appropriate occasions during the academic year:

#### **Academic Honors and Prizes Conferred By the Entire Faculty**

*The Louis L. Goldstein '35 Award* is awarded to a graduating senior who, in the opinion of the faculty, has demonstrated unusual interest, enthusiasm and potential in the field of public affairs.

*Eugene B. Casey Medal* is awarded to a senior woman voted by the faculty to be outstanding in the qualities of scholarship, character, leadership and campus citizenship.

*Henry W.C. Catlin 1894 Medal* is awarded to a senior man voted by the faculty to be outstanding in the qualities of scholarship, character, leadership and campus citizenship.

*Clark-Porter Medal* is awarded to the student whose character and personal integrity, in the opinion of the faculty, have most clearly enhanced the quality of campus life. Created by Charles B. Clark '34 in memory of Harry P. Porter, Class of 1905.

*George Washington Medal and Award* is awarded to the senior who shows the greatest promise of understanding and realizing in life and work the ideals of a liberal education.

#### **Other Academic Honors and Prizes**

*The First-Year Scholarship Medal* is awarded to the first-year student who attains the highest academic average in the class.

*The Alumni Medal* is awarded by the alumni of the College to the member of the sophomore class who attains the highest cumulative average in the class.

*The Visitors and Governors Medal*, given by the trustees of the College, is awarded to the junior with the highest cumulative average in the class.

*The American Studies Program Senior Capstone Experience Award* is awarded to a graduating American studies major with the most outstanding senior research project.

*The Anthropology Achievement Award* is given to the graduating major or majors who, in the opinion of the department, have demonstrated superior scholarship in the field of anthropology.

*The Anthropology Service Award* is given to the graduating major who demonstrates the greatest dedication to leadership, service, and public education in anthropology at Washington College.

*The Lambda Alpha Gamma of Maryland Chapter Senior Award* is awarded to the graduating senior in anthropology who, as a member of Lambda Alpha, demonstrates exceptional promise as a research scientist in anthropology.

*The Lynette Nielsen Professional Practice Award* is awarded annually by the department faculty to the artist who demonstrates the most engaged, dedicated, and consistent creative practice over the course of the SCE year.

*The Lynette Nielsen Juror's Choice Award* is awarded annually by an invited guest juror to the artist presenting the most outstanding work of art in the Thesis Exhibition.

*The Art History Award* is presented annually to acknowledge excellence in the field of art history.

*The Department of Biology Allied Health Professional Award* is awarded to the graduating biology major who has demonstrated academic excellence, who is pursuing an allied health degree, and who has a strong potential for success in an allied health field.

*The Department of Biology Medical Professional Award* is awarded to the graduating biology major who has demonstrated academic excellence, who is pursuing a medical or veterinary degree, and who has a strong potential for success in the medical or veterinary fields.

*The Department of Biology Research Award* is awarded to the graduating biology major who has demonstrated academic excellence and a commitment to undergraduate research, who is pursuing a higher academic degree with a research component, and who shows great promise for success in biological research.

*The Department of Biology Award of Special Recognition* is awarded on special occasion to the graduating biology major who has demonstrated outstanding academic achievement and exceptional depth of understanding in the field of biology.

*The Department of Biology Teaching Award* is awarded on special occasion to the graduating biology major who has demonstrated academic excellence and exceptional dedication to

science education.

*The Department of Business Management Award* is given to a graduating business major who has demonstrated outstanding qualities of scholarship, character, and leadership.

*The Department of Business Management Senior Capstone Experience Award* is awarded to a graduating business major with the most outstanding senior research project, demonstrating high scholarship and analytical skills.

*The Stanley A. Schottland Business Leadership Award* Since 2000, the Stanley A. Schottland Business Leadership Award has recognized and helped develop American business leaders. It has been presented annually to a Washington College senior pursuing a major or minor offered by the Department of Business Management who has demonstrated academic ability and leadership potential for business.

*The Joseph H. McLain '37 Prize* is awarded to the graduating senior who shows the greatest promise for making a future contribution to human understanding of chemistry. Endowed in 1982 by members of the American Pyrotechnics Association.

*The James R. Miller '51 Award for Excellence in Chemistry* is given annually to an outstanding senior majoring in chemistry or a premedical senior student who has demonstrated special interest and high academic achievement in chemistry.

*The Outstanding Dance Minor Student Award* is awarded to a graduating dance minor for excellence in their education, including service activities, scholarship, and artistry.

*The Economics Department Award* is awarded for outstanding academic performance and the potential for high achievement in the field of economics.

*The Dr. Davy H. McCall Prize in International Economics* is awarded to a graduating senior majoring in economics who has demonstrated special interest, high academic achievement, and superior oral and written abilities in international economics.

*The Rachel Scholz Leadership Award* is awarded to a graduating senior who, in the judgment of the education department, has demonstrated the knowledge, skills, and dispositions of an outstanding teacher-leader.

*The Sean O Connor Teaching Award* is awarded to a graduating senior who, in the judgment of the education department, has consistently displayed outstanding performance in teaching and authentic student engagement.

*The Education Department Award* is awarded to a graduating senior who, in the judgment of the education department, has shown the promise of meaningful contributions to diversified

pedagogy, cultural sensitivity, and global awareness within the fields of education and the liberal arts.

*The Maureen Jacoby Prize* is given to the graduating senior who has demonstrated dedication to student publications at Washington College, and has strong potential for a future in the field of editing or publishing.

*The Anna Melvin Hague 1905 Memorial Scholarship* is awarded annually to a student whose demonstrated qualities of scholarship, character, and dedication will make the most effective contribution to the field of public education.

*The Veryan Beacham Prize* is awarded to a junior or student who is two semesters from graduation who has produced a body of writing on any intellectual subject or in any creative genre. The prize is the publication of that manuscript in a fine edition, which will be distributed by the College and others to professionals and alumni who are interested in exceptional students graduating from Washington College.

*The Emil J. C. Hildenbrand Memorial Medal* is awarded to the senior who attains the highest average in English during the four years of study. Given by the Washington, D.C. Chapter of the Alumni Association.

*The Bennett Lamond Senior Capstone Award in English* is awarded annually to a student with a superior senior capstone in the department of English.

*The Sophie Kerr Prize* is awarded to the senior having the best ability and promise for future fulfillment in the field of literary endeavor.

*The Writers' Union Award* is given for outstanding service to the Writers' Union. A gift of Robert L. Chamberlin, Jr. '48 in memory of Mary Lou Chamberlin '49.

*The Environmental Science and Studies Award* is given annually to the student who has demonstrated through action or scholarship an abiding interest in promoting environmental awareness.

*Middendorf Award for Academic Excellence in the Study of the Environment* is given annually to the student who has exhibited outstanding academic accomplishments in environmental science or studies.

*The Gender Studies Award* is awarded to a graduating senior who has displayed unusual interest and/or scholarship in the field of gender studies.

*The Arthur A. Knapp '39 Memorial Prize in History* is awarded to the graduating history major who, in the opinion of the department, has displayed unusual interest, enthusiasm, and ability in

the field of history.

*The Phi Alpha Theta Award* is granted to the graduating senior history student whose dedication best supports the mission of the Phi Alpha Theta History Honor Society to promote the study of history through research, teaching, publication, and the exchange of learning and ideas among historians.

*The Norman James Humanities Award for Excellence* is given by the James family to the senior majoring in humanities who has shown academic distinction and represents the ideals of humanistic society.

*The Inter-Fraternity—Pan Hellenic Loving Cups*, given annually to the fraternity and sorority with the highest scholastic index for the preceding year, are inscribed with the names of the current winners.

*The International Studies Award* is given to a graduating major who, in the opinion of the faculty of the international studies interdisciplinary major, demonstrates an exceptional understanding of and interest in international studies.

*The Tai Sung An Memorial Prize* is awarded to the graduating international student who, in the opinion of the faculty of the international studies interdisciplinary major, has exemplified in an exceptional manner the benefits of inter-cultural education on our campus.

*The Erika and Henry Salloch Prize* is given by the Department of Modern Languages, in memory of Erika and Henry Salloch, to the student whose achievement and personal commitment have contributed to the understanding of other cultures.

*The Department of Modern Languages Service Award* is given to a graduating senior for outstanding service within the department.

*The German Studies Alumni Award* is given annually to the senior who, in the opinion of the faculty of the Department of Modern Languages, has demonstrated outstanding academic achievement and a depth of understanding in the field of German studies.

*The William Gover Duvall '30 Prize* is awarded to a graduating senior who, in the judgment of the Department of Mathematics and Computer Science, has demonstrated outstanding achievement and shows great promise in the field of mathematics.

*The Alpha Chi Omega Music Award* is given to a senior in recognition of excellence in music.

*The Garry E. Clarke Performance Prize* is awarded annually to the graduating senior who has demonstrated excellence in musical performance or music composition. The recipient must have shown leadership in departmental ensembles and excelled in the performance of their

senior recital or in applied music composition, as part of their Senior Capstone Experience.

*The Department of Music Award for Professional Promise in Research and Creative Achievement* is presented to a graduating music major who demonstrates professional promise in the field of music. In addition to excelling in the classroom, recipients of this award will have independently pursued professional and creative co-curricular opportunities beyond the classroom.

*The Clarence Hodson Prize* — please see Fellowships section.

*The Jane Huston Goodfellow Memorial Prize* is awarded to a graduating senior, majoring in a natural science (biology, chemistry or physics), who has an abiding appreciation of the arts and humanities and has shown scholastic excellence.

*The Gold Pentagon Awards* are awarded to one senior and one alumnus, faculty, or friend of the College, selected by the Omicron Delta Kappa Society, in recognition of meritorious service to Washington College.

*The Department of Philosophy and Religion Award* is given annually to a graduating senior majoring in philosophy, recognizing outstanding ability in, and engagement with, the field of philosophy and religion.

*The Holstein Prize for Ethics* is awarded each year to the graduating senior whose senior thesis, in the opinion of the selection committee, best demonstrates an interest in ethics and the application of ethics to his or her area of interest.

*The Department of Physics Award* is given to a graduating physics major who has demonstrated academic excellence and who shows promise for success in the physical sciences.

*The Political Science Award* is given to a graduating major who in the opinion of the department, demonstrates a superior theoretical and practical understanding of political life.

*The Daniel L. Premo Award* is given annually to the graduating senior in political science or international studies who shows the most promise in the field of public diplomacy.

*The Psychology Department Award* is given to the senior psychology major who shows outstanding promise in the field of psychology.

*The Psychology Department Capstone Experience Award* is presented to the graduating senior majoring in psychology who, in the opinion of the department, should be recognized for successful completion and presentation of an exceptional capstone project.

*The Virginia M. Conner '85 Psychology Award* is presented annually to the outstanding graduating senior or seniors majoring in psychology who, in the opinion of the department, have demonstrated superior scholarship and service to the department and to the College.

*The Psychology Department Outstanding Achievement Award* is given to senior psychology majors in recognition of exceptionally high levels of performance in the field of psychology.

*The Sigma Xi Scientific Research Society Award* is presented to students who have accomplished substantive research achievements and, in the judgment of the members of the Washington College Chapter of Sigma Xi, have demonstrated exceptional promise as research scientists.

*The Margaret Horsley Award* is given to the graduating major or majors who, in the opinion of the faculty and students of the Department of Sociology, have shown in his or her work the clearest understanding of human social behavior.

*The Sociology Service Award* is awarded to the graduating senior who, in the opinion of the department and its students, has made, through service, the greatest contribution to the sociology program and to Washington College.

*The Mary Martin Prize* is awarded by the Department of Theatre faculty to a student majoring in theatre who demonstrates great dedication in any area of the theater arts.

*The Stewart Theatre Award* is given annually to a senior who has made outstanding contributions to the College through dramatic and speaking ability. Endowed by Pearl Griffin Stewart, Class of 1905.

*The W. Dennis Berry '87 Leadership Award* is presented annually to the senior or seniors who most clearly exhibit those characteristics of charismatic leadership that distinguished Mr. Berry's service to Washington College.

*The Karen Kaitz Emerick Award* is awarded to one or more senior students, chosen by the Executive Committee of the Student Government Association, who have demonstrated strong character and good academic standing, and who have been leaders in community and volunteer service.

*The Penny J. Fall Award* is given annually by the Washington College Student Government Association to the female athlete who most successfully continues, through service to the College, the tradition and legacy set by Professor Fall. The recipient is chosen for her leadership on campus and her ability to conceive, organize and execute academic and extracurricular activities that have benefited the entire Washington College community.

*The Jonathan A. Taylor, Jr. Leadership Award* is given to the member of the Washington



College Student Government Association who diligently and effectively incorporates progressive thought when addressing the needs and demands of the modern collegiate environment.

*The Non-Traditional Student Award* was established in 1991 to celebrate academic success by a non-traditional student in the graduating class.

*Outstanding Community Service Recognition* is awarded to senior students who have committed themselves to community service.

### **Athletic Honors and Prizes**

*The Doris T. Bell '50 Award* is given to the senior woman with the highest cumulative average who has won a varsity letter during the year.

*The Alfred Reddish Award* is given to the senior man with the highest cumulative average who has won a varsity letter during the year.

*The Thomas Reeder Spedden '17 Medal* is awarded to graduating students for academic standing and achievement in athletics.

*The Eldridge Eliason Award* is given annually to the male student and female student who, with scholastic standing in the upper half of the class, have accomplished the most in the field of athletics.

*The Senior Athletic Award* is given annually to the male student and the female student who, in the opinion of the Department, achieved the most in athletics at Washington College.

*The Goose Nation Award* is given annually to the male student and female student who, in the opinion of the department, by cooperation, loyalty, sportsmanship, spirit and industry, contributed the most to the development of athletics at Washington College.

### **Faculty Awards**

*The Alumni Award for Distinguished Teaching* encourages and recognizes outstanding teaching at Washington College.

*The Gold Pentagon Awards* are awarded to one senior and one alumnus, faculty, or friend of the College, selected by the Omicron Delta Kappa Society, in recognition of meritorious service to Washington College.

## International Programs

Global awareness and intercultural competencies are important aspects of a modern liberal-arts education. Overseas experiences enhance students' capacity for global understanding through an examination of the ways history, culture, politics, economics, commerce, science, and the arts shape our shared world, our worldviews, and the views of others. Washington College encourages students to enrich their education by spending one or two semesters in a foreign country studying at one or more of our thirty partner institutions abroad, and/or joining a short-term abroad program sponsored by faculty, staff, and other partner organizations over winter or summer breaks. The Global Education Office (GEO) coordinates academic semester and year study abroad and visiting exchange programs. Any student considering study abroad should talk with their academic advisor, attend an information session on study abroad, and meet with the Assistant Director for Study Abroad in the Global Education Office. Reviewing information on the GEO Web page is a great first step in exploring the College's study abroad options: <http://www.washcoll.edu/offices/global-education/>

### College-Authorized International Student Travel

Washington College seeks to promote safe, healthy and secure international travel for its students. The College requires students who are engaged in independent international travel (i.e. not with a faculty or staff member, and not on a semester or academic year program) that is sponsored, recognized or organized by the College to adhere to the *Student International Travel Policy*, and ensure that they complete the *Education Abroad Program Agreement: Assumption of Risk Waiver of Liability and Indemnification* form. Details on the policy and access to the forms can be found online <http://www.washcoll-sa.terradotta.com>. Additionally, the College encourages all students traveling abroad for educational or other purposes to thoroughly review and familiarize themselves with the political, health, crime and other safety-related conditions prevailing in the country (or countries) they intend to visit.

### Billing and Payment Terms

See Fees and Expenses, Off Campus Study Fees

### Short-Term Summer and Winter Abroad Programs

Washington College faculty and staff organize and lead a number of short-term programs during the summer and winter months, typically for two to three weeks. Short-term programs are open to all students in good academic and social standing at the College. Students should contact the program leaders regarding their summer and winter sponsored programs. Recent trips include short-term programs in Bermuda, Brazil, Cuba, England, India, Ireland, and Israel. The departments sponsoring the short-term programs have additional information on these short-term study abroad opportunities.

### Summer Exchange Partner Programs

Washington College has partnered with three universities abroad that permit Washington

College students to participate in their summer semesters; these semesters work similarly to a fall/spring semester abroad: students apply through the Global Education Office (either by the fall or the spring deadline, with priority given to fall applicants) and participate in the same mandatory pre-departure workshops required for semester-long study abroad. The three partners are: Lingnan University in Hong Kong, Yonsei University in South Korea, and Universidad San Francisco Quito (USFQ) in Ecuador. (Brief descriptions of each of these schools is provided in the next section below). The coursework completed overseas will transfer back as Washington College credit/value/grades. Because these three programs work outside the regular semester parameters, students who participate will be charged the Summer Exchange Abroad fee of \$1,500 in lieu of other Washington College tuition and fees. In addition, summer housing fees will be paid to Washington College and provided at the partner institution in the cases of Lingnan and Yonsei universities.

### **Semester-Long Exchange and Study Abroad Programs**

In this section you will find an overview of the semester- and year-long visiting exchange and study abroad programs available through Washington College. These programs have been vetted by the Washington College faculty and administration, including an on-site visit (and multiple visits in many cases). Second-semester sophomores and beyond are eligible to study abroad provided they meet the academic requirements of the host institution and are in good academic/disciplinary standing at the College. Students' acceptance to study abroad and recommendation to a specific institution is based on a number of factors including: GPA, faculty recommendations, the number of applicants to a particular institution, major of study, and class year. Students interested in studying abroad are encouraged to plan ahead and ensure they have the necessary prerequisites of their anticipated host institution. Most exchange partners require a 3.0 GPA.

All exchange programs include "tuition exchange"-- meaning that students continue to pay their tuition to Washington College and maintain all scholarships, loans, and aid. Some programs are Tuition/Room Exchange, meaning students pay their tuition and room charges to Washington College, and their board (ie, meal) costs overseas. There are also four Full Exchange programs where students pay their tuition, room, and board fees to Washington College, and are not charged directly by the visiting institution for any of these fees. An application fee of \$200 is charged when students apply to study abroad -- usually the semester before going abroad, though students may choose to apply earlier via a "priority application" cycle each spring. In addition, a fee of \$450 is charged for students who choose to attend a semester at one of the nine "Group O" partners (indicated in the short descriptions of each partner below).

The College reserves the right to withdraw and/or prevent students from attending programs due to any situation that may negatively impact the students' well-being. All exchange and study abroad programs provide on-site orientations, and have an office dedicated to working with visiting Washington College students. All credit earned overseas at one of our partner institutions will transfer back to Washington College as Washington College credit. Students must complete the Course Approval form, consult with their academic advisors, and obtain the

proper signatures before departing to earn these credits. For policies pertaining to credit and grade transfer, please see the section on Policies Concerning Credit for Study Abroad Programs.

**Argentina: Universidad Católica Argentina, Buenos Aires - Full Exchange, Group E**

One of the finest and largest private universities in Argentina, Universidad Católica Argentina (UCA) is located in Puerto Madero, an architecturally-acclaimed US\$2.5 billion urban-renewal project in the old port of Buenos Aires. Since its founding in 1958, UCA has been a pioneer in many fields and has attracted leading scholars in each academic discipline to its faculty. The University offers courses and degrees in: Economics, Commerce, Marketing, Business, Political Science, International Relations, Law, Engineering, Computer Science, Philosophy, Literature, History, Music and Musicology, Education, Journalism, Institutional Communications, and Advertising. Students are housed in local home-stays that provide breakfast and dinner each day. All courses at UCA are taught in Spanish, so Spanish language skills must be at the strong intermediate or advanced level. *Advisor: Dr. Martin Ponti*

**Australia: Bond University, Gold Coast - Tuition Exchange, Group O**

Bond University's small size (about 4,000 students) and top ranking among Australian universities makes it an excellent fit for Washington College students. Unlike Washington College, BU is one of Australia's newest universities, founded in 1989 with an innovative year-round academic calendar that allows students to complete an undergraduate degree in just two and a half years. BU is located a short bus ride away from Australia's famed Gold Coast beaches, about 500 miles north of Sydney. Bond's small class sizes and low student:staff ratio are a distinguishing factor between it and most other Australian universities. Students can take courses in a wide variety of subjects including business, humanities, social sciences, information technology, and languages. On campus housing is offered as well as assistance with locating nearby rental apartments and private student accommodation. *Advisor: Dr. Andrew Oros*

**Brazil: Pontificia Universidade Católica, Rio de Janeiro - Tuition Exchange, Group E**

PUC-Rio is a private non-profit Catholic University created in 1941, now recognized as one of the top five universities in Brazil. Located in the exciting city of Rio de Janeiro, PUC-Rio offers courses taught in English along with Portuguese-language courses for the beginner through advanced level. Courses in English are offered in the following areas: Art and Design, Business, History, International Relations, Literature, and Sociology. The International Office at PUC-Rio provides a week-long orientation for newly arrived international students, and arranges housing for the students in a family homestay for their period of study. *Advisor: Dr. Christine Wade*

**China: China Studies Institute, Beijing – Tuition/Room Exchange, Group O**

The China Studies Institute (CSI) is located on the campus of Peking University, China's most prestigious university, but operates independently by enrolling about 200 international students annually, taught by a mix of Peking University and other professors. Students typically reside in an on-campus residence hall for international students and have access to many of the common

facilities of Peking University. The program was founded by American University in Washington, DC in 1986 and began operating independently in 2004. Students attending CSI can take classes instructed in English in a variety of disciplines: Art History, Business, Chinese language, History, International Relations, Political Science, and Sociology. CSI also provides a Language Immersion track, which is a structured course-load focusing on Chinese language study only and which includes a home-stay option. Due to small class sizes, students are given ample opportunity to interact not only with their peers but the program's prestigious faculty as well to create a unique educational experience. Students are also offered an internship course option and an end-of-semester study tour option. *Advisor: Dr. David Hull*

**China: Lingnan University, Tuen Mun, Hong Kong - Tuition/Room Exchange, Group E**

One of the few liberal arts institutions in Hong Kong, Lingnan University offers a unique combination of eastern and western traditions. Located in the New Territories, Lingnan University provides a campus environment that promotes self-learning and maximizes opportunities for social, cultural, and extracurricular activities, as well as sharing the belief of the importance of their bilingual society: English and Chinese. Students can choose from a variety of courses taught in English in the following faculties: contemporary English studies, cultural studies, business administration, social sciences, history, and philosophy. An on-campus residence hall and dining hall is offered to visiting exchange students. *Advisor: Dr. Andrew Oros*

**Ecuador: Universidad San Francisco de Quito, Quito - Tuition Exchange, Group E**

The Universidad San Francisco de Quito (USFQ) is located in historic Quito, the capital of Ecuador. USFQ was established in 1988 with 130 students; today there are more than 8,400 students enrolled in USFQ, including over 800 international students from fifty countries. The beautifully landscaped campus includes a library, a computing lab, cafeterias, a theater, an auditorium, tennis courts, basketball courts, volleyball courts, and a fitness center. Classes are taught in Spanish by USFQ faculty members, requiring Washington College students to have an intermediate proficiency in Spanish prior to attending USFQ (ability to succeed in 300-level Spanish courses at Washington College is a prerequisite). The International Programs Office conducts the exchange student advising. Host family stays offer students a way to directly engage with the Ecuadorian culture and improve their language skills. USFQ's International Programs Office will assist students with family placements. Students may take courses in art, sciences, economics, business management, mathematics, humanities, music, philosophy, political science, international studies, psychology, and environmental studies.

*Advisor: Dr. Elena Deanda*

**Egypt: The American University in Cairo, Cairo - Tuition Exchange, Group E**

The American University in Cairo (AUC) was founded in 1919 as an English-language-based college that would provide an opportunity for a liberal arts education as well as develop awareness for the needs of Egypt and the region. AUC has become a leading institution in the Middle Eastern region by emphasizing the importance of studying humanities, natural sciences, and social sciences in becoming an educated student and future leader. AUC has completed a larger, newly constructed campus located in an area known as New Cairo located 35 km east of

Tahrir Square. All of the buildings are beautiful examples of traditional Islamic architecture with the added bonuses of modernity and state-of-the-art educational resources. Students are able to take courses in a wide range of topics including Arabic Language and Arabic Studies. AUC housing offers air-conditioning, computer labs, cafeterias, study rooms, wireless high-speed internet, satellite TV, and a fitness facility in all of the residence facilities.

*Advisor: Dr. Tahir Shad*

**England: The Hansard Scholars Programme, London - Tuition/Room Exchange, Group O**

The Hansard Society developed The Hansard Scholars Programme in Parliamentary and Public Policy Studies to offer students a chance to study the workings of parliamentary democracy and to stimulate interest in its principles. Students majoring in political science, economics or other social sciences, history, international relations, or business administration will find the program particularly relevant to their studies. Hansard Scholars are assigned to work with Members of the House of Commons, the House of Lords, political parties, or research institutes. The internship placements are paired with three courses at the London School of Economics and Political Science: Politics and Public Policy, Politics and Parliament, and a supervised research project. The Hansard Scholars Programme is affiliated with the London School of Economics. Eligibility: The Hansard Scholars Programme is competitive and available to outstanding juniors and first-semester seniors who meet the program criteria and are approved through the Global Education Office (GPA 3.0 and above). *Advisor: Dr. Andrew Oros*

**England: University of Hull, Hull, England - Tuition Exchange, Group E**

The University of Hull has a long tradition of enhancing the education of students from overseas. Located in northeast England, Hull is an attractive city of 350,000 with a rich history and excellent transport links to major cities in the UK. Students have the choice of studying at the main Hull campus (15,000 students). The teaching staff value and encourage the University's mix of UK and international students as one that creates a positive and enriching learning environment; and the International Student's Association is one of the largest and most dynamic of the Students' Union societies organizing numerous trips and social events. Students may choose classes from a long list of departments: Archaeology, Biology, Business, Chemistry, Coastal Studies, Theatre, Economics, English, History, Languages, Mathematics, Music, Philosophy, Politics and International Relations, Sociology and Anthropology and more. Students are housed in University accommodations, adjacent to the campus. *Advisors: Dr. Lisa Daniels*

**England: Royal Holloway, University of London, Egham - Tuition Exchange, Group E**

Royal Holloway is a unique blend of history, tradition and innovation. Famous for its Founder's Building, one of the most spectacular university buildings in the world, the College also enjoys an international reputation for the highest quality teaching and research across the sciences, arts and humanities. Royal Holloway is renowned for having a friendly environment—home for a vibrant community of 6,600 undergraduate and postgraduate students of all ages and backgrounds from more than 120 countries. The spacious 135-acre campus provides an impressive range of modern academic and social facilities in a parkland setting in Surrey, close

to London. Students may choose classes from a long list of departments: Biology Sciences, Classics, Computer Science, Economics, English, European Studies, French, German, Hispanic Studies, History, Italian, Management, Mathematics, Music, Physics, Politics and International Relations, and Psychology. *Advisor: Ms. Alex Levy*

**Finland: University of Oulu, Oulu - Full Exchange, Group E**

Oulu is a modern and rapidly growing university in northern Finland's cultural and commercial center. Courses offered in English include Scandinavian studies, northern cultures and societies, northern women's studies, Japanese studies, American studies, and northern nature and environmental studies. Finland's relatively remote geographical position in northernmost Europe has helped the country remain rich in vegetation and wildlife. *Advisor: Dr. Brian Scott*

**France: American Business School Paris, Paris - Tuition/Room Exchange, Group O**

The American Business School, Paris was established in 1985 and is one of the first English-speaking business schools in France modeled on American undergraduate business education and has established links with several renowned American universities. A U.S. accredited Bachelor of Business Administration curriculum is taught entirely in English by professors who are American, or who have trained in the United States, but who all have their own unique international experience and career paths that they bring into the classroom. Course offerings include but are not limited to: Accounting, Business, Economics, Finance, Mathematics, and Marketing. French language courses are taught in the beginner, intermediate and advanced levels. *Advisor: Dr. Michael Harvey*

**France: Université d'Artois, Arras - Tuition Exchange, Group E**

Situated in a small city approximately one hundred miles to the north of Paris (fifty minutes by high-speed train), the Arras campus of the Université D'Artois is one of the most recently created centers in France for the study of the liberal arts. An intermediate level of French is required to study at the Université D'Artois (ability to succeed in 300-level French courses at Washington College is a prerequisite). Students may take classes in foreign languages, history, geography, business, computer science, sociology, and more. The campus received its first students in the early 1990's and has been rapidly growing ever since. Arras itself was famous throughout Europe during the Middle Ages for the manufacture of textiles. While little evidence of the medieval city remains, it does boast two of the most beautiful 18th century public squares in all of Europe. Both the city and the campus are of a scale that should appeal to a student who is hesitant about facing the costs and pressures of big-city and big-university life. *Advisor: Dr. Pamela Pears*

**France: Université Grenoble Alpes, Grenoble - Tuition Exchange, Group E**

Students are able to take courses across all disciplines offered at Washington College at the Université Grenoble Alpes (UGA), though students must have an intermediate level of French as all classes are taught in French (ability to succeed in 300-level French courses at Washington College is a prerequisite). Historically, Grenoble is where the French Revolution germinated and where Napoleon returned from his exile on the Isle of Elbe. On a lighter side,

Grenoble is a beautiful city surrounded by mountain ranges which offer alpine skiing in the winter and over 4000 km of trails for hikers in the summer. With its 40,000 inhabitants, Grenoble is the capital of the French Alps. The city is conveniently located 537 km from Paris, 331 km from Nice, 100 km from Lyon, 145 km from Geneva, and 240 km from Turin while also at an important crossroads to Italy and Switzerland. *Advisor: Dr. Katherine Maynard*

**Germany: Eberhard-Karls-Universität Tübingen, Tübingen - Tuition Exchange, Group E**

The Eberhard Karls Universität is one of the oldest universities in Germany and home to Nobel laureates in Chemistry and Medicine, as well as the poet Friedrich Hölderlin. It offers 330 programs of study covering all subjects taught at Washington College, and more. This program is suitable for students who have completed intermediate-level German courses at Washington College only, though some courses are available in English. The university is a government-recognized German center of excellence and offers innovative, interdisciplinary, and international programs such as Applied and Environmental Geoscience, International Economics, or Business Administration. In addition, the university is recognized for its offerings in science and psychology and internationally famous for its neuroscience program. The student population of 28,000 includes 10% international students, who benefit from an institute dedicated to teaching German as a foreign language and many courses taught in English (especially at the graduate level). With almost a third of its inhabitants being students, Tübingen is a true college town. Rich in history, Tübingen is also a progressive, green town which consistently ranks high among German towns with the best quality of life. About 50 minutes south of Stuttgart, Tübingen is located in the Schwäbische Alb highlands with the romantic Neckar river running through the medieval town center. *Advisor: Dr. Nicole Grewling*

**Germany: Johannes-Gutenberg-Universität Mainz, Mainz - Tuition Exchange, Group E**

Founded in 1477, JGU is a research institution of national and international recognition. With over 32,000 students from 120 countries, it is one of Germany's largest and most diverse universities. This is an excellent opportunity for motivated and independent students with strong language skills (ability to succeed in 300-level German courses at Washington College is a prerequisite). JGU offers more than 260 degree programs in 75 departments, many of which are recognized as "centers of excellence" by the German state. JGU features an extraordinarily broad range of courses that match and complement all fields Washington College offers. Particularly renowned programs include a broad variety of science and media studies programs. Students may also choose among courses that include experiential learning experiences such as field trips, visits to public TV stations, or the state government. While most courses are taught in German, the university also offers an increasing number of courses taught in English. JGU is the sole German university of this size to combine almost all departments on one campus, which is located in Mainz, a lively state capital and a German media headquarters in close proximity of Frankfurt, the banking capital of Germany. It is situated on the Rhine river and in the heart of a wine-growing region and has a rich history. Mainz is centrally located in the middle of Germany and provides excellent links for travelling. *Advisor: Dr. Nicole Grewling*

**Ireland: University College Cork, Cork - Tuition Exchange, Group O**



Founded in 1849, University College Cork (UCC) is located in Ireland's second-largest city on the south coast, 160 miles southwest of Dublin. It is one of three colleges that constitute the National University of Ireland. Students may take courses ranging from the natural sciences to social sciences and humanities. All of the university's facilities will be available to students from Washington College, including specially designed programs for students from the USA. *Advisor: Ms. Alex Levy*

**Israel: The Ben-Gurion University of the Negev, Beer-Sheva - Tuition Exchange, Group O**

Ben-Gurion University of the Negev is the only Israeli university created to fulfill a unique nation-building mandate: to develop the Negev, its land, and its people. As Israel's fastest growing institution, it is gaining international repute for its innovative research, its dynamic student body, and its modern campus. BGU offers courses in anthropology, pre-medicine, international relations, environmental studies, and linguistics and literatures, along with many opportunities for experiential learning. *Advisor: Dr. Tahir Shad*

**Israel: The Arava Institute, Ben-Gurion University - Tuition Exchange, Group O**

The Arava Institute was founded in 1996 and initially partnered with Tel Aviv University, but since 2002 is joined with Ben-Gurion University in Beer Sheva (also a Washington College partner). The Institute's academic program is focused on the environmental challenges facing the Middle East. The program was developed around the idea that the environmental crises in the Middle East are separate from the region's politics. Its student population of around 100 students is roughly one-third Israeli, one-third Palestinian, and one-third international. Focusing on environmental science as well as peace and conflict resolution courses, the Arava Institute's mission is to unify and "to advance cross-border environmental cooperation in the face of political conflict." The Institute is located in the Negev Desert, about 30 minutes north of the town of Eliat, on Kibbutz Ketura, which is a particularly rural and fairly isolated kibbutz. A Kibbutz, meaning *communal settlement* in Hebrew, is a type of settlement in which the community all share the same property, production, and education. The Kibbutz Ketura community numbers around 400 people, including the Institute students. All activity at the Institute, including classes, meals, residences, and extracurricular activities are located on the Kibbutz. *Advisor: Dr. Leslie Sherman*

**Italy: Università Cattolica Del Sacro Cuore, Milan - Tuition Exchange, Group E**

Since its founding in 1921, Università Cattolica Del Sacro Cuore (UCSC) has become a central point of reference for the Milanese intellectual community. It is a true campus, offering everything that makes this university a unique and unrepeatably experience: study, research, the chance to meet professors and to become part of the dialogue of an academic institution, contact with the outside world, and the opportunity to extend one's personal development through cultural and recreational extracurricular activities. UCSC is a great program for independent students who are able to navigate new cities and academic systems on their own. The University offers courses and degrees in: Communication and Performance Sciences, Economics and Business Administration, Foreign Languages and Literature, History, Humanities, Philosophy, Political Science, Psychology, and Sociology. Approximately

twenty-five courses are offered in English each semester in these various faculties, with more being added each year. An Intensive Italian Language and Culture course is offered both prior to and during each semester. *Advisor: Ms. Alex Levy*

**Japan: Meiji Gakuin University, Yokohama - Tuition Exchange, Group E**

Meiji Gakuin University (MGU), founded in 1877, is one of the oldest private institutions in Japan and has a long history of international cooperation in education. As a liberal arts university, MGU offers undergraduate studies in a variety of areas. MGU offers a program for international students which allows them to take coursework in both Japanese and English. MGU prefers that students have a full academic year of Japanese language instruction, however it is not required in order to study on the Yokohama campus, as many classes are offered in English. Yokohama, with a student population of approximately 10,000, is located in a spacious suburban setting and provides international students with numerous opportunities for participation in the academic and social life of the university as well as easy train access to central Tokyo in under one hour.

*Advisor: Dr. Andrew Oros*

**Morocco: Al Akhawayn University, Ifrane - Full Exchange, Group E**

Located in the resort town of Ifrane, nestled in the Middle Atlas Mountains, Al Akhawayn University (AUI) is set in the heart of a region known for its beautiful forests, mountains, lakes, and waterfalls. With around 2,250 students, most of whom live on campus, and the language of instruction in English, AUI provides a similar environment to Washington College, yet half a world away. Al Akhawayn has multiple exchange programs with partner institutions worldwide. AUI is home to excellent research facilities, particularly for North African and Middle Eastern Studies. Founded in 1993, AUI currently offers programs in business administration, humanities and social science, and science and engineering. Facilities include 16 student residence buildings, a gymnasium, an indoor regulation Olympic swimming pool next to the soccer field and track, and three regulation tennis courts. All classroom buildings are situated next to each other, and faculty offices are distributed throughout the campus. *Advisor: Dr. Tahir Shad*

**Netherlands: Leiden University, Leiden - Tuition Exchange, Group E**

Leiden University was founded in 1575 and is among Europe's foremost international research universities. Leiden University is home to 25,800 students and over 5,500 faculty and staff members, and boasts of an alumni network more than 96,000 strong. The university has two campuses: the original is located in the city of Leiden, but in 1998 Leiden University opened another campus, entirely dedicated to studies related to pillars of peace, security, and justice, in The Hague. The Hague campus houses approximately 3,000 students and works closely with the city's governmental, ministries, and legal and/or diplomatic institutions. Leiden is a city brimming with cultural exhibitions, galleries, museums, historical monuments and sites, close in proximity to other vibrant locations in the Netherlands, such as Amsterdam and The Hague. Leiden University offers classes in seven Faculties: Archaeology, Governance and Global Affairs, Humanities, Law, Medicine/Leiden University Medical Center, Science, and Social and Behavioral Sciences. *Advisors: Dr. William Schindler and Dr. Christine Wade*

**Peru: Pontificia Universidad Católica del Peru, Lima - Tuition Exchange, Group E**

The Pontificia Universidad Católica del Peru (PUCP) is a highly prestigious world-renowned academic institution. Founded in 1917, the Pontificia Universidad Católica del Peru is the oldest-established private higher educational institution in Peru. Students must demonstrate a strong intermediate or advanced knowledge of the Spanish language to attend PUCP, as all courses at PUCP are taught in Spanish (ability to succeed in 300-level Spanish courses at Washington College is a prerequisite). Lima is the cultural center of Peru and offers entertainment for young people in the form of theaters, cinemas, cafes, bars, and discotheques, which are to be found especially in Miraflores and Barranco, the city's two foremost cultural districts. Exchange students enroll at the School of Special Studies. The University offers courses and degrees in: Fine Arts, Management and Accounting, Science and Engineering, Social Sciences (Anthropology, Sociology, Economics), Law, Arts and Humanities (Archaeology, Philosophy, Geography, History, Literature, Psychology), Communication Arts and Sciences, Education. Overseas students live with Peruvian families to be immersed in the social and family life of Peru as well as the Spanish language. *Advisor: Dr. Christine Wade*

**Scotland: St. Andrews University, St. Andrews - Tuition Exchange, Group O**

Founded in 1411, St. Andrews is the oldest university in Scotland. With 8,200 undergraduate students and another 2,000 graduate students, the university comprises approximately one-third of the total population of the city of St. Andrews, located about 50 miles northeast of Edinburgh. Local and university events in the town blend to offer a rich cultural and social life for students and townspeople alike. Washington College sends students to St. Andrews University to study a broad range of subjects including philosophy, sociology, psychology, mathematics, and the natural sciences. A minimum GPA of 3.2 and demonstrated ability to work independently and creatively in a tutorial educational system are prerequisites to nomination to the program. *Advisor: Dr. Christine Wade*

**South Africa: Rhodes University, Grahamstown - Full Exchange, Group E**

Located in the beautiful and historic city of Grahamstown, Rhodes University is nestled in the hills of the city, just 45 minutes from unspoiled beaches. Rhodes University is one of South Africa's oldest and most prestigious institutions of higher education. Students participating in this program are housed on campus in single rooms in residence halls equipped with a dining hall, washer/dryer, TV, and lounge area. During the spring semester at Rhodes, Washington College students may choose to attend a special interdisciplinary course on South Africa and the Eastern Cape Region. All students attending Rhodes may choose from a wide range of courses in the humanities, sciences, and social sciences. *Advisor: Dr. Tahir Shad*

**South Korea: Yonsei University, Seoul - Tuition/Room Exchange, Group E**

The oldest university in Korea, Yonsei celebrated its 125th anniversary in 2010. Yonsei sits quietly in a well-wooded district of Seoul, South Korea's capital of 11 million people. The University is recognized not only in Korea, but also the Asia-Pacific area and the international community as the most forward-looking, internationalized, and comprehensive university in Korea. Courses offered in English fall under three main areas of study: East Asian Studies,

International Relations, and International Business. The Korean language is also taught. Dormitory housing is available for students accepted to the program and there are 100+ student clubs and organizations, all covering a variety of interests. *Advisor: Dr. Andrew Oros*

**Senegal: University of Minnesota Learning Abroad Center - Tuition Exchange, Group O**

This program is made possible through a partnership Washington College developed with the Minnesota Studies in International Development (MSID), which is an institute connected to the University of Minnesota. Washington College students will travel with a small group of students, about half of whom will be students at the University of Minnesota, and the other half will be students from other universities across the United States. The MSID Senegal program is based in Dakar, and is a dual study-intern program in which the students take four courses focused on development, language, and Senegalese society, and then to spend 6 weeks in an internship getting hands-on experience working for a grassroots agency. During both phases of the program, students will live with a local family in order to gain deeper cultural insight into life in Senegal; first in Dakar, and then wherever their internship placement is located. This program is geared towards students with an interest in arts and cultural studies; development; education and literacy; entrepreneurship and alternative economies; public health; social services; and sustainability and the environment. An intermediate level of French language is required to study at MSID Senegal (ability to succeed in 300-level French courses at Washington College is a prerequisite).

*Advisor: Dr. Pamela Pears*

**Spain: Universidad De Nebrija, Madrid - Tuition Exchange, Group E**

Nebrija University (UN, in Spanish) is located in the university district of Madrid. The Hispanic Studies Program at UN offers exchange students various cultural activities such as lectures, films, and guided visits to major museums, monuments, and other sites of interest. With the assistance of the International Office, students are placed in homestay living arrangements or may rent an apartment. Students who have an elementary Spanish level take courses in the Spanish Studies program. Those who are proficient in Spanish may also enroll in courses that are part of the normal curriculum for Spanish students. Although students choose courses in consultation with their advisor at WAC pre-departure, they may be assigned to a different and more appropriate level of coursework after taking a Spanish-language placement test in Spain. Students choose courses from the following disciplines: Spanish studies, business administration and economics, advertising and journalism, computer science, modern languages, political science and international studies, history, and English.

*Advisor: Dr. Cristina Casado Presa*

**Turkey: Bogazici University, Istanbul - Tuition Exchange, Group E**

Bogazici University grew out of the long history of Robert College, the first American college to be established outside the United States, and today is considered Turkey's most prestigious university, enrolling roughly 12,500 undergraduate and 5,000 graduate students. With a distinguished academic tradition, Bogazici maintains at its core its historic liberal arts campus, supplemented by a newer modern campus across the street. An international student dormitory

is located next door. Multiple dining halls and cafes are located on the campuses and in the dormitories. The university is located in a leafy, residential district of Istanbul along the Bosphorus strait, next to a metro station that connects the university area conveniently to anywhere in this large and historic city of approximately 14 million residents. Students may take courses in most of the majors available at Washington College, with especially strong programs in biology, computer science, education, history, international studies, psychology, and sociology. All classes are taught in English, apart from optional language classes. *Advisor: Dr. Tahir Shad*

## Special Sessions

Washington College offers several intensive travel/study experiences, conducted under the guidance of professors during times when classes are normally not in session. Successful completion of these summer sessions earns academic credit.

### **Summer Session In Bermuda**

This summer course will investigate the complex ecology of the Bermuda Islands, the impact that human habitation has had on their natural history, and current environmental concerns and means of mitigating those concerns. Major areas of study will include (but not be limited to) coral reef ecology/symbioses, mangrove community ecology and environmental relevance, architectural and military influences during colonization, fisheries practices (past, present and future) and current concerns and problems, and ecotourism and associated environmental impacts. *Advisor: VanMeter*

### **Summer Program In Ecuador**

This three-week-long summer course, offered in conjunction with the Universidad San Francisco de Quito, will investigate many of the world's most distinctive species of plants, animals that inhabit the richly diverse ecosystems of Ecuador. Students will gain an understanding of Ecuador's social and economic issues and the challenges it faces as a developing country while attempting to conserve its natural resources. Topics investigated include conservation of the Amazon rain forest and oil exploration, ecotourism, biodiversity concerns, mangrove conservation and the fate of Galapagos tortoises and the Galapagos fisheries. *Advisors: Sherman and Fox*

### **Summer Session At Kiplin Hall**

During a three-week summer excursion to North Yorkshire, students experience the poetic landscape of England. Hiking the remote hills of the Lake District and exploring the moors, students literally follow the footsteps of Romantic poets as they study the literature of that period. Students stay at Kiplin Hall, the ancestral home of Maryland's Calvert family. Participants earn four credits. *Advisor: Gillin*

### **Oxford Research Seminar on Religion, Politics, and Culture**

Students interested in the intersection of religion, politics, and culture are encouraged to apply for a two-week study program conducted at the University of Oxford in June. Students reside on campus in the heart of Oxford University, engage in a structured program of study directed by Oxford faculty, develop an independent research project using the vast resources of Oxford libraries, and conduct tutorials under Oxford faculty. For more information please contact Joseph Prud'homme, director, the Institute for Religion, Politics, and Culture. *Advisor: Prud'homme*

### **Summer International Business Experience**

Washington College offers a 15-day travel course in international business. For five summers the course was based at the University of Leiden, Holland's oldest university. The course concentrated on the economic aspects of the European Union and compared businesses in Europe to businesses in the United States. Following are the European Union sites normally visited: Information Desk of the European Union, Permanent Court of Arbitration, and the U.S. mission to the European Union. Following are the businesses visited in 2004: ABN-AMRO, Heineken, Nike's Euro-pean headquarters, Porceleyn Fles which makes Delft, an international flower market at Aalsmeer, a diamond cutter in Antwerp, Belgium, a chocolatier in Belgium, and Villerroy & Boch in Luxembourg. For the past two summers the course took place in China. In January 2010, the course was conducted in India. In both China and India a variety of businesses were visited. *Advisor: Eanes*

### **Summer Program In Tanzania**

Washington College offers a 15-day summer course on politics, culture, economy, and sustainable development in Tanzania. The course focuses on the familiar problems associated with Africa: poverty, unemployment, health, debt, and the conflicts between tradition and the lures of a changing world. Traveling to one of Tanzania's national parks, to traditional Maasai communities, to coffee co-ops, government agencies, and health care centers, students come face-to-face with local communities and their diverse problems and challenges. *Advisor: Shad*

### **Summer Archaeological Field School**

This summer program is an introduction to archaeological fieldwork methods and to the theoretical concerns of anthropological archaeology. It includes participation in archaeological survey and excavation as well as lectures, readings, and writing assignments. A minimum obligation of 30 hours per week is required. Sites will focus on North American native people and colonial U.S. history in Maryland.

### **Summer Session In Maine**

During a three-week summer session at Acadia National Park on Mount Desert Island, Maine, students study coastal community ecology within geological and oceanographic contexts. *Advisor: Connaughton*

### **Cuban Music and Culture**

Offered during the Winter Break, this course introduces students to anthropological, ethnomusicological, and ethnochoreological ethnographic fieldwork methods, including participant-observation, ethnographic interviews, and audio/video documentation techniques. Students will be exposed to both Afro-Cuban religious and Cuban popular expressive forms. They will learn about the interrelatedness of music, dance, visual arts, ritual, and religious beliefs, as well as with Cuban views on Cuban culture, gender, and race. Students will attend/observe both formal and informal music performances, and take music and dance lessons where they will have an opportunity to engage musicians on a one-on-one basis. In addition to music-oriented activities, students will learn about Cuba's cultural and economic history by exploring Havana's rich museums, monuments, and plazas. *Advisors: Schweitzer &*

*Lampman*

**Billing and Payment Terms**

See Fees and Expenses, Off Campus Study Fees.



## Integrative (Experiential) Learning

Washington College students have multiple opportunities to become engaged in experiences designed to enhance their learning outside the classroom. Our proximity to the major cities of Washington, DC, Baltimore, and Philadelphia as well as the Delmarva Peninsula makes it possible for students to gain experience as members of premier governmental, commercial, scientific, and artistic organizations while undertaking externships/job shadowing, internships, research, and participation in a variety of model programs. These experiences enhance and expand theoretical knowledge obtained through traditional coursework.

### **EXTERNSHIPS/JOB SHADOWING**

By definition an externship is a short, usually one- to three-day, experiential learning opportunity. A student visits an organization or business to learn about its missions and goals, to ask questions about career paths and explore fields of interest. Externships can be especially useful to younger students helping guide decisions about major and minor courses of study. Therefore in 2012, the College introduced a program designed for second semester freshman through senior year. For the most part, alumni, friends of the College, and parents of current or past students serve as hosts to the externs. The sites include opportunities for students to explore the arts, business, communications, education, health professions, law and justice, science and technology, and social services and human rights, and are located nationwide. Placements are made during Winter and Spring breaks. Externships are recorded as a non-credit bearing experience through the Offices of the Assistant Dean and the Registrar. More details are available at <http://www.washcoll.edu/academics/job-shadowing>.

### **INTERNSHIPS/RESEARCH OPPORTUNITIES**

Students pursue internships and research for a variety of reasons. Working under the close supervision of seasoned professionals provides a unique opportunity to learn about the challenges and opportunities of a particular field. Potential experiences are reviewed according to rigorous criteria involving engagement in a substantive experience, availability of an on-site mentor or supervisor, and the relationship of the experience to the student's academic program of study. Some students do internships or research solely for the valuable experience they provide and these are recorded using an online learning contract system. At graduation, a student can request a letter from the Registrar's office that lists all non-credit outside the classroom learning completed.

With the addition of an academic plan of study, these may be done for academic credit. Internships and research for academic credit are documented using an online learning contract system. Although academic credit for internship experiences may vary, the majority of students may earn between two and four credits upon successful completion of approximately 140 to 500 hours of applied experience. Learning goals are established prior to the beginning of each opportunity and evaluated by the faculty advisor upon completion. Internships and research provide experience that students may apply toward their degree by earning up to 16 credits.

The Office of the Assistant Dean and the Center for Career Development assist students with identifying appropriate integrative learning opportunities. The college also has affiliations with the Washington Center in Washington, DC, CISAbroad, and IFSA-Butler for structured internship programming in the Capital region and abroad.

## **Internship Opportunities By Major**

### **Anthropology and Archeology**

Students interested in ethnographic research, cultural studies, or archaeological and GIS skills intern with the Smithsonian Museums, the U.S. Naval Academy Museum, in field schools here in the U.S. and abroad, as well as in an array of non-profits. The nearby Rock Hall Museum and Chesapeake Maritime Museum in St. Michaels offer students opportunities to study the watermen of Maryland's Eastern Shore. The Washington College GIS laboratory offers semester and summer internships on grant-related mapping projects in environmental studies, crime and justice, land use, and transportation.

### **Art**

Internships allow art and art history students to work in various museum and curatorial settings including The Academy Art Museum in Easton, the Baltimore Museum of Art or The Walters Art Museum in Baltimore, and at other galleries, art institutes, and art education outreach organizations around the nation. Students work under the supervision of the museum's professional staff and gain firsthand experience in a wide variety of museum activities.

### **Biology**

Biology students have the opportunity to conduct summer research on campus as well as at other academic institutions and at field stations. They also engage in academic internships with research and policy focused nonprofits and government agencies. Recent student experiences have included work internships at Children's National Medical Center/Pediatric Cardiology, the National Oceanic and Atmospheric Administration, as well as local health providers and clinical settings with recognized experts. (See Collaborative Research Opportunities below)

### **Business Management**

Business Management students participate in many local, national, and international internships according to their field of business interest. Internships are available with major financial providers, hedge funds, banks, insurance companies, accounting firms, and other enterprises. For example, students have interned with Corbin Perceptions, Legg Mason, and NASDAQ. Locally, Benchworks, Inc., a marketing firm, offers internships as does Dixon Valve, a multinational corporation with headquarters and manufacturing in Chestertown, and Coldwell Banker, a real estate firm.

## Chemistry

Faculty members in the department of Chemistry welcome students every year to participate in the summer research program as well as in credit-bearing and non-credit internships and research at other institutions. The broad range of projects undertaken here on campus is the product of the areas of expertise carried on by chemistry faculty. Students have the opportunity to tackle NMR spectroscopy and numerous characterization techniques, to embrace the field of soil chemistry, to discover new organic reactions in the synthesis of bowl-shaped molecules and to realize the power of more environmentally benign and sustainable chemistry. In recent years, chemistry majors have interned at U.S. Department of Energy research sites, at the Johns Hopkins School of Medicine, and at Baylor School of Medicine.

## Economics

Opportunities are available in micro- and macro-interest areas, in international development, and in non-profits. For example, recent intern placements included: NeighborWorks, a non-profit housing policy organization in Atlanta; Doha Bank in Qatar, and opportunities through the Washington Center (see below) with the Montgomery County, MD Bio-Health Innovation Collaborative and the Mexican Embassy-NAFTA Trade Desk in Washington, DC

## English

The Department of English offers a journalism internship on campus each year. Students work with a professional journalist in conjunction with the publication of the *Elm* and the *Collegian*. Each week students conduct a critical evaluation of the previous week's publication. Sessions on what constitutes effective work in various areas of news writing, such as feature articles, editorials, sports, and campus announcements, as well as how to lay out an interesting and communicative page, occur on a regular basis. The internship is open to all students interested in working on the *Elm* or the *Collegian*.

English majors also intern with publishing firms, publications and marketing organizations, radio and media outlets, with commercial enterprises and non-profits. Recent examples of internships include: Prestwick Press, The *Summerset Review*, and local newspapers.

## Environmental Science/Studies

Internships in environmental science education, wildlife and ecology management, environmental research and non-profit management are available at sites locally and nationally. Recently, environmental studies majors have interned at several National Oceanic and Atmospheric Administration research sites including, Beaufort, North Carolina, Honolulu, Hawaii, Naples, Florida, the Gulf of Mexico, and Wells, Maine, and locally on the Chesapeake.

Several others have combined their interests in environmental studies and law to work at the US Department of Justice, Environmental Crimes Section, at the Environmental Protection Agency, or with private law firms that litigate environmental cases.

The Center for the Study of the Environment and Society also offers internships during the

academic year and over the summers at the River and Field Campus and with Eastern Neck National Wildlife Refuge.

### **Modern Languages**

Students utilize their language skills while working in for-profit and nonprofit settings. Most recently, Hispanic language students have interned with a Chilean company and with a Peruvian health care provider, and more locally have job shadowed at the Garnett Elementary School and with a non-profit family support group. French majors have worked with humanitarian organizations abroad as well as commercial enterprises in France.

### **History**

History students are encouraged to explore internships with museums, archives, curatorial services, and history-education outreach providers. More recently, students have interned with the National Park Service, Harper's Ferry, with the Smithsonian museums as well as with the National Archives. Student interns also have opportunities at the Historical Society of Kent County to organize archival resources, participate in preparing displays, and do research in government records and family papers. The Maryland Historical Society in Baltimore offers various internships involving research and administrative opportunities, including assistance with publication and publicity projects. A number of stipend/paid opportunities are available in the summer and are arranged by the CV Starr Center.

### **International Studies and Political Science**

International studies and political science internships are available for qualified students in Washington, DC and abroad through the Department of State, the U.S. Agency for International Development (USAID), and the Hansard Society for Parliamentary Government among many other options.

Most federal government internships are in Washington, DC, but some opportunities occur each year for interns to serve abroad as Junior Foreign Service Officers. Depending on the needs of the agency, interns are assigned junior-level professional duties, which may include research, report writing, correspondence, analysis of international issues, and assistance in cases related to domestic and international law. The department and program advisors help students prepare applications and find internships with government agencies. Students from Washington College have served in Bangladesh, Barbados, Bolivia, China, Costa Rica, Ecuador, El Salvador, Fiji, Gambia, Hong Kong, Indonesia, Ireland, Japan, England, New Zealand, Pakistan, the Philippines, Switzerland, Venezuela, and Washington, DC

Students interested in international human rights and social justice may opt to intern abroad with NGOs located here in the US or globally. Some students interested in foreign policy initiatives work with Washington, DC, think tanks such as the Woodrow Wilson Center for International Scholars or on Capitol Hill as staff to committees with oversight responsibilities for foreign policy and national security.

The Department of Political Science administers the Maryland General Assembly Internship Program, open to majors and non-majors. These internships offer a firsthand glimpse into the world of Maryland politics. Interns work for a state legislator in Annapolis for two days each week throughout the spring legislative session, which stretches from January through mid-April. Interns also meet on campus for a weekly seminar, which includes reading assignments and written work. Two course credits are awarded for successful completion of the internship. Juniors and seniors who have a GPA of 3.0 are eligible. (Political Science 311 or 391 is recommended.) Legislators provide interns with a stipend to cover expenses; however, students must arrange their own transportation to and from Annapolis. The faculty program director evaluates each intern's work in consultation with the legislator to whom the student has been assigned and the Assembly's intern coordinator in Annapolis.

The Washington College Institute for Religion, Politics, and Culture offers internships for qualified students in Washington, DC, through its partnership with the Disciples Center for Public Witness where students intern with faith-based organizations working on social justice issues.

Political Science and International Studies majors also frequently attend the program of the Washington Center for Internships and Academic Seminars (see below).

### **Music**

Students interested in careers related to music and music education are encouraged to seek internships as well. An intern from last summer worked for an online music company, and others have interned with community orchestras and non-profits.

### **Sociology; Justice, Law and Society; and Social Work**

Undergraduates interested in sociology, the minor in justice, law and society, or the concentration in social welfare find integrative learning to be an important part of their experiences here at the College. Some courses require job shadowing and others, in social work for example, offer full semester internships. Future sociologists interested in analytics and data development have interned at the US Census Bureau and at Washington, DC, think tanks. Several others have found opportunities with local and state agencies as well as non-profits. Justice, law and society students have interned with the Kent County State's Attorney, with the Washington, DC, PreTrial Services Agency, Mid-Shore Council on Family Violence, or with For All Seasons, a rape crisis agency serving several Eastern Shore Maryland counties, and Maryland and D.C. law firms.

The Social Work program offers students the opportunity to interact directly with clients in a variety of community settings and under the supervision of agency professionals.

### **Physics**

On-campus research projects are available for students to work collaboratively with faculty in their labs or to seek off-campus opportunities with private industry or the government. (See

Collaborative Research below)

### **Psychology**

The Psychology Practicum enables students to take courses at the College and work part-time at nearby community agencies that provide psychological and or mental health services.

Depending on their internship/research site, student interns work closely with a therapy team comprised of a psychiatrist, psychologist, psychiatric social worker, occupational therapist, or with members of the nursing staff and ward personnel. They participate in various aspects of treatment and counseling. In addition to the clinical work, participants undertake a supervised study of the literature on mental disorders. Those who have completed the practicum have found it a valuable step toward a career in clinical psychology or allied health and medical sciences. Examples of recent placements include: Eastern Shore Psychological Services in Easton, Sheppard Pratt in Baltimore, Kent County Behavioral Health in Chestertown as well as camps, local schools, hospitals, and private practitioners.

Students in either semester of their junior or senior year are eligible. Academic credit earned through the practicum counts toward the major and graduation.

### **Theatre**

Internships in professional theater allow theatre majors to work full-time as resident interns for professional theater companies. In past years students have interned for Arena Stage in Washington, DC, Center Stage in Baltimore, Philadelphia Theatre and the Play Penn in Philadelphia, and the Hartford Stage Company in Connecticut. Locally, they also work in the Church Hill Theatre and the Garfield Center for the Arts at the Prince Theatre. Theatre majors in either semester of their junior or senior year who have been accepted by a theater company, and who have received approval from the theatre department, are eligible. Interns are supervised by the department faculty and by a designated member of the theater company.

### **Signature Internships Open To Various Disciplines**

Washington College provides “Signature Internships” which by definition are open only to our students or to workplaces where our students’ applications receive special consideration. Full descriptions of current opportunities are available at [www.washcoll.edu/offices/career-development/internships/signature-internships.php](http://www.washcoll.edu/offices/career-development/internships/signature-internships.php). Several are summarized below.

#### **Children’s National Medical Center, Pediatric Cardiology, Washington, DC**

Highly qualified STEM students are encouraged to apply for this internship where they select from three specific professional areas including cardiology practice, magnet nursing, and health care administration.

#### **Comegys Bight Fellows Program**

The Comegys Bight Fellows Program offers funding for research-based summer internships (or independent research projects) related to American history and culture. Grants are offered on a

competitive basis to sophomores and juniors from all academic majors. Comegys Bight fellowships are often, but not always, related to a thesis project. The program is administered by the C.V. Starr Center for the Study of the American Experience.

### **National Oceanic and Atmospheric Administration Summer Research/Internship Program**

NOAA provides field and research opportunities across more than 40 different sites in the U.S. Along with several other prestigious liberal arts institutions, Washington College students compete for these positions to study marine and wildlife habitats. Most recently, students were accepted for dolphin research off the Pacific Coast, marine mammals in the Atlantic, oyster beds on Eastern Shore rivers, and stream run-off in the Chesapeake Bay.

### **U.S. Office of Naval Research, Washington, DC**

A qualified student is chosen each summer to work with a chemistry research scientist at the Navy's laboratory. While the specific projects are classified, students are introduced to a range of lab techniques and protocols.

### **National Security Agency Internship, Odenton, MD**

Internships within NSA and the national security community are available to students who are awarded the National Security Scholarship through a competitive application process. Students must have an interest in a career in a national security field, a minimum GPA of 3.0, U.S. citizenship, completed a minimum of 30 semester-hours toward the baccalaureate degree, and pass a rigorous security clearance. Students with majors in political science, computer science, mathematics, physics, history, business management, and languages and linguistics are encouraged to apply.

### **The Washington Center for Internships and Academic Seminars**

Full-time, semester-long or summer internships with a federal government, political, business, or non-profit agency in Washington, DC, are available for qualified students through the Washington Center for Internships and Academic Seminars. In addition to working as an intern four days a week, students participate in an academic course of their choosing and a leadership forum designed to help them understand the connection between their academic and professional goals and the special educational opportunities available through living and working in Washington, DC. Students earn a full semester of academic credit in this domestic off-campus experience anywhere between 9-12 credits. Sophomore status and a 2.8 minimum cumulative GPA is required. U.S. citizenship and a security clearance are required for appointments at certain government agencies.

### **Collaborative Research Opportunities**

Student/faculty collaborative research projects supported by research grants are available for academic credit during the summer months in departments in the Division of Natural Sciences and Mathematics. At the conclusion of the summer, student researchers present their findings at a Summer Research Day and in the fall at the Student Academic Showcase. (See Biology, Chemistry, Physics above)

## **Model Programs and Student Conferences**

### **Model United Nations**

**Site: Varies**

Students interested in learning about the UN have the opportunity to participate in the National Model UN. Participating increases the students' awareness of the role, organization, and performance of the UN. Student delegates participate in the various committees of the UN and represent a member state.

### **Public Leadership Education Network (PLEN)**

**Site: Washington, DC**

Each year the Department of Political Science and the International Studies Program nominate one or more women to attend the Women & Congress Seminar and the Women and Public Policy Seminar, organized by PLEN. Participants meet with women in government relations, observe sessions of the House and Senate or the Supreme Court, visit executive agencies, meet with representatives of the media and interest groups, and discuss public issues.

### **West Point Conference On United States Affairs**

**Site: U.S. Military Academy, West Point, NY**

Each fall the Director of the International Studies Program nominates one student to attend the annual Student Conference on United States Affairs (SCUSA). The conference brings together undergraduates over three days of roundtables, plenary discussions, and addresses to debate major issues of American foreign policy.

### **Security Council Simulation at Yale**

**Site: Yale University, Stanford, CT**

Each October a small delegation attends the Security Council Simulation. Representing a member state and sitting on committees of the Security Council, students discuss foreign policy issues in terms of international law and crisis resolution. The four-day simulation, grounded in parliamentary procedure and committee structure, is solid preparation for the Model UN Conference in January.



# Honor Code

By accepting the offer of admission, all students entering Washington College agree to conduct themselves in accordance with the Washington College Honor Code, College policies, and all local, state, and federal laws.

## **The Washington College Honor Code**

*We at Washington College strive to maintain an environment in which learning and growth flourish through individuals' endeavors and honest intellectual exchanges both in and out of the classroom. To maintain such an environment, each member of the community pledges to respect the ideas, well-being, and property of others. Thus, each member of the Washington College community abides by its Honor Code.*

## **The Spirit of The Honor Code**

The Washington College Honor Code was established by vote of the faculty and students in 1976 and was studied and reaffirmed in 1987. In 1994 it was redrafted to reflect student and faculty sentiment that a single code should address both academic and social conduct.

The Washington College Honor Code sets standards for the entire College community. The intention of the Honor Code is to encourage honest academic achievement and the highest standard of social conduct in all members of the institution. Those who agree to this honor system promise to uphold it and abide by it. All students are required to sign the Honor Code upon enrollment at Washington College, signifying that they have read and understood the Honor Code, that they are willing to abide by its principles, and that they understand the penalties they may incur if they violate the Code.

There are two kinds of Honor Code violations: academic and social. A complete description of the implementation of the Washington College Honor System can be found online in the *Washington College Student Handbook*.

## **The Student Pledge**

In support of the spirit of the Honor Code faculty members are expected to have students attach the following statement (or an abbreviation suggested by the instructor) to any credit-bearing work: *"I pledge my word of honor that I have abided by the Washington College Honor Code while completing this assignment."*

# The College Register

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Judie Barroll, Director of Alumni and Constituent Engagement

Carolyn Burton, Director of Human Resources

Susie Chase, Vice President for College Advancement

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Director, Contracts & Negotiations Group, IBM Credit Corporation

Jayne Conroy P'12P '15, Cape Cod, Massachusetts and New York, NY

Founding Partner, Hanly Conroy LLP  
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Principal, TMG Custom Media  
Thomas C. Crouse, Jr. '59, Walpole, New Hampshire  
Chairman and CEO, CIG International (Retired)  
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Thomas H. Gale, Centreville, Maryland  
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Stephen T. Golding '72 P'05, Athens, Ohio  
Vice President for Finance and Administration, Ohio University  
Richard B. Grieves '83, Easton, Maryland  
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William J. Harvey P'10, Wilmington, Delaware  
President, DuPont Packaging & Industrial Polymers  
Ann Horner '72, Charlottesville, Virginia  
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Jeff Horstman '82  
Executive Director, ShoreRivers  
Kirk B. Johnson, Lake Forest, IL  
Executive Vice President, Litholink Corp.  
Jim Lim '91  
Managing General Partner, Greenspring Associates  
Rebecca Corbin Loree '00, Farmington, Connecticut  
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William S. Miller P'14, Norfolk, Virginia  
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Tanushree Jhunjhunwala, B.S., University of Texas at Dallas, 2012; M.A., The Ohio State University, 2013; Ph.D., The Ohio State University, 2018

*Assistant Professor of Economics*

George Keiser, B.S., The University of Scranton, 2009; M.A., Boston University, 2011; Ph.D., Boston University, 2015

*Assistant Professor of Physics*

Caroline Le Bon, B.A., University of Paris Dauphine, 1991; M.A., University of Paris Dauphine, 1992; M.S., University of Paris Sorbonne, 2005; Ph.D., University Paul Cezanne Aix Marseille, 2011.

*Visiting Assistant Professor of Business Management*

Alicia Kozma, B.A., The University of Vermont, 2001; M.A., The Graduate College of the City University of New York, 2009; Ph.D., The University of Vermont, 2016

*Assistant Professor of Communications and Media Studies*

*Chair, Communication and Media Studies*

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*Assistant Professor of Biology*

A.T. Moffett, B.A. Radford University, 2002; M.F.A. University of Oregon, 2010

*Visiting Assistant Professor of Dance*

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*Visiting Assistant Professor of Spanish*

Matthew C. Palmer, B.M., Middle Tennessee State University, 2003; M.M., Appalachian State University, 2006; D.M.A., The University of Arizona, 2012.

*Visiting Assistant Professor of Music*

Woobin Park, B.M., Ewha Womans University in Seoul, South Korea, 2003; P.D., Indiana University Bloomington, 2006; M.M., Indiana University Bloomington, 2006; D.M.A., University of Minnesota, Twin Cities, 2009.

*Visiting Assistant Professor of Music*

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*Assistant Professor of Spanish*

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*Assistant Professor of Mathematics*

Caddie Putnam Rankin, B.A., Connecticut College, 2002; M.A., Emory University, 2008; Ph.D., Emory University, 2011.

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Carrie Reiling, B.A. Gustavus Adolphus College, 2002; M.Sc., University of Bristol, 2005; MA Political Science, University of California, Irvine, 2014; Ph.D. Political Science, University of California, Irvine, 2017

*Assistant Professor of Political Science and International Studies*

Bin Song, B.A., Nankai University, 2003; Ph.D., Nankai University, 2009; Ph.D., Boston University, 2018

*Assistant Professor of Philosophy*

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*Assistant Professor of Mathematics*

Emily K. Steinmetz, B.A., University of Rhode Island, 2000; M.A., American University, 2003; Ph.D., Northwestern University, 2013

*Assistant Professor of Anthropology*

Derek Thuecks, B.A., Lawrence University, 2002; Ph.D., University of Iowa, 2009



*Assistant Professor of Physics*

Benjamin C. Tilghman, B.A., Lawrence University, 1999; M.A., Williams College, 2003; Ph.D., Johns Hopkins University, 2009

*Assistant Professor of Art History*

Jordan Tirrell, B.S., Lafayette College, 2008; M.A.St., Trinity Hall, 2009; Ph.D., Brandeis University, 2016

*Assistant Professor of Mathematics*

Maria M. Vich Llompart, B.A., University of Balearic Islands, 2007; M.A., International Business and Foreign Commerce, 2008; M.Sc., London Metropolitan Business School, 2011; Ph.D., University of Valencia, 2018.

*Assistant Professor of Business Management and International Studies*

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*Assistant Professor of Biology*

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*Visiting Assistant Professor of Chinese*

Audrey Weil, B.A., Hope College, 2012; M.A., Miami University, 2014; Ph.D., Miami University, 2017.

*Assistant Professor of Psychology*

S. Lansing Williams, B.S., University of Maryland, 1973; M.B.A., Loyola College, 1982.

*Assistant Professor of Business Management*

*Director, Accounting Minor*

Julie Wills, B.F.A., University of Montana, 1998; M.A. University of Montana, 2001; M.F.A., University of Colorado, 2005

*Assistant Professor of Studio Art*

Kyle Wilson, B.S. Rose-Hulman Institute of Technology, 2011; M.S., Cornell University, 2014; Ph.D., Cornell University, 2016

*Assistant Professor of Mathematics and Computer Science*

James Windelborn, B.S., University of Illinois, 2000; Ph.D., University of Wisconsin, 2007.

*Assistant Professor of Biology*

Elizabeth Yost, B.A., Birmingham-Southern Colleges 2005; M.A., University of Alabama at Birmingham 2008; Ph. D., University of Alabama at Birmingham

*Assistant Professor of Sociology*

*Director, Public Health Minor*

**Instructors**

**Lecturers**

Thomas Anthony

*Lecturer in Music*

R. Stewart Barroll, B.A., Washington & Lee University, 1976; J.D., Wake Forest University, 1979.

*Lecturer in Business Management*

Joseph H. Bauer, B.S., Delaware Valley College of Science and Agriculture, 1973; M.A., Temple University, 1984; Ed.D., Temple University, 1992.

*Lecturer in Business Management*

Richard Bookbinder, B.A., Upsala College, 1968.

*Adjunct Professor of Business Management*

John Boyd, B.A., Erskine College, 1992; M.A., Georgia Southern University, 1995.

*Lecturer in English*

*Director, Writing Center*

Rylynn S. Brown, A.A., Chesapeake College, 1983; B.S., Wesley College, 1997; M.B.A., Wilmington University, 2007; D.B.A., Wilmington University, 2013.

*Lecturer in Business Management*

Dana S. Chatellier, B.S., Washington College, 1978; M.A., University of Delaware, 1984.

*Lecturer in Chemistry*

Erin Clark, B.A., Salisbury State University, 2001; M.S.W., University of Maryland School of Social Work, 2002.

*Lecturer in Sociology*

Erin Counihan, B.A., Union College, 1996; M.A., Columbia Teachers University Teachers College, 1997.

*Lecturer in Education*

*Coordinator of the Secondary Education Program*

Michael A. Cuches, B.S., Radford University, 2001; J.D., Roger Williams University School of Law, 2005.

*Lecturer in Business Management*

Hannah D'Elia, B.A., State University of New York at Buffalo, 2014; M.F.A, University of Nevada Las Vegas (anticipated 2019)

*Lecturer in Theatre*

David DeArmond, B.M., University of Tennessee, 2002; M.M., Mannes College of Music, 2004; D.M.A., University of Kentucky, 2012.

*Lecturer in Music*

Daniel Divilio, B.S., Seton Hall University, 2001.

*Advisor to The Elm student newspaper*

Roy Dunshee, B.A., University of South Carolina, 1983; Juris Doctorate, George Mason University, 1989.

*Lecturer in Physical Education*

Charles Hudson Fithian, A.A., Wesley College, 1974; B.A., Salisbury State College, 1977; M.A., Salisbury University, 2006.

*Lecturer in Anthropology*

Alexa Lee Fry, B.S.Ed., University of Georgia, 1975; M.S.Ed., University of Georgia, 1976.

*Lecturer in Physical Education*

Katherine L. Goldberg, B.A., Randolph-Macon Women's College, 1998; M.S., University of Maryland University College, 2016.

*Lecturer in Business Management*

Adam Goodheart, B.A., Harvard University, 1992.

*Lecturer in History and American Studies*

*Hodson-Griswold Director of the C.V. Starr Center for the Study of the American Experience*

J. Ernest Green, B.M., University of Toledo, 1981; M.M., Peabody Conservatory of Music of the Johns Hopkins University, 1983.

*Lecturer in Music*

Michael Hardesty, B.S., Washington College, 2005.

*Lecturer in Environmental Sciences and Studies*

Joe Holt, B.A., Glassboro State College (now Rowan University), 1986; The Certification Board for Music Therapists, MT-BC, 1997.

*Lecturer in Music*

Jonathan Jenkins, B.A., Washington College, 2007; M.A., Washington College, 2009.

*Lecturer in Physical Education*

*Chair, Department of Physical Education*

L. Michelle Johnson, B.S., Syracuse University, 1989; M.Ed., University of Maryland, 1996.

*Lecturer in Education*

*Elementary Education Field Experience Coordinator*

Roy Kesey, B.A., Washington College, 1991; M.F.A., Queens University of Charlotte, 2018

*Associate Director of the Rose O'Neill Literary House*

Lori Ann Kesner, B.M., Ithaca College, 1998; M.M., University of Cincinnati College – Conservatory of Music, 2000; D.M.A., University of Cincinnati College – Conservatory of Music, 2006.

*Lecturer in Music*

John Kiser, B.S., Northwest Missouri State University 1970; Maritime Divers Academy, Virginia Beach, Virginia 1970.

*Lecturer in Physical Education*

Benjamin Kohl, B.A., Washington College, 1983; M.A., New School for Social Research, 1992; City University of New York, 2000; Ph.D, New York University, 2006.

*Lecturer in Psychology and Sociology*

Kurt Landgraf, B.A., Wagner College, 1968; M.A., Pennsylvania State University, 1970; M.Ed., Rutgers University, 1974; M.S., Western Michigan University, 1978.

*Adjunct Professor of Business Management*

Kim Lessard, B.S., Penn State, 1982; M.A., Washington College, 1993.

*Lecturer in Physical Education*

Douglas R. Levin, B.S., Fairleigh Dickinson University, 1978; M.A., Boston University, 1981; Ph.D., Louisiana State University, 1990.

*Lecturer in Environmental Sciences and Studies*

Kimberly McCollum, B.M., The Florida State University, 1997; M.M., Boston University, 2000.

*Lecturer in Music*

Erica L. McMaster, B.S., Salisbury University, 2005; M.S., University of Delaware, 2008.

*Lecturer in Anthropology*

Melissa McIntire, B.S., University of Tennessee, 2004.

*Lecturer in English*

Robyn Moore, B.A., Washington College, 1991.

*Lecturer in Business Management*

Betsy Moyer-Taylor, B.S., Washington College, 1998; M.A., George Washington University, 2002.

*Lecturer in Chemistry*

Karen Paul O'Connor, B.A., Gettysburg College, 1975. M.S.H.S., The George Washington University, 2014. MT(ASCP) 1976. SBB(ASCP) 1981.

*Lecturer in Biology*

Eric Plewinski, University of South Florida, B.M., 2010; University of Maryland, College Park, M.M., 2013.

*Lecturer in Music*

Heidi Schultz, B.M. University of Kansas, 1989; M.M., Northwestern University, 1991; G.P.D., Peabody Conservatory of Music of the Johns Hopkin University, 1998,

*Lecturer in Music*

Polly Kuulei Sommerfeld; B.S., Oklahoma State University, 1977; M.F.A, University of Hawaii, 1980.

*Lecturer in Theatre*

Lawrence E. Stahl, B.A., Washington College, 1981; M.A., Western Washington University, 1989.

*Lecturer in Theatre*

John Thomas, B.M., University of North Carolina at Greensboro, 2003; M.M., East Carolina University, 2006.

*Lecturer in Music*

Suzanne E. Thuecks, B.A., Lawrence University, 2002; M.A.T., University of Iowa, 2004

*Lab Coordinator;*

*Lecturer in Biology*

Bennet Umhau, B.M., Wheaton College, 2011; M.M., Shenandoah Conservatory of Shenandoah University, 2015.

*Lecturer in Music*

Keith A. Wharton, B.S., Lebanon Valley College, 1979; M.Ed., Loyola College of Maryland, 1996; Ed.D., University of Maryland, Eastern Shore, 2007.

*Lecturer in Music*

Carolene Winter, B.A., California State University, Fresno, 1971; M.M., California State University, Fresno, 1974.

*Lecturer in Music*

## The Administration

### Office of the President

Kurt Landgraf, *President*

Allison Banks, *Executive Assistant to the President*

Vic Sensenig, *Chief of Staff*

### Senior Staff

Susannah Chase, *Vice President for Advancement*

Patrice DiQuinzio, B.A., M.A., Ph.D., *Provost and Dean of the College*

Sarah Feyerherm, B.A., M.S., Ed.D., *Vice President and Dean of Students*

Mark Hampton, *Executive Vice President*

Lorna Hunter, *Vice President for Enrollment Management*

Laura Johnson, *Vice President for Finance*

**VACANT, Associate Vice President for Development and Strategic Engagement**

**VACANT, Associate Vice President for College Relations and Marketing**

Valerie RiChard, *Associate Vice President for Facilities*

Judith T. Barroll '88, M'91, B.A., M.A., *Director of Donor Relations and Stewardship Programs*

Carolyn Burton, *Director of Human Resources*

Thaddeus Moore, *Director of Athletics and Associate VP of Administrative Services*

### Office of the Provost and Dean of the College

Patrice DiQuinzio, B.A., M.A., Ph.D., *Provost and Dean of the College*

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Tya Pope, *Assistant Dean for Curricular Enrichment*

Alicia Boyd, *Administrative Assistant to Associate Provost*

Jennifer Schultz, *Executive Assistant to the Provost and Dean*

Matthew Kibler, *Director of Institutional Research and Assessment*

John L. Seidel, B.A., M.A., Ph.D., *Director, Center for Environment & Society*

Adam Goodheart, B.A., *Hodson Trust-Griswold Director, C. V. Starr Center for the Study of the American Experience*

James Hall, *Director of Rose O'Neill Literary House*

Andrew Oros, B.A., M.S., M.Phil., Ph.D., *Associate Dean, International Education*

Mary Alice Ball, *Dean of Library and Academic Technology*

Sharon Sledge, B.A., M.A., *Chief Academic Technology Officer*

### Student Affairs

Sarah Feyerherm, B.A., M.S., Ed.D., *Vice President and Dean of Students*

Ursula Herz, *Associate Dean of Students and Director of Residential Life*

Amy Sine, *Associate Director, Residence Life*  
Vacant, *Director of Student Activities*  
Vacant, , *Assistant Director of Student Activities*  
Elaine Grant, *Director of Student Engagement*  
Sarah Tansits, *Assistant Director of Student Engagement*  
Lisa Jones, *Assistant to the Vice President and Dean of Students and Office Manager*  
Jean-Pierre Laurenceau-Medina, B.A. Ed.D., *Assistant Dean of Students and Director of Intercultural Affairs*  
Carese Bates, *Assistant Director, Intercultural Affairs*  
**VACANT, Director of Prevention Education and Advocacy**  
Candace Wannamaker, *Associate Vice President for Student Affairs and Title IX Coordinator*

### **Career Development**

Nanette Cooley, *Executive Director of Career Development*  
Lisa Moody, B.A., M.S., *Associate Director of Career Development*  
Lynn Hansen, *Career Development Coordinator*  
Darlene Ashley, *Assistant Director for Student Employment*  
Georgina Bliss, *Career Development Coach*  
Coleen Yazurlo, *Career Advisor & Marketing Coordinator*

### **Admissions Office and Student Financial Aid**

Lorna Hunter , *Vice President for Enrollment Management*  
Sherri Spray, *Executive Assistant, Admissions*  
Kelsey Miller '10, B.A., *Director of Admissions*  
Lexie Barker, '16, B.A., *Assistant Director of Admissions*  
Cassandra Hynson, *Associate Director, Admissions*  
Raeann Rolston, *Associate Director, Admissions*  
Lisa Nicole Smith, *Associate Director, Admissions*  
Robyn Nesbitt, B.A., *Admissions Technology Specialist*  
Jennifer Pass, *Admissions Office Manager*  
Jennifer Runyon, *Director of Financial Aid*  
Cailean Leith, B.A., *Assistant Director of Student Aid*  
Natalie Story, B.A., *Associate Director of Student Aid*  
Erneatka Webster, *Associate Director of Student Aid*  
Tony Littlefield, B.A., *Senior Associate Director of Stewardship*  
Jean Berry Smith, *Administrative Assistant Financial Aid*  
Jean Sucharewicz, B.A., M.A., M.Ed., *Financial Aid Officer*  
Irma Victorius, *Admissions Data Manager*  
Hana Albrecht, *Admissions Counselor*  
Barry Fitzgerald, *Admissions Counselor*  
Rachel Haywood, *Admissions Counselor*  
Madeline Martin, *Director of Events and Volunteers*  
**VACANT, Director of Operations & Technology**

### **Faculty Administrative Assistants**

Jennifer Kaczmarczyk, William Smith Hall  
Debbie Reed, *William Smith Hall*  
Naomi Colon, *Toll Science Building*  
Cynthia Licata, B.S., *Goldstein Hall*  
M. Catherine Naundorf '08, A.A.S., B.A., *Goldstein Hall*  
Christy L. Rowan, *Daly Hall*  
Bari Lynne Walker-Kersey, *Dunning/Decker Hall*

### **Global Education Office**

Andrew Oros, B.A., M.S., M.Phil., Ph.D., *Associate Dean for International Education*  
John Hepler, B.A., M.A., Ph.D, *Acting Associate Director*  
Alexandra Levy, B.A., *Assistant Director for Study Abroad*  
Sarah Lyle, B.A., *Administrative Assistant*

### **Library**

*Mary Alice Ball, Dean of Library and Academic Technology*

#### **VACANT, College Archivist**

Gwynneth Anderson, *Research/Instructional Design Librarian*  
Jennifer Nesbitt, B.A., *Administrative Assistant Library*  
Marianne Sade, *Research and Information Literacy Librarian*  
Cynthia Sutton, B.A., *Head of Circulation*

#### **VACANT, Data Entry Assistant**

Jeanne Hamilton, *Interlibrary Loan Specialist*  
Carol VanVeen, *Associate Acquisitions Manager*  
Karen Wheat, *Associate Serials Manager/Government Documents Specialist*  
Cheryl Wolfson, B.A., M.L.S., *Cataloging Specialist*  
Sharon Sledge, B.A., M.A., *Associate CIO/ Support Services*

#### **VACANT, Director of Client and Technical Services**

Eric Bishop, A.A.S., *Technical Services Technician*  
Robert Bishop, B.S., *Technical Services Technician*  
Andrea Hearn, B.A., *Assistant Director of Digital Media Services*  
Mark Brown, *Telecom Technician*  
Nancy Cross, B.A., *Director of Educational Technology*  
Raven Bishop, *Instructional Technologist*  
Mitchell Cannon, *Digital Media Services Coordinator*  
Adrian Peterson, B.S., *Investment and Risk Manager*  
Brian Palmer, B.A., *Director of Digital Media Services*

### **Office of Academic Skills**

Hilary Bateman, *Director of Academic Skills*

**VACANT, Assistant Director of Academic Skills**

Elizabeth Shirk, *Academic Skills Coordinator*

**Quantitative Skills Center**

Kerrin Ehrensbeck, *Director of Math Skills Center*

**Writing Center**

John L. Boyd, B.A., M.A., *Director, Instructor in Writing*

**Rose O'Neill Literary House**

James Hall, *Director of O'Neill Literary House*

Julie Armstrong '15, B.A., *Administrative Assistant, O'Neill Literary House*

T. Michael Kaylor, B.A., *Master Printer, Rose O'Neill Literary House*

Lindsay Lusby '08, B.A., *Assistant Director of O'Neill Literary House*



## For Further Information

Inquiries in any area may be addressed to persons listed in the directory below.

Prospective students should write or call:

Office of Admissions  
Washington College  
300 Washington Avenue  
Chestertown, MD 21620  
(410) 778-7700 – (800) 422-1782

Admissions Office Hours: 8:30 A.M. to 4:30 P.M. on weekdays throughout the year. Interviews and campus tours may be scheduled in advance by appointment with the Admissions Office. The general telephone number for the College is (410) 778-2800, or toll free (800) 422-1782. Our web site can be found at [www.washcoll.edu](http://www.washcoll.edu).

Directory for Correspondence

Mailing address:  
Washington College  
300 Washington Avenue  
Chestertown, Maryland 21620  
Telephone: (410) 778-2800, (800) 422-1782

Communications on various subjects may be addressed as follows:

Academic and faculty matters	Provost and Dean of the College
Admissions	Vice President for Admissions
Alumni events and programs	Assistant Vice President for Alumni Relations
Business matters	Vice President for Finance
Career counseling	Office of Career Development
Computers	Director of Information Technologies
Continuing education	Provost and Dean of the College
Financial assistance	Director of Financial Aid
Gifts and bequests	Vice President for College Advancement
Graduate Program	Director of Graduate Program
Programs, conferences, events	Campus Events Coordinator
Public information and publications	Vice President for College Relations and Marketing
Student housing and welfare	Vice President and Dean of Students
Transcripts of records	Registrar

All administrative offices are open weekdays from 8:30 a.m. to 4:30 p.m.

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