

# *Muskingum College Catalog*

2003-2004

Record of Faculty for 2003-2004

Muskingum College  
163 Stormont Street  
New Concord, Ohio 43762  
740/826-8211  
[www.muskingum.edu](http://www.muskingum.edu)

Muskingum College admits students of any race, color, religion, sex, national or ethnic origin, handicap, physical challenge, disability, sexual orientation, socio-economic status and political affiliation.

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The 2003-2004 Muskingum College Catalog describes the program that will be offered by the College in this academic year. Every effort has been made to reflect the Muskingum College program, policies and procedures in this Catalog. The College reserves the right to change, without notice, rules, policies, fees, curricula, courses or other matters. Any course may be closed at any time because of limited resources or canceled for reasons beyond the College's control, such as faculty unavailability or enrollment insufficiency.

## Muskingum Profile

**Degrees:** Bachelor of Arts, Bachelor of Science, Master of Arts in Education, Master of Arts in Teaching

**Expenses:**

**Undergraduate Expenses for Two Semesters (2003-04):**

Tuition .....	\$14,200
Room (2,940) and Board (2,940) .....	\$5,880
Fees (matriculation, student activities) .....	\$360
Technology (160) and Phone (80) .....	\$240

**Graduate Expenses (2003-2004):**

Tuition .....	\$245 (per semester hour of credit)
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**Admission Requirements:**

**Recommended:**

- Undergraduate: 15 units of secondary school
  - 4 units English
  - 2 units foreign language
  - 3 units college prep math
  - 2 units science
  - 2 units social science
  - 2 other units approved by accredited high school
- Graduate Admission to College: Earned baccalaureate degree from a regionally accredited college or university, with minimum grade point average of 2.75. Individual degree programs may have additional requirements including a higher minimum grade point average.

**Admissions Programs:** Early Admissions, Advanced Placement, Transfer Students and rolling admission plan

**Enrollment (Fall 2002):** 1,686 undergraduates, 363 graduate students

**Faculty:** 89 full-time, 78% with doctorate and 90% with terminal degrees, 16:1 student-faculty ratio

**Library:** 215,000 volumes, 574 print journals, and access to over 16,000 online journals, 17,000 electronic books, 300 electronic videos, and 90 research databases. A member of OPAL and OhioLINK consortia, library services to Muskingum College students, faculty, and staff include borrowing privileges at 83 academic libraries throughout the state.

**Campus:** 225 acres with 20 major buildings

**Location:** New Concord; 125 miles south of Cleveland, 70 miles east of Columbus

**Undergraduate Disciplinary Majors:** Accounting, Accounting (public), Art, Biology, Business, Chemistry, Christian Education, Computer Science, Early Childhood Education, Earth Science, Economics, English, French, Geology, German, Health Education, History, Mathematics, Middle Childhood Education, Music, Music Education, Philosophy, Physical Education, Physics, Political Science, Psychology, Religion, Religion and Philosophy, Sociology, Spanish, Speech Communication, Theatre

**Undergraduate Interdisciplinary Majors:** American Studies, Child and Family Studies, Conservation Science, Environmental Science, Humanities, International Affairs, International Business, Journalism, Molecular Biology, Neuroscience, Public Affairs, Self-Designed

**Preprofessional Programs:** Christian Ministry, Dentistry, Engineering (affiliate program with Case Institute of Technology of Case Western Reserve University, Cleveland, Ohio), Law, Medical Technology (affiliate program with Southwest General Hospital, Middleburg Heights, Ohio), Medicine, Physical Therapy, Speech Pathology and Audiology (affiliate program with Kent State University, Kent, Ohio), Veterinary Medicine

**Undergraduate Teacher Licensure:** Early Childhood, Middle Childhood, Adolescent/Young Adult, Multi-Age Health and Physical Education, Multi-Age Foreign Language, Multi-Age Music, Multi-Age Visual Arts, and Intervention Specialist, Mild/Moderate (ages 5-21)

**Graduate Teacher Licensure:** Early Childhood (initial licensure), Early Childhood (second licensure), Middle Childhood, Adolescent/Young Adult, Early Childhood Intervention Specialist, Intervention Specialist Mild/Moderate (initial licensure), Intervention Specialist (second licensure), Talented and Gifted, Principal, Ages 3-14, Principal, Ages 8-21

# General Information

## Location

Muskingum College, located in east-central Ohio, is easily accessible by major east-west and north-south highways. The village of New Concord, Muskingum's home town, is located on US 22 and 40, along Interstate 70, 115 miles west of Pittsburgh and 70 miles east of Columbus. US Interstates 77 and 70 intersect ten miles east of New Concord near Cambridge; Zanesville is sixteen miles to the west.

## History

Muskingum College is rich in tradition, its proud heritage reaching back to the first half of the nineteenth century when Ohio was an infant state and covered wagons were bringing adventurous settlers westward over the newly-completed National Road through New Concord. The College's Indian name, sometimes mispronounced and often misspelled, is a source of pride to those who cherish the history of that colorful part of frontier America "beyond the Alleghenies."

During its first half-century Muskingum adhered to the educational patterns of the classical college of the period. In 1854 women were admitted on an equal basis with men. After the Civil War a period of steady growth began, accelerating until the frontier classical college of less than a hundred students has evolved into a modern liberal arts and sciences college of some 1,900 with graduate school students, with a 225-acre campus.

When Franklin College, an important educational institution of the Presbyterian Church in the 19th century, closed in 1927, its alumni rolls came to Muskingum.

In January 2000, Dr. Anne C. Steele became Muskingum College's 20th President.

## Presbyterian Heritage

On March 18, 1837, the state legislature granted a group of New Concord citizens a charter to establish a college in the village. Because the community was settled largely by farm people of Scotch-Irish descent, the predominant religion was Presbyterian. In 1877 Muskingum became associated with the Synod of Ohio of the United Presbyterian Church. With the merger of the Presbyterian and United Presbyterian churches in 1958, Muskingum became associated with the newly-created United Presbyterian Church in the USA. In 1983 that church merged with the Presbyterian Church in the United States to form the Presbyterian Church (USA). Muskingum's direct affiliation is with the three-state Synod of the Covenant.

## Accreditation

Muskingum College has been continuously accredited since 1919 by the North Central Association of Colleges and Schools, 159 North Dearborn, Chicago, IL 60601, (312) 263-0456 (renewed in 2003), and is authorized by, and receives periodic reauthorization from, the Ohio Board of Regents, 30 E. Broad Street, 36th floor, Columbus, OH 43215, (614) 466-6000, to grant its degrees. The

program in chemistry is approved by the American Chemical Society, 1155 Sixteenth St. N.W., Washington, D.C. 20036, (202) 872-4589. Muskingum College is fully approved for teacher education by the Ohio Department of Education, 25 South Front Street, Columbus, OH 43215, (877) 644-6338, and is a member of the Interstate Certification Compact which provides for comparable certification in numerous other states including, Pennsylvania, New York and New Jersey are included. Muskingum holds memberships in the American Council on Education, the Council for the Advancement and Support of Education, the Council of Independent Colleges, and the Association of Independent Colleges and Universities. Muskingum College is an accredited institutional member of the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190, (703) 437-0700. The College is also a member of the Ohio Confederation of Teacher Education Organization (OCTEO).

### **Mission**

The mission of Muskingum College is to offer quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church-related college and in the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Its primary purpose is to develop—intellectually, spiritually, socially and physically—whole persons, by fostering critical thinking, positive action, ethical sensitivity and spiritual growth, so that they may lead vocationally productive, personally satisfying and socially responsible lives.

### **International Education**

Muskingum College intentionally promotes programs that encourage and develop international awareness and understanding. Formal student exchange agreements exist between the College and universities around the world, and a wide range of additional study abroad opportunities is available. The Liberal Arts Essentials (LAE) program requires exposure to international perspectives, and an international faculty and student body add diversity to the campus. The curriculum features a significant and growing amount of coursework in foreign area studies, international business, international affairs and foreign languages and literatures.

### **Center for Advancement of Learning**

The Center for Advancement of Learning which administers both the PLUS Program and the Learning Strategies and Resources Program (LSR) provides academic assistance to all students. Its programs and professional staff use a learning strategies approach to help students build on their strengths and develop lifelong learning skills. All students have the opportunity to meet on a weekly basis with the professional staff.

### **Americans with Disabilities Act (ADA) Compliance**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, reasonable accommodations/academic adjustments will be provided to any student who upon verification

of documentation establishing a disability and the need for accommodations due to a substantial impairment in one or more major life functions. Documentation should be submitted to the director of the Center for Advancement of Learning. Documentation should be current, conducted by a qualified professional, and contain evidence to establish a rationale supporting the need for accommodations. Reasonable accommodations are provided with no additional charge to students.

## **PLUS Program**

The PLUS Program provides comprehensive academic support services for students with disabilities including a content-based, learning strategies tutorial. While any qualified student with disabilities is eligible for PLUS participation, the services are primarily designed for high incidence conditions such as learning disabilities and attentional problems.

As defined by the National Joint Committee on Learning Disabilities, learning disabilities are a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities, occurring in persons of average to very superior intelligence and presumed to be due to central nervous system dysfunction.

Selection of students for admission to the PLUS Program is carefully directed by the program's administrators. Qualified students with disabilities may seek professional services by applying to the PLUS Program. A student's initial application must include all materials as required for regular admission to the College. In addition, documentation of the disability should be given to the program director. This documentation should be recent, conducted by a qualified professional and include clear and specific evidence of the disability. Applicants to the PLUS program are carefully screened and extended invitations for on-campus interviews. All PLUS Program fees are based on two levels of tutorial instruction participation. Tutorials are based on a learning strategies model and there is no remedial support provided.

All students must be aware that some majors have minimum admission criteria and they may be advised to reconsider their intention of pursuing academic majors leading to vocations which require special licensing and certification requirements or proficiency on certain basic skill tests. As students declare academic majors, they are assigned advisors in the relevant department. PLUS Program staff serve as program advisors only, helping students in scheduling appropriate courseloads and considering their best options in selecting a major.

## **Learning Strategies and Resources (LSR)**

All students are invited to meet weekly with the professional staff and implement a learning strategies approach designed to increase academic success. Employing appropriate strategies is essential in college due to the nature and volume of work. Often students need assistance to adapt existing strategies or create new ones as they connect information, extend associations, and effectively use memory capacity. Guidance in time management, textbook reading, notetaking and memory strategies is provided. Strategies for exam preparation and meeting college level writing expectations are also explored.

Staff members work closely with the First-Year Seminar mentors to help new students with the transition from high school to college. LSR sessions during the second semester focus on helping students generalize strategies for successful performance across the curriculum.

## Campus

Muskingum's scenic campus occupies 225 acres of rolling land in the village of New Concord. A small lake near the center of the campus is crossed by a foot bridge connecting the academic area, on one hill, to three of the residence halls on another. Nearby is the 3500-seat football stadium. An eight lane all weather track around the football field was completed in 1981, and in 1986 Muskingum's recreation center was opened. Also on the campus are a softball field, a baseball diamond, a number of athletic fields for intramural sports and varsity practice and nine tennis courts. The McAllister Biology Station, a 57 acre tract of land located in nearby Otsego, is used as a biology preserve and study area.

## Academic Facilities

A description of the major college facilities follows.

**Paul Hall** (1873) the oldest building on campus, is named for Dr. David Paul, president of the College from 1865 to 1879. A National Historic Site, the building houses the music faculty.

**Johnson Hall** (1899) is named for Dr. Jesse Johnson, Muskingum's president from 1893 to 1902. Renovated in 1977, it contains art studios and a 160 seat proscenium thrust theatre.

**The Little Theatre** (1900) constructed for physical education purposes and remodeled in 1943 as a theatre, is used primarily for experimental drama and rehearsals.

**Brown Chapel** (1912) is a multipurpose building which serves as church, chapel, auditorium and classroom. Its main auditorium seats 500 and houses an organ whose moveable console permits its use for recitals and church services. The lower level contains a lounge area, music practice rooms, a small chapel and offices. The chapel was named for J. M. Brown of Wheeling, West Virginia, a benefactor of the College and long-time member of the board of trustees.

**Communication Arts Complex** (2003) Groundbreaking for this state-of-the-art 32,000 square foot complex was held in April 2002. The building will house the speech, journalism, and theatre programs and a new graphic arts initiative. These areas will be supported by a 250-seat theatre, a communication centre with radio and television stations, an art gallery, a small theatre/rehearsal hall, costume and set design laboratories and faculty offices.

**Montgomery Hall** (1921) the campus administrative hub, contains administrative and faculty offices and classrooms. It is named for Dr. J. Knox Montgomery Sr., president of Muskingum from 1904 to 1931.

**Cambridge Hall** (1929) was built largely with funds contributed by citizens of nearby Cambridge. Formerly housing the natural sciences, it was remodeled in 1972 for use by the social science division. Along with classrooms it contains seminar rooms, a visual aids auditorium, sociology and psychology laboratories, a teaching lab, a nursery school with observation rooms, land-and-aquatic-animal rooms, a photographic dark room, surgery room and closed-circuit television connections with research rooms as well as a 14-station computer laboratory.

**John Glenn Physical Education Building** (1935) was named in 1962 in honor of the distinguished astronaut/senator alumnus. It houses two gymnasiums, a swimming pool and recreational equipment.

**The Recreation Center** (1986) connects on all floors with the John Glenn Physical Education Building to provide a complete varsity and intramural complex. Its construction was made possible by the contributions of over 5,000 donors to the College's Design for Tomorrow planning and fundraising program in the 1980s. The facility includes a varsity gymnasium with seating for 2,800; four handball/racquetball courts; gymnastics, conditioning and training rooms; a practice room for baseball, softball, golf and archery; locker rooms for students, faculty, staff and officials; an observation lounge; offices and seminar/conference rooms.

**The College Library** (1960) accommodates 310 students for group or individual study. Its collections include more than 215,000 volumes, 574 print journals, and access to over 16,000 online journals, 17,000 electronic books, 300 electronic videos, and 90 research databases. The library is an official depository for United States and State of Ohio publications and information. The Muskingum College Library online catalog and other electronic library resources are available to students and faculty at <http://muskingum.edu/~library> as well as in the library itself. A member of OPAL and OhioLINK consortia, library services to Muskingum College students, faculty, and staff include borrowing privileges at 83 academic libraries throughout the state.

**The Student Center** (1960) the campus social center, houses lounges, a snack bar, mail room, campus bookstore, meeting rooms and administrative offices, including student life.

**The Boyd Science Center** (1971) is a four-floor building housing the biology, chemistry, geology, mathematics and computer science and physics departments, along with the modern language department and the computer and network services center. It has modern facilities and laboratory equipment for undergraduate science instruction, including: proton nuclear magnetic resonance spectrometers, ultraviolet-visible light spectrophotometers, a microcomputer-based physics laboratory, mass spectrometer, infrared spectrophotometer, carbon-13 nuclear magnetic resonance spectrometer, x-ray diffraction equipment, an image analysis system and the College's shared servers, network, voice, and PBX systems. The Science Center was named in

memory and honor of Thomas A. and Grace Jean Bethel Boyd, alumni of Muskingum, in 1990. Mr. Boyd was known for his research on fuel.

**Computer, Network and Telephone Facilities** include multiple RISC servers running a variety of operating systems, four open access Pentium laboratories running a current version of the Windows operating system (one lab also has Linux) on the academic quad, four seven-day/24 hour open access facilities on the residential hills and three discipline specific facilities for the Physics, Psychology, and Modern Language departments. Additional support equipment includes dot matrix and laser printers in the laboratories, distributed color plotters and laser printers in academic departments and scanning services. All campus computers are connected in a peer-to-peer relationship on the campus fiber backbone. All campus offices and residential rooms are provided with network and telephone outlets. Local calls and voice mail are provided without cost. The college is connected to the national Internet community through a link to the Columbus OARnet hub.

**The Wellness Center** provides regular physician hours, a pharmacy and treatment for minor illnesses; available on campus for residential students.

## Residence Halls

The majority of students live in the residence halls that are clustered atop two hills overlooking the football field, the lake and the Hollow. Kelley, Patton and Finney Halls make up the East Residence Area. Additionally, a number of thematic Program Houses are located along Lakeside Drive. The West Residence Area is comprised of Moore, Memorial, Thomas Halls and the Townhouses. An additional building, Lexington Arms, is located at the southern tip of campus.

**Kelley Hall** (1956) is the largest residence hall on campus and is named for Ruth Kelley Montgomery, wife of 1932-1962 Muskingum College President, Robert Montgomery. Kelley houses 240 first-year and upperclass men and women.

**Patton Hall** (1922) reopened in the summer of 1996 after major renovations. Named for Emma Patton Montgomery, wife of John Montgomery, President of Muskingum College from 1904-1931, it houses 120 upperclass students and is home to four of Muskingum's social clubs.

**Finney Hall** (1961) named for the late Harold P. Finney of Cleveland, a college benefactor and former chairman of the board of trustees, houses 130 first-year and upperclass men and women.

**Program Houses** are individual houses which accommodate from 6 to 14 students. Houses typically include the language houses.

**Moore Hall** (1958) housing more than 100 first-year and upperclass men, is named for the late Paul M. Moore of Aliquippa, Pennsylvania, a longtime member of the board of trustees and a benefactor of the College.

**Memorial Hall** (1951) was built as a memorial to Muskingum alumni who served in World War II. The building accommodates 100 first-year and upperclass women.

**Thomas Hall** (1961) accommodating 150 first-year and upperclass men and women, is named for the late Roger Crile Thomas and his brother, Paul M. Thomas, of Phoenix, Arizona.

**The Townhouses** (1998) are Muskingum's newest housing facility. The 12 suites accommodate 72 upperclass men and women.

**Lexington Arms** is a small apartment building which was acquired by the College in 1997. The eight apartments accommodate 22 upperclass men and women.

### **Non-Discrimination Statement**

Muskingum College does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, age, handicap, physical challenge, disability, sexual orientation, socioeconomic status or political affiliation, in admission or access to, or treatment or employment in its education programs and activities, including rights and privileges, educational policies, scholarship and loan programs, athletic activities and school-administered programs. The Director of Human Resources, Compliance Coordinator, has been designated to coordinate the College's compliance with the nondiscrimination requirements under Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972 and the Age Discrimination Act of 1975, which prohibit discrimination on the basis of handicap, race, sex and age, respectively. The Director of Human Resources, Montgomery Hall, may be contacted at (740) 826-8114.

### **Grievance Procedure**

Muskingum College's internal grievance procedure provides for prompt and equitable resolution of complaints made by students and employees alleging any action prohibited by US Department of Education, Office for Civil Rights, regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended, (29 USC 794), and Title IX of the Education Amendments of 1972 which prohibit discrimination on the basis of handicap and sex, respectively. Complaints should be set forth in writing and addressed to the Director of Human Resources, Compliance Coordinator, Montgomery Hall, (740) 826-8114, who has been designated to coordinate the College's compliance activities pursuant to the indicated regulations. The full text of the grievance procedure pertaining to alleged handicap or sex discrimination, as well as the grievance procedures applying to other matters, may be found in such college publications as *The Student Handbook* or *The Faculty Handbook*.

### **Auxiliary Aids and Services**

Muskingum College makes available to qualified students with disabilities those reasonable accommodations and auxiliary aids or services that are

necessary to provide them with appropriate access to the learning environment and the opportunity to demonstrate academic achievement.

Where applicable reasonable accommodations, including auxiliary academic aids or services, are not available from public or private rehabilitation agencies, the College provides them to the qualified student with a disability. The scope and amount of auxiliary academic aids or services so provided is determined on an individual basis, depending upon the extent and nature of the student's challenging conditions.

Auxiliary academic aids and services are offered through the College's Center for Advancement of Learning. To procure auxiliary aids or services, qualified students must identify themselves to and direct all requests for those aids or services to the Director of the Center for Advancement of Learning, who is responsible for making auxiliary aids or services available. Other accommodations, such as those physical in nature, are arranged by the College's Director of Human Resources, Compliance Coordinator, Montgomery Hall, (740) 826-8114.

Auxiliary aids or services provided to qualified students with a disability may include additional time for completing examinations, proctoring of examinations in an alternative test environment, a reader for examination questions, scribing oral responses to examination questions, cassette recorders for recording lectures, coordination of Textbooks on Tape services, tape recording of text material unavailable through other services and providing sign language interpreters for the hearing impaired.

### **Availability of Student Records**

Muskingum College abides by the Family Educational Rights and Privacy Act of 1974 as amended. All students have access to their education records on file with the College and have the right to challenge records they feel are inaccurate. Further information is available from the Registrar's Office.

### **Sources of Consumer Information**

Muskingum College's undergraduate academic programs and policies are described in this catalog. Graduate academic programs and policies are described in the Graduate Catalog.

More specific information about undergraduate programs is available from the Registrar, departmental chairs and in The Student Handbook at [www.muskingum.edu/campus/secure/student handbook](http://www.muskingum.edu/campus/secure/student%20handbook). Additional information about graduate programs is available from the Office of Graduate and Continuing Studies, and from program directors.

Accreditation documents can be reviewed in the Office of the Vice President for Academic Affairs.

Muskingum's costs and refund policy are detailed in this catalog and in printed material available, along with specific information about financial aid programs and the rights and responsibilities of aid recipients, in the Office of Student Financial Services.

Information concerning specific fees and charges is available from the Business Office.

### **“Student Right to Know” Act**

Information pertaining to the “Student Right to Know” Act and PRAXIS results (see page 79 in this catalog) for Muskingum College’s Teacher Education students is available on the Muskingum College website, [www.muskingum.edu](http://www.muskingum.edu), or in hard copy form from the Registrar and the Office of Admission.

### **Annual Crime Statistics Disclosure**

Muskingum College provides statistics for the previous three years concerning reported crimes which have occurred on campus, in certain off-campus buildings, and at property owned or controlled by the college. In addition, this report includes crimes on public property within, or immediately adjacent to and accessible from campus. The report also includes institutional policies concerning campus security such as policies concerning crime prevention, the reporting of crimes, alcohol and drug use, sexual assault, and other matters. This report is available at [www.muskingum.edu/~safety/safetyoncampus.html](http://www.muskingum.edu/~safety/safetyoncampus.html), or by contacting the Campus Police department.

# Admission

Muskingum College seeks motivated students who demonstrate potential for continued growth and evidence of academic ability. Admission is based on a combination of coursework, academic performance, standardized tests (ACT/SAT for undergraduate admission) and accomplishments outside the classroom.

## Graduate Admissions

Information about graduate admissions policies and procedures is available in the Graduate Catalog and in the Office of Graduate and Continuing Studies.

## Undergraduate Admissions

It is expected that the applicant will have completed a minimum of 15 units of secondary school work and have a high school diploma. Recommended are at least four units of English, two of foreign language, three of college preparatory mathematics, two of science, three of social science, and other units approved by an accredited secondary school for graduation. However, exceptions can be made for applicants who show strong academic promise but who may not meet these specific recommendations.

## Application Procedures

An application may be submitted after completion of the junior year in high school. The general procedure follows.

1. Obtain an application for admission from either the Admission Office, or access the on-line application from the Muskingum College website - [www.muskingum.edu](http://www.muskingum.edu).
2. Complete and return the application or submit it electronically to the Admission Office. There is no application fee.
3. Submit the results of either the American College Testing Program (ACT) or the Scholastic Assessment Test (SAT) of the College Board.
4. Have the high school guidance counselor complete the Secondary School Report Form and submit it to the Admission Office along with an official transcript.
5. Applicants are strongly encouraged to complete a personal statement as part of the application for admission.

In addition to the regular college requirements, a student seeking to major in music must satisfactorily complete an audition with the music faculty. Arrangements for the audition are made directly with the music department.

Applicants to the PLUS Program for students with a diagnosed learning disability or handicapping condition should review the special application instructions discussed in the section dealing with that program.

Muskingum follows a rolling admission plan. Qualified applicants are considered as soon as the necessary credentials, including the results of the ACT or SAT tests, have been received.

After being admitted a student is asked to pay a \$150 tuition deposit. The deposit, refundable until May 1, is held in escrow and applied to the first

semester attended. For students living in on-campus housing, a portion of the deposit is held as a room damage deposit.

### **Early Admissions**

A secondary school student with superior academic achievement may be admitted to study at Muskingum at the end of the junior year. Further information may be obtained from the Admission Office.

### **Four-Year Commitment**

Muskingum College is committed to its mission as a four-year college with a tradition in the liberal arts and sciences. Entering first-year Muskingum students are able to complete degree requirements and graduate in the standard four-year time frame if they meet the following conditions:

1. Declare a major by the end of their first year and continue in that major. In addition, with the assistance of the appropriate academic advisor, develop and follow the approved sequence of required courses.
2. Each semester successfully complete a full-time course load (with the customary 15-16 semester hours) with grades of C (2.0) or higher for a total of 124 semester hours over eight consecutive semesters.
3. Include in that 124 semester hours all liberal arts essentials, degree and major program requirements.

If students meet these conditions and are unable to complete a degree program in eight consecutive semesters, Muskingum will waive tuition charges for any subsequent coursework necessary for graduation. The tuition waiver does not apply where the student's failure to graduate is due to causes within his/her reasonable control (including matters of attendance, health or disability), the conduct of third parties, causes beyond the College's reasonable control, or acts of God.

Exceptions to this eight-semester commitment are multiple majors, multiple minors, courses of study leading to teacher licensure, and the accounting (public) major.

### **Accelerated Degree Option**

Muskingum College offers students the opportunity to complete their degree requirements in less than four years. Students interested in pursuing an accelerated program must have above-average academic records and a focused academic area of interest upon entrance. Many academic courses of study can be completed in three years, though certain majors will require the more standard four-year time frame. Students participating in an accelerated program must be prepared to undertake the following: declare a major by the end of the first year, take increased course loads (more than the customary 15-16 semester credit hours), earn credit through avenues such as the Post Secondary Options Program, Advanced Placement, internships, proficiency exams and summer school. Special guidance is offered to students interested in accelerated study.

### **Lifelong Learning Program**

Alumni holding baccalaureate degrees from Muskingum College are eligible to take further undergraduate coursework at Muskingum College at no tuition

cost. Alumni must apply for admission as non-degree seeking students; there is no charge for this application. Upon readmission, alumni are entitled to enroll tuition-free in one course of up to four credit hours per semester, during fall and spring semesters. Enrollment is limited to regularly scheduled undergraduate courses on a space-available basis, and not all courses are available through this option. Courses leading to teacher licensure or professional certification are excluded. Information about this option is available in the Alumni Office. Following registration by tuition paying students, enrollment will be granted in any course which meets minimum enrollment and which has not reached the maximum enrollment at the time established by the College for confirming status of offerings. The waiver excludes any course charges covered by federal or state financial assistance in grant form for which the student is eligible. Students are governed by existing academic policies.

### **Advanced Placement and Credit by Examination**

Entering students may receive advanced placement, with or without college credit, by giving clear evidence of competence in courses tested by the College Board Advanced Placement Program (AP), the College Level Examination Program (CLEP), Defense Activity Non-Traditional Educational Support (DANTES), Proficiency Examination Program (PEP) of the American College Testing Program or proficiency examinations administered by the academic departments. Placement and the number of credit hours are determined by the department concerned, following review of the individual examinations, appropriate secondary school coursework and personal interviews as needed.

### **Home Schooled Students**

Applicants who have been home schooled during their secondary school career must supply the following information with their application for admission:

1. A course portfolio listing titles, content, textbooks used and projects completed.
2. A Certificate of Completion of a Home Schooled Program that is recognized by the state. Proof must be provided by the student. Certificate of Completion of a home schooled program is considered the equivalent of high school diploma if the program is a recognized home-study program. If the Home Schooled Program is not recognized by the state, the student must provide a statement that certifies the completion of high school through a Home Schooled Program.
  - \* In those states where Home Schools are not recognized, a student can be eligible if the state did not consider them to be in violation of truancy laws. Proof must be provided by the student. In the absence of a Certificate of Completion or proof of compliance with state truancy laws, successful completion of the General Education Diploma (GED) will suffice.
3. SAT or ACT test results.
4. An on-campus interview.
5. A letter of recommendation (from someone other than a parent).

## **Transfers**

Students interested in transferring to Muskingum must submit an application for admission, a secondary school transcript and official transcripts of all postsecondary work. Those who have not taken the ACT or SAT should consult the Admission Office about that requirement.

Credit may be received for courses from accredited institutions in which a grade of C (2.00) or better has been earned. Transfer determination includes such factors as type of course, content and time since completion.

Muskingum adheres to the Ohio Board of Regents Transfer & Articulation Policy (July 1993). Satisfactory completion of the Transfer Module from another Ohio institution partially satisfies requirements of the Liberal Arts Essentials.

Muskingum has articulation agreements with Art Institutes International, Belmont Technical College, Clark State Community College, Muskingum Area Technical College and Washington State Community College.

Upon matriculation as a degree seeking student at Muskingum, a graduate of an accredited Associate of Arts or Science program is awarded junior standing (a minimum of 60 hours). All transfer work beyond 60 hours will be accepted on a course by course basis. The baccalaureate degree may be earned upon satisfactory completion of all Muskingum College degree requirements and completion of a minimum of 48 hours at Muskingum.

## **PLUS Program**

Students with certified disabilities may apply for admission to the PLUS Program. Students receive a full range of support services, including tutoring, coursework support and taping of texts and lectures. In addition to the regular application materials, PLUS applicants must submit current legal verification of their disability; students with specific learning disabilities must include results of the Wechsler Intelligence Scale and an achievement test such as Woodcock-Johnson. Non-standard ACT or SAT results are accepted. An offer of admission is extended only after a personal interview, arranged by special invitation, with a member of the PLUS staff. Since available space in the program is limited, early application is encouraged.

## **Non-Degree Seeking Students**

Persons who wish to take coursework at Muskingum for purposes other than pursuing a degree may apply for admission as non-degree seeking students. This classification includes the following: students wishing to take college courses while still in high school, certified teachers seeking additional undergraduate credit, persons taking coursework for personal enrichment, students seeking teacher licensure who have either earned a degree or have met all degree requirements at Muskingum, senior citizens, transient students who are seeking a degree from another institution and students enrolled in continuing education programs or workshops. Credit earned as a special student may later be counted toward a degree; however, students must apply for admission as a regular undergraduate student after a total of 60 credits have been completed, and the final 31 hours toward graduation at Muskingum

must be taken as a degree-seeking student. Contact the Admission Office for the appropriate application and admission information.

High school students may take coursework during the fall and spring semesters through the State of Ohio's Post Secondary Options Program. This program is intended to provide opportunities for qualified high school students to experience college level classes as a supplement to their high school program. Students enrolled in this program may choose either Option A, which counts for college credit only (all expenses paid by the student), or Option B, in which coursework is taken for both high school and college credit (fee paid by local school districts).

### **Readmission**

Students who have withdrawn or been dismissed from the College who desire to re-enter must apply for readmission. Decisions on applications for readmission are made by the VPAA in consultation with the Dean of Student Life and the Academic Standards Committee. Academic coursework taken since departure from Muskingum will be a consideration in the readmission decision. Applications for readmission are available from the Admission Office.

### **Leave of Absence**

Students in good academic standing may take a one or two-semester leave of absence with the Registrar's approval. Students do not have to reapply for admission if they return within the prescribed time frame. Students failing to return from a leave of absence are administratively withdrawn and must reapply for admission. Students not in good standing are not eligible for leave of absence.

### **International Students**

Applications from international students seeking admission to the undergraduate program should be directed to the Director of International Programs. A TOEFL (Test of English as a Foreign Language) score of 550 is generally required. Academically qualified students with scores between 450 and 550 may be eligible for the English Support Program.

After meeting requirements and providing the documentation described in the international student application, accepted students will be sent the I-20 Form in order to obtain their student (F-1) visas. Exchange students (with J-1 visas) are also handled through the International Programs Office.

### **English Support Program**

The English Support Program gives academically qualified students who are not native speakers of English, and have not achieved a score of 550 on the TOEFL (Test of English as a Foreign Language), the opportunity to begin their college studies with a combined curriculum. This curriculum consists of classes and tutorials in English as a Second Language (see ESP 080, 082 and 100 in Modern Languages), regular courses and content-based tutorials provided by the learning specialists at the Center for Advancement of Learning. Students entering at a low-intermediate level of English proficiency (450-500 TOEFL) carry approximately six regular course credits during the fall semester. More

advanced students may carry a maximum of eleven regular course credits while in the ESP.

## Tuition and Fees

Muskingum is a non-profit institution which derives a large portion of its operating budget from tuition and fees paid by students. The balance comes from endowment earnings and gifts from alumni, foundations, corporations and other friends.

The schedule of fees for the upcoming academic year is normally approved by the board of trustees at a winter meeting. All current and prospective students are notified of fees in the spring. Student charges are billed prior to the start of each semester.

## Undergraduate Tuition and Fees

Muskingum's undergraduate fee structure is set according to the student's status as a Regular Undergraduate or a Special Student. Regular Undergraduates are charged the standard full-time rate for each semester during which they carry at least 12 credit hours and an equivalent per hour rate for less than 12 credit hours. Students in the PLUS Program are assessed a surcharge (\$4,620 for 2003-04) and are considered full-time with at least 10 credit hours per semester. Special students are charged a reduced credit hour rate based on the current tuition, dependent upon their status, and may have a limit on the number of credits per term which they may carry. Special students are not eligible for institutionally funded financial aid.

Be aware that costs listed here are for the 2003-04 academic year only. Charges for future years will likely reflect a modest increase.

### Basic Costs (per year) – 2003-04

Tuition .....	\$14,200
*Student Activities Fee .....	210
Matriculation Fee, charged to all entering students .....	150
Technology Fee .....	160
Telephone Fee .....	80
Board .....	2,940
Room (standard double) .....	2,940
<b>Total (excluding Matriculation Fee) .....</b>	<b>\$20,680</b>

### Special Fees

Plus Program Fee .....	\$4,620
Proficiency Examination Fee per credit hour .....	50
Fee for placement in student teaching .....	155
Auditing Fee per credit hour, if carrying less than the minimum load for full-time status (see definition) .....	50
Tuition per credit hour if carrying less than the minimum load for full-time status (see definition)	
9-11 credit hours .....	425
1-8 credit hours .....	270
Applied Music Fee	
Half hour private music lessons (per semester) .....	190
Full period lessons for music majors in principal (per semester) .....	240

Full period lessons for non-majors and outside of principal (per semester) .....340

- \* Student Activities Fee supports on-campus programming, special weekend events, and entitles the student to a subscription to the weekly college newspaper, *The Black and Magenta*.

### Graduate Tuition and Fees

Graduate tuition is charged on a per credit basis. Students enrolled in nine or more credits are considered to be full-time. Additional instructional, technology, and document editing and binding fees may be required of some courses or programs. To complete course registration, students must pay tuition before the beginning of each term. Information about the College’s deferred payment plan is available in the Student Accounts Office or the Office of Student Financial Services.

**Graduate tuition for 2003-2004** .....\$245 per semester hour of credit

#### Special Fees

Application for admission .....\$20

Application for graduation.....20

M.A.E. project binding fee .....15

### Payments

Arrangements to pay college accounts must be made prior to the start of classes each semester. Students receive statements in advance showing all charges for tuition, room, board and fees. Accounts should be settled by statement due date to avoid conflicts on opening day.

The College has a deferred payment plan available. Details concerning this plan accompany student account statements. There are various other methods by which student charges can be paid. For information contact the Student Accounts Office or the Office of Student Financial Services.

Students whose financial obligations to the College have not been settled are not permitted to enroll in future coursework and cannot receive an official college transcript or diploma.

### Undergraduate Withdrawal and Refund Policy

An undergraduate student who wishes to withdraw from the College can do so until the end of the last day of classes in a given semester. A “Student Withdrawal” form must be completed and submitted to the Registrar’s Office. The withdrawal becomes effective and a grade of “W” is assigned for all classes in which the student is enrolled upon the Registrar’s receipt of this form. Federal regulations require that the date of withdrawal be the last day of class attendance. With the exception of partial semester courses that are complete as of the date of withdrawal, a grade of “W” is assigned for all classes in which the student is enrolled.

Students who voluntarily withdraw, take a leave of absence (LOA) from Muskingum College for any reason after the start of an academic term or who are dismissed for disciplinary reasons are entitled to a refund of charges according to the following policy:

Students withdrawing/taking LOA prior to the beginning of an academic term or during the add/drop period of that term will receive a 100 percent refund of tuition, fee, room charges (less room contract break fee) and pro-rated board charges based on meals eaten.

Students who withdraw/take LOA after the add/drop period but before 60 percent of the term is completed will receive a refund equal to the following formula: Number of days remaining in the term divided by number of days in the term, rounded down to the nearest 10 percent, multiplied by the total tuition, fees, room and board charges (less room contract break fee).

Students who withdraw/take LOA after 60 percent of the term is completed will receive no tuition or room refund but will receive a pro-rated board refund based on meals eaten.

Financial aid awards to students who withdraw after the beginning of a term are recalculated on a basis consistent with written College and federal/state policies governing student financial aid in a withdrawal situation. If any portion of a student's charges is to be refunded due to withdrawal, an adjustment must be made to the student's financial aid, since the family contribution must be applied first toward applicable charges. In cases where financial aid awards must be adjusted, the proper amount of student aid is returned to the appropriate fund, or in the case of Federal Stafford or PLUS Loans, to the lender. The federal recalculation is based on a percent of earned aid for students who withdraw or take a leave of absence prior to completing 60% of a semester. The percent of *earned* aid is equal to the number of days completed up to the withdrawal date divided by the total days in the semester. The federal aid to be returned (*unearned* aid) is equal to 100 percent minus the earned percent times the total amount of federal aid disbursed toward institutional charges. Federal Title IV funds are returned to their respective accounts in the following order: Federal Unsubsidized Stafford Loans, Subsidized Stafford Loans, Perkins Loans, Pell Grants, PLUS Loans, and Supplemental Educational Opportunity Grants. State grants are refunded in accordance with the guidelines of the specific state agency. Institutional aid is adjusted at the same rate as the percentage of tuition refund.

If the resultant calculation of charges and financial aid indicates a refund is due the student, the refund will be paid by check within 30 days. If the calculations result in a balance due the College, payment to Muskingum College will be expected in a reasonable period of time.

Students withdrawing after the term begins, for whatever reason, are recognized as having withdrawn on the date provided by the student to the Registrar's Office. If no formal withdrawal date is provided, the last date of confirmed class attendance is considered to be the official last date of attendance.

An appeal process exists for students or parents who believe that individual circumstances warrant exception from this published policy.

The refund policy applies to students who withdraw completely from the College. Tuition charges are not adjusted for students who drop courses, but remain enrolled at the College, after the end of the add-drop period.

The College assesses no penalty charges where the College, as opposed to the student, is in error.

Information about Graduate withdrawal and refund policy is available in the Graduate Catalog and from the Office of Graduate and Continuing Studies.

## **Financial Aid**

The primary purpose of the Muskingum College financial aid program is to provide resources to those students who would be unable to attend without such assistance.

Most financial aid resources are allocated to meet a student's need—the difference between educational costs and the amount of money which the family can reasonably make available for educational purposes.

In order to assist the greatest number of needy students, financial aid resources are allocated equitably in packages consisting of gift aid (grants, scholarships) and self-help (loans, work). No student should expect unusually high breakdowns of either gift aid or self-help, although there is some variation based on academic performance.

Muskingum's financial aid commitment to a student is for the period of time required to complete a degree, dependent upon the student's continued demonstrated need and satisfactory academic progress. A complete description of satisfactory progress requirements is provided for all financial aid recipients.

Students must file for financial aid annually and meet all stated deadlines in order to be given full consideration for financial aid. Returning students must file the Free Application for Federal Student Aid (FAFSA) and submit verification materials and copies of student and parent tax returns preferably between January 1 and April 15 of each year. Entering students must file the FAFSA and submit copies of tax returns and required verification materials, preferably between January 1 and March 15. Submission of these materials serves as an application for federal, state and Muskingum College need-based financial assistance.

Information about financial aid available for graduate study is available from the Office of Student Financial Services.

Financial aid awards are processed by the Office of Student Financial Services in accordance with College policy and the regulations governing the various aid programs. Financial aid policy is determined by the Dean of Enrollment in consultation with the President and Senior Staff. Academic progress matters are reviewed by the financial aid committee on academic progress. All appeals of financial aid academic progress decisions are filed with the Dean of Enrollment and considered by the financial aid committee, which consists of the Dean of Enrollment, the Director of Student Financial Services Operations, a representative of the Student Affairs division, the Assistant to the Vice President for Academic Affairs and the Registrar. Final appeal is to the President of the College.

## **Muskingum College Scholarships and Awards**

### **Academic Scholarships**

Muskingum College offers academic scholarships to undergraduate students as part of the overall financial aid program. All applicants for admission are automatically reviewed for academic awards on the basis of their secondary school record (grade-point average in academic courses, class

rank, strength of curriculum), standardized test results and performance in an on-campus scholarship competition may also be considered. These academic scholarships are:

- John Glenn Scholarships - Full tuition
- Presidential Scholarships - \$7,000 to \$12,000 per year
- Faculty Scholarships - \$4,000 to \$6,500 per year
- Science Division Scholarships - \$1,000 to \$2,000 per year

The value of a student's academic scholarship can be enhanced through an excellent performance in Muskingum's on-campus scholarship program; these enhancements range from \$500 to \$1,500 above the base scholarship level which is determined by the secondary school record. Students must take part in the scholarship competition to be considered for the John Glenn Scholarship.

Science Division Scholarships are directed toward outstanding students pursuing a degree in the natural and physical sciences. A separate application and interview are required.

Transfer students are considered for Faculty Scholarships and Special Acknowledgment Awards based on previous college work, and, in some cases, the secondary school record. They may also apply for Science and Performance Scholarships.

Continuing students who were not awarded scholarships as entering students will receive awards of \$3,000 per year if they maintain at least a 3.40 cumulative grade-point average after a minimum of two semesters' work at Muskingum.

Students must maintain a cumulative grade-point average of at least 3.0 in order to insure automatic renewal of all academic scholarships.

## Performance Scholarships

Annual awards are available in the performance areas of Art, Music, Forensics, Journalism (Broadcast and Print) and Theatre. These awards are determined by the respective departments; Music Scholarships typically range from \$300 to \$2,000 per year, while the others range from \$500 to \$1,500 per year. All are renewable dependent upon maintenance of a specified grade-point average and participation in departmental activities.

## Awards of Circumstances

Muskingum offers certain automatic Awards of Circumstance to undergraduate students who meet the defined conditions for the award. Financial need is not a consideration, but the awards are included as part of the financial aid package for students who demonstrate need.

- *Special Acknowledgment Awards* are made to students who are not awarded academic scholarships but meet specified minimum GPA and ACT/SAT standards. Awards range from \$2,000 to \$3,500 per year for four years. A 2.5 cumulative GPA is required for renewal.
- *Presbyterian Grants* are given to students who are communicant members of the Presbyterian Church, USA at the time of entry to Muskingum. Awards are \$1,000 per year for four years. Notification of official membership by the church pastor must be submitted to Muskingum.

- *Alumni Grants* are made to children and grandchildren of Muskingum College alumni. Awards are \$1,000 per year for four years. Students must indicate the alumni relationship on the application for admission.
- *Appalachian Regional Grants* are awarded to students who reside in a county defined as Appalachian by the Appalachian Regional Commission. Awards are \$500 per year for four years. The county of residence must be indicated on the admission for application.
- *Clergy Grants* are made to dependent children of ordained Presbyterian Church, USA ministers engaged in full-time church work. Grants are \$1,000 per year for four years.
- *Sibling Grants* are given when two or more dependent students from the same family are enrolled simultaneously at Muskingum. Tuition charges are discounted by 25 percent for all but the first student, with the total discount divided equally among all the family's dependent children in attendance.
- *General Motors/Equal Employment Opportunity Scholarships* are awarded to female students who have a parent employed by General Motors and to minority students. Awards are \$1,000 per year for four years.
- *Access Awards* of up to \$5,000 per year are made to selected students with exceptional financial need and/or who represent underserved populations.

## Financial Aid Policies and Student Responsibilities

Muskingum College sets limits on the total amount of Muskingum-funded financial assistance which students may receive. These limits vary in accordance with type of award, amount and timing of awards. The limits are explained in materials that accompany scholarships, need-based awards, non-need-based aid and the Financial Aid Estimator.

Students must generally be enrolled full-time in order to be considered for Muskingum Scholarships and Grants and Awards of Circumstance.

Students must generally be enrolled at least half-time (six credit hours) in order to be eligible for Pell Grants, Supplemental Educational Opportunity Grants (SEOG), state grants or to obtain Federal Perkins, Stafford and Plus Loans.

Male students must be registered with the Selective Service in order to be eligible for federal or state aid.

Students receiving financial aid awards in excess of \$100 from external sources must report these awards to the Office of Student Financial Services. Muskingum will then make appropriate adjustments to the aid package if necessary.

Students must maintain satisfactory academic progress in order to retain their financial aid. These specific requirements will be stated in the provisions accompanying all financial aid awards.

## Endowed Named Scholarships and Annual Awards

The William Adams Award  
The Adams-Wiley Scholarship  
The Aikin Scholarship Fund

The Ruth L. Albanese Scholarship Fund  
The Miriam Slonaker Allison Memorial Scholarship Fund  
The Donald and Katheryne Almes Scholarship  
The Alpha Chapter PBA Memorial Loan Fund  
The Amos Family Scholarship Fund  
The Doris N. Anderson Scholarship Fund  
The Bain Scholarship Fund  
The Matilda Bailey Awards in English  
The Jean Copeland Basnett Scholarship Fund  
The Henry Agnew Beach Memorial Scholarship  
The Kenneth C. Beighley and Alice Cline Fick Scholarship Fund  
The Pauline Beresford Memorial Fund  
The Bible Chair Award  
The Bradford Physics Award  
The Anna M. Besser Memorial Fund  
The Helen Mendenhall Bond & Carolyn Bond Miller Scholarship Fund  
The Judith Bream Memorial Scholarship  
The Beulah Brooks Brown English Scholarship Fund  
The Brown Oratory Scholarship Fund  
The Brown Oratory Prize Fund  
The John Anthony Brown Memorial Scholarship  
The Harold S. Brownlee & Ann S. Brownlee Family Scholarship  
The Earl Bryant Memorial Scholarship  
The Buckwalter Family Scholarship  
The Eleanor Riley Caldwell Memorial Fund  
The Marjorie Caldwell Scholarship Fund  
The Cambridge Scholarship Fund  
The W.D. Campbell Scholarship Fund  
The Willard D. Campbell Scholarship Fund  
The Ila and Roscoe A. Carrier Memorial Scholarship  
The Chesterville Presbyterian Church Fund  
The Clark Scholarship Fund  
The Class Memorial Scholarships: 1916, 1928, 1930, 1931, 1934, 1949  
The Class of 1955--The Jack Marchbank Memorial Award  
The Margaret Cleland Scholarship  
The Don Connors Computer Award  
The Clement E. Dasch Scholarship Fund  
The Vera Melone Conrad Endowed Scholarship  
The Davis Scholarship and Loan Fund  
The Phyllis S. Davis Scholarship Fund  
The Dale Dickson Endowed Scholarship Fund  
The Margaret Grosjean Dotts Endowed Scholarship Fund  
The Douglass Scholarship  
The Joe Dubbert Memorial Scholarship Fund  
The East Muskingum/Muskingum College Educational Trust  
The Frederic "Fritz" Enstrom Memorial Scholarship  
The Mary Erskine Endowed Scholarship Fund  
The Mark Euken Award in Psychology  
The Pamela Crooks Ewing Scholarship Fund  
The Faculty Scholarship Fund  
The FAD Mary Rose Smith Award  
The Harold P. and Ruth T. Finney Scholarship Fund  
The Ford Scholarship and Loan Fund  
The Fox Chapel Presbyterian Church Endowed Scholarship Fund  
The Freshman Biology Awards  
The H. C. Friesinger Family Scholarship  
The GAR Foundation Scholarship  
The GM/EEOC Scholarship  
The General Scholarship Fund  
The Carl George-Bell Herron Scholarship Fund  
The A. Bruce Gill and Mabel Woodrow Gill Scholarship--Science  
The A. Bruce Gill and Mabel Woodrow Gill Scholarship--Art  
The Gleason Memorial Scholarship  
The John H. Glenn Jr. Scholarship Fund  
The Robert E. Gooding Memorial Scholarship Fund  
The Goodyear Heights United Presbyterian Fund

The Scott Graeler Memorial Fund  
The Bryson Graham Scholarship Fund  
The Grand Lodge of Masons Scholarship Fund  
The Greater Cleveland Area Scholarship Fund  
The Guernsey–Muskingum Electric Cooperative Scholarship  
The Haglund Memorial Scholarships  
The Lester Hagmaier Scholarship  
The Isabel & Vincent Hale Memorial Scholarship Fund  
The Pearl Halley Scholarship  
The Ethel Hancock Memorial Endowed Scholarship Fund  
The Hannahs Memorial Scholarship Fund  
The Haverfield Memorial Scholarship Fund  
The Joan Gabbert Hawkins and Colleen Hawkins Heacock Endowment Fund  
The Hazen Memorial Scholarship Fund  
The Gwendolyn Rusk Heinle Memorial Endowment Fund  
The Hemphill Fund  
The Honda of America Foundation Scholarship  
The Deborah Cay Hoon Endowed Scholarship Fund  
The Robert H. Howman Memorial Scholarship  
The Hunter Scholarship  
The Samuel O. Jamison Memorial Scholarship Fund  
The Roy T. Johnson and Mr. and Mrs. Millard M. Lovejoy Memorial Scholarship  
The Virginia H. Jones Memorial Scholarship Fund  
The William M. Junk and Frances Smith Junk Grant  
The Hugh Kelsey Scholarship  
The Sarah McBride Kernott Scholarship  
The Ken and Jean Kettlewell Scholarship Fund  
The J. A. and Amanda Keyser Scholarship Fund  
The Guy O. Kimmel/Muskingum College Scholarship Award  
The Guy Kimmel Endowed Scholarship Fund  
The Dr. Martin Luther King Jr. Scholarship  
The Kuhn Memorial Fund  
The William F. and Julie Lange Memorial Fund for Student Aid  
The Harry and Mary Evelyn Cather Laurent Endowed Scholarship Fund  
The Layton Memorial Scholarship Fund  
The Amy Leiendecker Memorial Fund  
The James K. and Helen Kyle Leitch Scholarship Fund  
The Norma and Clara Levy Memorial Fund  
The Londonderry United Presbyterian Church Fund  
The Lorenz Family Scholarship Fund  
The Hugh C. Mahoney Scholarship Fund  
The Arthur W. and Kathleen C. Marr Scholarship Fund  
The Marigold Marsh Awards in Music and Religion  
The Eva Maxwell Scholarship Fund  
The John McBurney Scholarship Fund  
The Ernest W. and Olive B. McCall Memorial Scholarship  
The Merle McCartney Scholarship Fund  
The Pearl Roe McCleery Memorial Fund  
The Hugh Tark McClurkin and Carry McClurkin Meyer Memorial Scholarship Fund  
The John McCorkle Memorial Scholarship Fund  
The Dr. Glenn L. and Pearl H. McConagha Scholarships  
The John S. McCormick Memorial Fund  
The Carl McEwen Scholarship Fund  
The Earl J. and Dorothy Leemon McGrath Scholarship Fund  
The Elizabeth McMechan Student Aid Fund  
The Merrilees Endowed Family Scholarship  
The Merwin Scholarship and Loan Fund  
The Kate McLaughlin Miller Student Aid Fund  
The J. Kenneth Miller Scholarship Fund  
The Miller Family Scholarship Fund  
The William and June Miller Scholarship Fund  
The R. H. Mitchell Award–Earth Science  
The Emma Montgomery Scholarship Fund  
The Dr. and Mrs. J. Knox Montgomery Sr. Student Aid Fund  
The Nancy Montgomery Scholarship Fund  
The Martha C. Moore Endowed Scholarship in Speech Communication

The Agnes Moorehead Memorial Scholarship  
The C. D. Morehead Student Award  
The C.F. Moses Award–Geology  
The Muskingum College Memorial Endowment Fund  
The Mr. and Mrs. Robert Nesbitt Memorial Scholarship  
The Off Campus Study Loan Fund  
The 1926 Ohio Conference Championship Football Team Endowed Scholarship Award  
The Clifford Orr–Ed Sherman Scholarship Fund  
The Cora I. Orr Award–Psychology  
The Padgitt Memorial Endowment Fund  
The Reverend John O. Paisley Memorial Scholarship and Loan Fund  
The Sam and Opal Patton Scholarship Fund  
The Robert and Helen Wright Paxton Scholarship  
The Jack L. & Doris B. Peterson Endowed Music Scholarship  
The Pittsburgh Alumnae Scholarship Fund  
The Anna G. and Anna C. Pogue Scholarship  
The Chauncey Pollock Endowment for Student Aid  
The Mrs. J. M. Prentiss Scholarship Fund  
The Presbyterian Board of Colportage Scholarship Fund  
The Edith L. Pry Scholarship Fund  
Mr. and Mrs. Joseph C. Ralston Scholarship Fund  
The Rea Accounting Excellence Award  
The Reader’s Digest Foundation Endowed Scholarship Fund  
The Fred H. Reynolds Scholarship Program  
The Mary Bartlett Reynolds Music Award  
The Earl L. Riggle Endowed Scholarship Fund  
The Rogge Scholarship Fund  
The M. Wesley Roper Memorial Award–Sociology  
The Lillian Ennis Rosenblath Scholarship Fund  
The Dorothy F. Foster Russell & George L. Russell Endowed Scholarship  
The Gene and Faye Santavicca Christian Ministry Scholarship Fund  
The Saurer Family Scholarship  
The Charles E. Schell Foundation for Education Loan Fund  
The George and Jean Schooley Phi Alpha Theta Award ñ History  
The Edith Scott Memorial Scholarship Fund  
The John and Audrey Sears Endowed Scholarship Fund  
The Mary E. Sharp Scholarship Fund  
The Maisie C. Shea Endowed Scholarship  
The Sherman–Bennett Scholarship Fund  
The Florence Sherwood & Elizabeth Sherwood Peterjohn Scholarship Fund  
The Frank and Delores Short Scholarship and Loan Fund  
The James L. Smith Mathematics Awards  
The R. Ellis Smith Fund  
The Virginia Staats Scholarship Fund  
The J. Homer and Josephine McKelvey Steele Memorial Scholarship Fund  
The Mary Sawhill Stine and Theodore M. Stine Scholarship Fund  
The Rachel M. Stormont Memorial Scholarship Endowment Fund  
The Rebecca Ann Straker Scholarship Fund  
The Synod of the Covenant Scholarship Fund  
The Synod of the Trinity Scholarship  
The Taylor–McHenry Foundation/Lydia and Richard Taylor Scholarship  
The Wilda Thompson Emergency Loan Fund  
The Paul William Trumpeter Memorial Fund–Psychology  
The Roy “Red” Turner Fund  
The Alice and Si Vellenga Chemistry Scholarship  
The Dorothy D. Vellenga Prize in Sociology  
The Beulah C. Van Wagenen Memorial Scholarship Fund  
The Samuel & Marie Frame Wallace Endowed Scholarship  
The Weaver Prize Fund  
The Kenneth H. Weeks Memorial Fund  
The Westminster Presbyterian Church of Akron Scholarship Fund  
The White Memorial Scholarship Fund  
The Edward A. and Esther Jane Snodgrass Whittemore Endowed Scholarship  
The Sara P. Wilhelm Scholarship Fund  
The J. Fulton Wilson Memorial Scholarship Endowment Fund  
The Wilson Scholarship Fund

The Vernon E. and Vernetta M. Winnett Scholarship Fund  
The Monta E. and Martha R. Wing Scholarship Fund  
The Samuel Taylor Woodrow Art Award  
The David Wray Memorial Fund  
The Mary Wright Estate Scholarship  
The Ray F. Wunderlich Memorial Scholarship Fund  
The Nancy M. Yeager Endowed Scholarship Fund  
The Chester Yeates Scholarship Fund  
The Edith Schaeffer Young Endowed Scholarship Fund  
The Youngstown Alumnae Scholarship Fund  
The Grace Zahniser Scholarship Fund  
The Gayle Gain Zenk Scholarship Fund  
Various Anonymous

## **Endowed Lectureships and Special Programs**

The Lt. Joseph Dubinsky, USAF, Endowment for Fitness & Wellness  
Willard D. Campbell Public Service Endowed Lecture Series  
Howard and Charlotte Buff Evans Scholarship Recognition Day Endowment  
The Lowery Memorial Speakers Fund  
Seward and Edith Schooler Lecture Series  
Miriam Schwartz Endowed Lecture Series

# Campus Life

Muskingum College prides itself on developing an environment on campus that both challenges and supports students to strive for personal success. The philosophy of the Student Affairs division at Muskingum College is to provide services and programs that support and enhance the academic mission of the institution. Student growth occurs in the academic program as well as through educationally purposeful experiences outside the classroom. Students are encouraged to explore and engage in those activities and/or experiences that prepare them for productive careers and responsible citizenship.

The total undergraduate college experience includes growth that occurs outside of the classroom, in the residence halls, club and program houses, on the athletic fields, on the stage, and in the studio. The myriad of organizations, activities and events that constantly shape and reshape students' lives is critically important as students embark upon adulthood.

Within the broad context of the student experience, Muskingum College sees the graduate population as part of the larger College community and encourages graduate students to take advantage of all the services and activities available to them.

## First Year Orientation Program

All incoming first year students and their parents are urged to participate in Muskie Preview during the summer. This program is designed to provide students and their parents with an understanding of the curriculum, housing options and other services available on campus. In addition, all parents are encouraged to participate in first-year orientation in the fall as they move their student onto campus.

## Housing

Because Muskingum is a residential college, all undergraduate students are required to live on campus and participate in the college board plan. Seniors and juniors may apply for off-campus housing through the Student Life Office. Exceptions are made for students who commute from their homes or are married. No student 25 years of age or over may reside on campus without prior approval from the Student Life Office. First-year and transfer room assignments are mailed in mid-summer and include the student's hall, room number, phone number and name and address of their assigned roommate.

The Student Life Office will also assist graduate students who are interested in living in or about the New Concord community by providing a list of known community accommodations and advising students on resources to support their search for lodgings.

## Dining Services

All students living in college housing are required to have a Residential Dining Membership (college meal plan). First year undergraduate students are required to be on the 21 meals per week dining membership plan throughout their first academic year, but alternative plans exist for upperclass students,

commuters, and student teachers. Members of the College community may dine at the college dining hall by using, Muskie Bucks, or Voluntary Dining Memberships. Residential Dining Memberships and Muskie Bucks can be purchased at the College Business Office and Voluntary Dining Memberships may be purchased at a discount in different blocks at the Campus Services Office. Dining prices are posted at the dining halls.

Dining service hours vary for each facility and are posted in the dining halls and on the Dining Services web site, which is linked to the College website.

The Snack Bar in the BOC (Bottom of the Center – Student Faculty Center) provides a relaxing atmosphere where faculty, students and guests may have lunch or a snack (using cash or Muskie Bucks). Open from 7am to 4pm, Monday through Friday, the Snack Bar offers a wide variety of beverages, sandwiches, salads and snacks.

PK Late Nite in Patton Hall is open Sundays, Wednesdays, and Thursdays from 8pm to 11pm, and lets students use cash and Muskie Bucks to purchase grab and go snack options for the late night munchies.

## **Health Services**

The Wellness Center is open Monday through Friday during the academic year when college is in session. The Center has regular physician hours and a pharmacy. Students with minor illnesses are treated at the Wellness Center. Those who are seriously ill or who require diagnostic examination or treatment are referred to accredited hospitals. The College urges all undergraduate students to subscribe to the health insurance policy available to them.

## **Counseling Services**

The Office of Counseling Services is available to assist undergraduate and graduate students, faculty and staff. Often, students need to talk about decisions related to both educational and vocational plans, as well as personal problems. Personal and/or career counseling is available to all students; consultation is available to faculty and staff. All walk-in services are free of charge. The staff also present workshops designed to help educate students and to develop skills necessary for success both in college and in the world of work.

Common personal problems that college students face include adjusting to college, family conflicts, a lack of motivation, relationship problems or feelings of depression. All individual and group sessions are confidential and are intended to help students solve their problems.

## **Career Services**

The Office of Career Services assists undergraduate and graduate students, as well as graduates, in their job search. Undergraduate students are encouraged to begin preparing their credentials in their first year and update them regularly through and after graduation. Graduate students are advised to begin preparation of the credentials as early in the course of their graduate studies as possible. Among the office's services are career counseling, coordination of on-campus recruitment, maintenance of files on employment opportunities and dissemination to graduates of information on job openings. The office also coordinates information for summer employment.

Prior to graduation and up to a period of six months following graduation, there is no charge for mailing up to 25 sets of placement credentials. After that time, a fee of \$2.00 per set is charged. Credentials requested by employers are mailed without charge.

## **Student Center**

The Student Center on the Quadrangle is the hub of campus social activities, a place where students, faculty members and visitors are equally welcome. The Center provides the services, conveniences and activities required by members of the college community.

Included in the Student Center's facilities are a bookstore and college shop, snack bar, mail room, lounge and Student Life Offices which operate primarily during the standard business day, however some programs provide extended services and students are advised to check individual services for current operating hours. Additionally, the lounge space in the Top of the Center (TOC) and the gathering area in the Bottom of the Center (BOC) remain open until 11:00 p.m., Monday through Friday.

## **Cultural Life**

Cultural opportunities are available to students and the entire college community under the sponsorship and direction of a number of organizations and departments and through a spectrum of endowed lectureships.

The College brings outstanding individuals to campus for lectures, colloquia and other activities designed to enrich and educate the campus community. A portion of these events is underwritten annually by the Willard Campbell Endowed Lecture Series on Public Service, established in 1992; the Seward D. and Edith Schooler Endowed Lectureship on Public Policy, inaugurated in 1994; and the Miriam G. Schwartz Lecture Series, endowed in 1993. Lecturers have included Ernest Boyer, Mike Farrell, Linda Chavez, Zev Kedam, Ralph Nader, Clarence Page, Susan Rook, Claudine Schneider, Richard Thornburgh, Kurt Vonnegut, Michael Weiss, Juan Williams, Edward O. Wilson and John Glenn.

In 1995, an Alumni Convocation Series was established which features Muskingum alumni who have achieved notable distinction in their careers.

As a part of the Ohio Poetry Circuit, the English department schedules a series of evenings in which noted poets read from their works in programs open to the community.

Musicians, dancers, actors, mimes and other artists perform on campus, often combining performances with lectures, master classes and informal discussions with students. Scheduled choral and instrumental performances by student ensembles as well as recitals by Muskingum faculty fill out the musical calendar.

Creative work by Muskingum art students is regularly exhibited on campus. The art department also arranges trips for students to galleries and museums in nearby cities.

The Muskingum Players Dramatic Society, whose alumni include the late actress Agnes Moorehead, is dedicated to furthering interest in all forms of theatre and maintaining standards of excellence in theatrical production. Together with the speech communication and theatre department, the organization presents a season of major productions and student-directed plays.

Muskingum offers a variety of musical organizations, instrumental and vocal. Students also may audition for the Southeastern Ohio Symphony Orchestra, which is jointly sponsored by the College and a board of trustees from neighboring communities. Private lessons are available for academic credit in a number of applied areas.

### **Academic, Professional and Honor Societies**

Muskingum's academic clubs and societies promote interest and foster excellence in many disciplines. Local clubs which meet regularly with special programs involve students in the fields of chemistry, elementary education, music education, physical education, physics and psychology. Local honor societies also include Phi Theta Beta (education) and Theta Gamma Epsilon (geology and geography).

In addition there are chapters at Muskingum of the following national honorary and professional fraternities: Alpha Kappa Delta (sociology), Beta Beta Beta (biology), Kappa Delta Pi (education), Kappa Mu Epsilon (mathematics), Lambda Sigma Society (sophomore honorary), National Collegiate Players (dramatics), Omicron Delta Epsilon (economics), Omicron Delta Kappa (leadership), Phi Alpha Theta (history), Phi Beta Lambda (business), Phi Kappa Delta (forensics), Phi Sigma Iota (languages), Psi Chi (psychology), Sigma Beta Delta (business management and administration), Sigma Delta Psi (physical education), Sigma Tau Delta (English), Sigma Xi (scientific research), The Society for Collegiate Journalists, Phi Mu Alpha Sinfonia (men's music fraternity) and Sigma Alpha Iota (women's music fraternity).

### **Radio and Television**

The new Communication Arts Complex houses the electronic media facilities of WMCO and Muskingum College Television (MCTV).

**WMCO, "Orbit" 90.7 FM**, an award-winning, student-operated noncommercial radio station, has facilities rivaling many commercial operations. On the air year-round, 24 hours a day, WMCO programs music, news, sports and educational material to the regional community. Students use the state-of-the-art digital audio workstations to produce local programs.

**Muskingum College Television (MCTV)** produces the programming aired on channel 6 on the New Concord cable system. MCTV provides experience for students interested in television production. Facilities include a fully equipped multi-camera studio and control room, digital field production kits, and five AVID nonlinear editing workstations.

WMCO and MCTV are operated as part of the academic program of the speech communication and theatre department, but membership in the organizations is open to any student with a minimum 2.00 GPA, regardless of major. Responsibility for station policies and practices lies with the director of broadcasting.

### **Publications**

Three student publications are the responsibility of a board composed of students and faculty members under the direction of the Student Senate. The publications are *The Black and Magenta*, a weekly newspaper; *The Muscoljuan*, the college yearbook; and *The First Circle*, a literary magazine.

## **Religious Programs**

At Muskingum a multi-dimensional, unified campus ministry operated through the Office of the College Minister provides opportunities for students to worship and celebrate their faith. Thursday morning common hour is reserved for voluntary community worship in Brown Chapel. Occasional special services are scheduled in the Chapel. The New Concord churches welcome students, and a weekly on-campus Roman Catholic Mass draws a substantial congregation. Jewish students are encouraged in their faith and are invited to Sabbath and Holy Day worship with the congregation of Beth Abraham in nearby Zanesville.

Every student is given opportunities not only for academic study of the Christian faith and of other world religions, but also for participation in extracurricular programs and groups provided to stimulate intelligent reflection upon, and develop mature understanding of, the Christian faith.

The campus ministry challenges the spiritual and intellectual resources of the college community to address contemporary social, political and ethical issues from a faith perspective. In addition to educational events and programs which address these issues, study and action groups are organized around specific concerns. An extensive volunteer service program allows students to participate in a variety of projects in the immediate and surrounding communities. Pastoral counseling is provided by the College Minister.

## **Greek Life (Fraternities, Sororities and Social Clubs)**

Greek Life plays an important role in the lives of many Muskingum undergraduate students. About 40 percent of Muskingum's students are involved in the Greek community. Through these organizations, students have the opportunity to develop skills which will be useful in later life. Living and working together, learning about others, experiencing diversity, managing a small business, becoming socially aware, getting involved in the community and learning to lead are some of the opportunities which await new members. Organizations have their own living environments which include residence hall floors with private lounges, on-campus houses leased and operated by the group and off-campus houses managed by members and alumni advisors.

Invitations for membership in a Greek organization are extended by the individual club on a selection basis. To be considered for membership a student must have the annually established GPA and have completed one full semester at Muskingum (membership recruitment and requirements are further addressed in the Student Handbook).

## **Volunteer & Community Services**

The Volunteer and Community Services Office seeks to provide opportunities for students to gain practical experiences as they give back to the communities which, in part, support their education. Operated under the concept of "Service Learning," students are given hands-on experiences in many different settings. Among the many opportunities available are: Habitat for Humanity, tutoring of area students, Christmas on Campus (supporting families celebrating holidays) and PAWS (for people bringing pets into retirement communities).

Students may choose to extend their involvement in this area by becoming a student site coordinator. In this role, students recruit new students and have on-

going contact with professionals in the field as they work to fill the volunteer needs in the community. Educational advancement is also available through Alternative Spring Break programs, Ohio Campus Compact, the Governor's Community Service Councils and Americorps.

## **Athletics**

Muskingum College has been a member of the Ohio Athletic Conference (OAC) for more than half a century. As a member of the OAC, Muskingum College fields 17 varsity teams, nine men's and eight women's teams. Men's undergraduate intercollegiate varsity teams participate in baseball, basketball, cross country, football, golf, soccer, tennis, track and wrestling. The women's undergraduate athletic program at Muskingum offers intercollegiate competition in track, soccer, cross country, volleyball, basketball, softball, golf and tennis. The other nine colleges in the conference, which is the third oldest in the United States, are Baldwin-Wallace College, Capital University, Heidelberg College, Wilmington College, John Carroll University, Marietta College, Mount Union College, Ohio Northern University and Otterbein College. Muskingum College is also a member of the National Collegiate Athletic Association's (NCAA) Division III.

The Recreation Center has a racquetball court, a free weight room and an aerobics/weight machine room for student use. Undergraduate students, faculty and staff are encouraged to participate in personal recreational activities or in the organized intramural program on campus (certain activities may be open to graduate students upon consultation with the Athletic Director).

## **Leadership Development**

"Leadership" is one of the assets which employers value most when recruiting college graduates. The Leadership Development Program works to create opportunities for students to be leaders and provides educational experiences to enhance leadership skills. An undergraduate student organization, AGORA, is devoted to promoting and practicing leadership theory and skills. AGORA sponsors developmental activities for the entire community. Some of the most successful programs are The Last Lecture Series (offering faculty members the opportunity to give their personal thoughts to students), a community Halloween program and a "Senior Prom" for area senior citizens.

## **Campus Government**

Students play a major role in the various organizations involved in campus government including:

**Student Senate** includes undergraduate members elected from classes, social clubs, independents, residence areas and commuters. A representative board reflecting campus opinion, the Senate and its committees perform the duties of student government.

**Center Board** is composed of undergraduate student executive officers, student division chairs and a staff advisor. Center Board's major function is to

plan and coordinate the social programs for the campus and provide a broad range of activities to match the diverse interests of students.

**Community Standards Board** is composed of students from the undergraduate and graduate studies programs, staff and faculty who are charged with the objective of examining behaviors and institutional rules in specific cases in ways that carefully protect a student's rights, both procedural and substantive, while also emphasizing the student's obligation to abide by the community norms that the rules reflect. The board has jurisdiction in all disciplinary cases presented to the Board by the Student Life Office. The Peer Judicial Board, which has jurisdiction in first-level conduct hearings, is composed of students and advised by a staff advisor. Both bodies make recommendations to the Dean of Students or his/her designee who renders final outcomes. The Student Handbook provides greater detail on the behavior education system and serves as the controlling document on this programmatic area for the College.

**Greek Council** for the undergraduate men's and women's social clubs, fraternities, and sororities, promotes cooperation among the clubs and between the clubs and the College community.

**Residence Hall Association** functions for all undergraduate resident students. The councils plan social events, discuss and solve problems in the residence halls, clarify existing regulations and, where needed, develop new regulations.

## **Community Standards**

Muskingum College is an intentional undergraduate and graduate community—one that is purposely set somewhat apart from the world around it. Its focus is on education, as well as seeking increased development and integration of the whole person in the intellectual, spiritual, social and physical aspects of life. As an educational community it respects and encourages the development of individual virtues such as integrity, rationality, compassion, self-discipline and personal responsibility.

The College also places special emphasis upon certain community ideals such as tolerance, civility and respect for the person and conscience of others. As a college related to the Presbyterian Church, it holds additional values such as honesty, the value and worth of each individual, the seriousness and inevitability of human shortcomings and the hope for redemptive behavior. Such a community must depend upon the respect for certain principles and patterns of behavior by its members in order to function effectively. Students who join this community are making an implicit commitment to live by its standards, whatever the difference of their backgrounds has been.

A Code of Academic Responsibility provides the definitions, operational structure and policies for the academic programs. A College Code of Student Conduct provides the definitions, operational structure and policies for life together on campus. Adherence to these Codes shall be considered an understood prerequisite for acceptance to and continuance in the College. As an

institution within the State of Ohio, Muskingum College is committed to encouraging compliance with all state and local laws.

Muskingum College unequivocally condemns immoderate drinking. The College considers the decision to drink within moderation, or not to drink beverage alcohol at all, to be a value judgment on the part of each individual. Personal possession of limited amounts of beverage alcohol (beer and/or wine) is permitted in designated areas by residents of legal age. The consumption of beverage alcohol (beer and/or wine) is also permitted at registered social events by students of legal age. All social events must be approved through the Dean of Students or his/her designee.

Muskingum College is unalterably opposed to the possession and/or use of non-prescribed drugs, narcotics or hallucinogens by all members of the college community.

Muskingum modifies the individual's privilege of smoking by considerations of safety, avoidance of litter and respect for the rights of nonsmokers; smoking is therefore prohibited in certain designated areas (including the traditional residence halls).

Students bringing motor vehicles on the campus must register them with the Public Safety Office and abide by the Parking Regulations if they are to retain this privilege.

The continuing of students in college depends not only on their ability to maintain satisfactory academic standards, but also on their ability to support Muskingum's ideals and standards. Students are held responsible for their behavior at all times, both on and off campus. If a student is dismissed from the institution, the College has no obligation to return any fees or tuition. Furthermore, by enrolling at this private institution, a student and his agents or guardians, agree to release and indemnify the College, its personnel, officers, agents or directors from any liability. In all cases the student is guaranteed the safeguard of essential procedural fairness. Specific policies and procedures are addressed in the annually-produced Student Handbook and updated through the College mail system.

# Academic Information

Graduate academic policies and procedures that differ from information in this section may be found in the Graduate Catalog and are available from the Office of Graduate and Continuing Studies.

## Student Responsibility

The student is responsible for meeting all appropriate course, major and graduation requirements stated in this catalog. Although a student and an advisor are partners, the student needs to be knowledgeable about academic requirements and take initiatives for planning his or her own program for setting goals and monitoring progress in completing such goals.

## Catalog of Entry

Traditional students who complete graduation requirements in four years are under the catalog in effect at the time of first enrollment. Students may elect to meet the graduation requirements of a later catalog.

Students who do not meet graduation requirements within seven calendar years of first enrollment must meet the requirements of the catalog in effect at the time of graduation or of a catalog published no more than four years earlier than the time of graduation.

## Faculty Advisor

New students are assigned to faculty advisors through the First-year program who provide counsel and assistance in social acclimation and arranging course schedules. Students may declare a major field of study with the Registrar any time after Thanksgiving of their first year, but are required to do so no later than the middle of the second semester of their sophomore year. They are then reassigned to faculty advisors in their major department.

## Registration

New students entering in the fall are scheduled for classes during the summer; new students entering in the spring are scheduled for classes beginning late December. Continuing students schedule their classes for the next semester in the latter part of the current semester. Changes (add/drop) may be made to schedules at any time until the end of the fifth day of class.

## Course Withdrawals

Students may withdraw from full semester courses through the 50th day of the semester, and from partial semester offerings until the course is three-fourths completed. Withdrawals are not permitted after the specified time. The process for withdrawal is initiated in the Registrar's office.

## Academic Credit and Class Standing

Academic credit is expressed in terms of semester hours. A student's classification is determined by the number of credit hours completed toward graduation. The minimum number is: sophomore-28, junior-60, senior-92.

## Full-Time Status

The minimum semester load for a full-time student is 12 semester hours (PLUS student minimum status is 10 hours); the maximum load is 20 hours. Students with less than a 3.0 cumulative GPA must petition to register for more than 17 hours. Full-time status is determined at the end of the add/drop period, after which point course withdrawals have no effect on full-time status.

## Grading Policy

Grades are assigned on a scale ranging from A, excellent, to F, failing. The grades' equivalent quality points are: A, 4.00; A-, 3.67; B+, 3.33; B, 3.00; B-, 2.67; C+, 2.33; C, 2.00; C-, 1.67; D+, 1.33; D, 1.00; D-, 0.67; and F, 0.00. Other grades are WIP, for work in progress; I, incomplete; S, satisfactory (C or above); U, unsatisfactory (C- or below); W, withdrawn; L, audit; and NR, not reported.

The grade of work in progress (WIP) is given in a course where work has been recognized as requiring research, study or participation beyond the normal limits of a semester. It may be used for departmental senior studies (400-level courses), for courses involving outside observation hours or for students in the PLUS learning disabilities program.

An Incomplete (I) indicates that unusual personal or technical circumstances, including illness and family emergencies, have prevented the student from completing course requirements.

Except in extraordinary circumstances failure to complete the required work by the last day of the immediately subsequent semester reduces the WIP or I to an F. No student is awarded a degree with a record which includes a WIP or an I.

## Grade Point Average

Grade point averages (GPA) are figured by multiplying a course's semester credit hours by the grade's equivalent quality points. The semester grade point average is determined by dividing the semester's total quality points by the semester's graded credit hours attempted. The cumulative grade point average is calculated in the same manner, using total quality points and total graded credit hours attempted. All courses for which a student has registered at Muskingum are included in the GPA computation except those for which I, WIP, S, U, W, L, or NR are recorded.

Students who have been readmitted to Muskingum after seven calendar years from their previous enrollment may choose not to carry the cumulative GPA from the prior enrollment.

## Course Repeat Policy

A student may repeat a course once if the original grade is a C- or lower and provided it is repeated at the next offering or provided that no more than one intervening course has been taken in the discipline offering the course. When a course is repeated, both grades remain on the record but only the most recent grade is used in computing the grade point average unless the most recent grade is I, WIP or W. While the grade for a repeated course erases the GPA calculation that may have been the basis for decisions about academic standing such as probation, dismissal or Dean's List, those decisions are not affected by the recalculation.

## Order of Appeal

Faculty members are responsible for outlining grading policies to students at the beginning of each course. If students believe they have received a wrong grade on an examination or for a course, the initial step is to discuss the grade directly with the faculty member teaching the course. If that step does not result in a satisfactory explanation or resolution of the perceived problem, the student may bring the matter to the attention of the department chair. The next person in the line of appeal, should the student continue to contest the grade and wish to pursue an appeal, is the division coordinator. Should the person to whom the student would bring the appeal in this process also be the faculty member in whose course the grade is being questioned, that person has no jurisdiction over the appeal. In the latter case, the Vice President for Academic Affairs will call on an appropriate faculty member from the department or related department in the division to review the circumstances and make a recommendation to the Vice President for Academic Affairs, who will be the final arbitrator in any such appeal.

The same process detailed above applies to disputes over alleged plagiarism or other cases of academic dishonesty. Each department is responsible for developing its definition of plagiarism, but in general, plagiarism is the verbal, written, graphic or three-dimensional presentation of borrowed material without citing its source. Students must cite the source for quotations, paraphrases, or borrowed ideas, models, information or organization of material. Students who are uncertain about the need for citation should consult the faculty member for whom the work is being prepared. The maximum penalty for the first instance of academic dishonesty is failure in the course; for a second, expulsion from the College. Plagiarized work is filed in the office of the Vice President for Academic Affairs.

Students judged guilty of violating library regulations may appeal to the Director of the Library, to the campus Judicial Board, and to the President.

A student who believes that a faculty member has acted in an unprofessional manner can bring a charge of unprofessional conduct to the faculty's professional relations committee. The committee, which functions to protect the full rights of all parties concerned, will try to determine whether the charges should be sustained. The hearing is private; both parties have the opportunity to be heard in their own cause, and the faculty member personally selects advisors. A full stenographic record of the hearing is taken and made available to both parties. Either party may request the testimony of other instructors or students when it can be shown that these persons have access to facts that bear on the case. At the conclusion of the hearing, the committee renders its judgments and recommendations in writing to the parties concerned.

## Transcripts

Official copies of Muskingum College transcripts bearing the College seal and the Registrar's signature are sent directly to schools or organizations upon the written request of the students or alumni. Upon written request individuals may also receive official copies of the transcript which are stamped Issued to Student. There is no charge for currently enrolled students. The fee for an official transcript for the first copy is \$5.00 per request; all additional copies are

\$2.00, within the same request. Checks must be payable to Muskingum College before the transcript is sent.

Currently enrolled students can obtain unofficial copies of their Muskingum College transcripts through the College's on-line academic record system.

Grades are recorded on transcripts at the end of each term. Normally transcripts are mailed when payment is received, although students may request that transcripts be held until grades for the courses in which they are enrolled are recorded. Transcripts and diplomas are not released for students with overdue college accounts.

### **Faxing Transcripts**

The Registrar's Office will accept requests from students to fax copies of transcripts. The cost of this service will be \$10.00 per faxed copy, payable by check, major credit card, or cash (cash will only be accepted in person at the Business Office). Transcripts will be faxed within 3-5 business days of the request, pending Business Office approval.

### **Muskingum Plan**

Under the Muskingum Plan, a junior or senior may take two courses per year for credit outside the major or minor and the College's Liberal Arts Essentials program without having the grade count toward the cumulative grade point average. The student must have a GPA of 2.00 or higher and permission from the Registrar, the faculty advisor and the course instructor. Only S or U grades are given. The decision to take a course on the Muskingum Plan must be declared by the end of the add/drop period and cannot be changed after the drop/add period. The limit of courses taken under the Muskingum Plan does not include courses designated exclusively S/U.

### **Auditing**

Auditing is subject to space availability. For full-time students there is no charge to audit but permission must be received from the Registrar, the faculty advisor and the course instructor. The decision to audit a class must be on file with the Registrar by the end of the drop/add period and cannot be changed. Nonattendance results in a grade of W. Those over 62 years of age may audit a course under the same regulations. Part-time students are charged a fee to audit.

### **Transferring Courses**

Credit toward a degree from Muskingum College may be granted for coursework taken at other regionally accredited institutions. On the basis of official transcripts and course descriptions, equivalency, elective credit, or no credit is determined in consultation with chairs of the various departments. A minimum grade of "C" is required for courses taken elsewhere to be accepted. Transfer credit is not accepted for courses for which previous credit has already been granted. Transfer credit may not be used to replace grades earned at Muskingum College. Only credit hours transfer, not the corresponding grade point average for transfer work, except to determine Latin honors (for which the grade point average may be lowered but not raised).

## **Attendance**

The academic program of Muskingum College operates on the assumption that learning is advanced by regular attendance at class and laboratory.

It is the responsibility of the student to make the arrangements to make up, at the convenience of the instructor, class assignments or previously scheduled quizzes and/or exams missed due to absence. Timely (at least one week in advance) notice to professors when absence will be unavoidable is expected. No instructor may deny a student the opportunity to make up coursework missed because of bona fide medical, personal or family emergency or, when timely notice is received, because of previously scheduled participation in sanctioned college activities.

Individual faculty members determine their own class attendance policy in accordance with the preceding paragraph. At the beginning of each semester, the faculty member is responsible for informing students of his/her attendance policy or expectations and of the consequences or penalties for excessive non-sanctioned absences. The faculty member must define "excessive."

## **Academic Standards Policy**

### **Academic Standing**

To be in good academic standing, a student must maintain a minimum semester and cumulative GPA of 2.0. The term "semester" refers to the most recently completed semester; the term "cumulative" refers to all work completed at Muskingum College.

### **Academic Probation**

A student whose semester and/or cumulative GPA falls below 2.0 will be placed on academic probation.

The notation "Academic Probation" will be marked on the student's transcript for the semester(s) in which the GPA is below 2.0 except in the following situation: the semester GPA is at least 1.5 and it is the first time that the student's GPA has fallen below 2.0 and (if established) the cumulative GPA is at least 2.0.

To regain good academic standing, a full-time student must achieve a 2.0 semester and cumulative GPA with completion of a minimum of 12 credit hours; a part-time student or a student attending Muskingum College Summer School must achieve the same with completion of at least six credit hours.

### **Requirements**

The Learning Strategies and Resources Program (LSR) provides support through tutoring, learning skills courses and other special services for students who need assistance to succeed academically. A student who is not in good academic standing may be required to participate in the LSR program.

The probationary student is required to consult regularly with his/her advisors and course instructors.

### **Notification**

The student will receive notice of his/her academic probation status and its accompanying requirements and restrictions from the Vice President for Academic Affairs (VPAA). A copy of the notice will be sent to the parents or guardians of dependent students and to the student's academic advisor(s).

### **Restrictions**

A student who is on academic probation may not enroll for more than 17 hours. On the recommendation of the student's academic advisor, adjustments may be made in the student's course load.

### **Academic Dismissal**

A student on probation whose semester GPA remains below 2.0 at the conclusion of the next semester and whose cumulative GPA is also below 2.0 is subject to dismissal. A student who does not earn a GPA of at least 1.5 in any semester is subject to dismissal.

A student may appeal the dismissal to the Academic Standards Committee. This committee, consisting of the VPAA and the Dean of Student Life (or their designated representatives) and at least three faculty members, meets in early January for Fall dismissals and in June for Spring dismissals.

A student who is dismissed will be denied enrollment in classes, participation in campus activities and College residency.

### **Readmission**

Application for readmission of a student dismissed for academic reasons will be accepted only after at least one semester following dismissal. Readmission is usually contingent upon successful completion of college-level coursework at another institution.

## **Honors**

At the end of each semester the College publishes an honor roll, known as the Dean's List, containing the names of undergraduate degree-seeking students who earned a semester GPA of 3.60 or above on a minimum load of 12 completed semester hours of A-F graded coursework.

Each spring degree-seeking students who have distinguished themselves academically are honored at a Scholarship Recognition Program. Awards are made to the students in the highest five percent of each class provided they have a cumulative grade point average of 3.6 or better on all post secondary work, have completed 12 semester hours of A-F graded coursework in the preceding semester, and are enrolled full-time (including approved off-campus study) in the spring semester.

The first-year award is a certificate and bronze key; the second, a silver key; the third, a gold key. The fourth-year award consists of a certificate and the honor of having the student's name inscribed on a plaque.

Three classes of honors are conferred at graduation: Cum Laude, to those with cumulative minimum grade point averages of 3.4; Magna Cum Laude, minimum 3.6; and Summa Cum Laude, minimum 3.8. All post-secondary work must meet these standards, with the exception of approved off-campus study as a Muskingum student (such as Washington Semester and study abroad). A Latin Honors GPA cannot be higher than the GPA earned at Muskingum. With the exception of approved off-campus study as a Muskingum student, grades earned elsewhere will lower but not raise the Latin Honors GPA, even if the courses for which the grades were earned were not applied by transfer to the Muskingum record. To be eligible for honors designation, students must have completed all degree requirements. Students completing second baccalaureate degrees are also governed by this policy.

The student with the highest cumulative GPA who qualifies for summa cum laude recognition will be designated valedictorian. The student with the second highest GPA who qualifies for summa cum laude recognition will be designated salutatorian.

## Commencement Policy

Seniors must fulfill all academic requirements to participate in graduation ceremonies and be awarded a degree. Seniors who have not met all degree requirements as listed below may participate in graduation ceremonies if they can complete all degree requirements before the beginning of the fall term following commencement. In any case, the degree will only be awarded when the student has completed all degree requirements.

## Degree Requirements

Two degrees are offered: Bachelor of Arts and Bachelor of Science. Students majoring in biology, chemistry, computer science, conservation science, earth science, environmental science, geology, mathematics, molecular biology, neuroscience, physics or psychology may choose to receive either the Bachelor of Science or the Bachelor of Arts degree. All other majors are awarded the Bachelor of Arts. Both the undergraduate degrees require fulfillment of the following:

1. A minimum of 124 credit hours. A maximum of 40 credit hours in any one discipline may be included in this total. Exceptions: (a) in disciplines where the requirements of various states mandate a greater number of courses for teacher licensure; (b) majors in music; and (c) majors in Health Education and Physical Education who seek multi-age licensure and athletic training licensure. Duplication of coursework, physical education activity, modern language and music ensemble courses exceed typical three credit hour courses and therefore increase the number of hours required for graduation.
2. A minimum GPA of 2.0 in all work taken at Muskingum in all courses in the major(s) and, where the option is selected, the academic minor(s).
3. A minimum of 40 credit hours earned in 300- and 400-level courses.
4. Satisfactory completion of at least one departmental or interdisciplinary major. Unless otherwise specified by the academic department, a minor consists of at least 15 credit hours within the specific discipline, providing three credit hours are at the 300- or 400-level and a 2.0 GPA in the minor. All work within the specified discipline is counted as part of the major or minor. In the case of students pursuing multiple majors or minors in the same department, the GPA for each is calculated separately; an overall GPA of 2.0 in the academic discipline must be maintained. (Students pursuing multiple majors may write separate senior seminars, one in each of the disciplines involved, or with approval of each department chair, write one interdisciplinary seminar, credit for which is given in the department of their choice. Although the interdisciplinary seminar counts toward the credit hour requirements of only one major, the

project may fulfill the senior studies requirement of all departments involved.)

5. At least 12 credit hours of the major completed in the junior and senior years at Muskingum.
6. The last 31 credit semester hours toward graduation must be earned as a degree seeking student at Muskingum College or in approved off-campus study.
7. Transfer students must successfully complete a minimum of 48 credit hours at Muskingum College (includes approved off-campus study programs). Note: Only work at the 2.0 level or higher is accepted for transfer from other colleges and universities.
8. Satisfactory completion of the Liberal Arts Essentials.

## Program of Liberal Arts Essentials (LAE)

### Core Requirements (21-24 hours, including 6-8 writing unit hours)

The Liberal Arts Essentials that form the general education curriculum at Muskingum College ensure the breadth inherent in a liberal arts education. This broad educational base includes skills, knowledge, and dispositions. Liberal Arts Education requires that we understand the foundations of knowledge and inquiry about nature, culture, self and society; that we master core skills of perception, analysis, and expression; that we cultivate a respect for the truth; that we recognize the importance and the diversity of historical and cultural contexts; and that we explore connections among formal learning, citizenship, and service to our communities.

The core provides the foundation on which a meaningful liberal arts and sciences education is built. The core comprises of courses and components that emphasize fundamental communication and critical thinking skills, equip students with essential tools and knowledge for advanced learning and contribute to students' intellectual, spiritual, social and physical well being.

#### A. *Writing*

1. English 121. *Composition* (Exempted with SAT V-660/ACT E-30)
2. Two writing unit courses, one at the 300-or 400- level (selected from among the disciplines and designated in the *Undergraduate Course Schedule Booklet* and course listings on the web by the symbol # preceding the titles)

#### B. *Speaking*

Speech Communication 200. *Fundamentals of Speech Communication*

#### C. *Mathematics*

One mathematics course, excluding Math 090: *Developmental Mathematics* (exempted with SAT M-670/ACT M-32)

#### D. *Understanding the Arts and Humanities of Western Culture*

IDIS 150. *Arts and Humanities in Western Culture*

#### E. *Achieving Wellness*

1. Physical Education 101. *Concepts of Wellness*
2. Two courses selected from Physical Education 102-140. *Physical Education Service Courses*. (Each service courses may be taken only once

for credit; no more than three count toward the 124 hour graduation requirement.)

**Area Requirements** (35-37 hours, with requirements in each of the areas and courses counting in only one LAE area)

A. *Understanding Religion and Ethics*

The two categories below are designed to help students explore religious ways of understanding life, articulate their own belief systems, and reflect on the means by which they evaluate and respond to ethical dilemmas, both personal and social. One course from each is required.

1. **Religious Understanding:**

Philosophy 342: Religions and Philosophies of Asia

Religion 150: Biblical Theology

Religion 251: The World of Islam

Religion 252: The Judeo-Christian Tradition

Religion 260: Introduction to Christian Theology

Religion 261: Women and the Bible

Religion 262: Global Christianity

Religion 313: Women in Christianity

Religion 324: History of Christianity: Ancient

Religion 325: History of Christianity: Medieval

Religion 326: History of Christianity: Reformation and Modern

Religion 329: African-American Religion

2. **Moral Inquiry:**

History 315: The Holocaust

Philosophy 203: Introduction to Ethics

Philosophy 331: Environmental Ethics

Philosophy 335: Social and Political Philosophy (cf. Political Science

343: Social and Political Philosophy, Sociology 335)

Political Science 342: Ethical Issues in Politics

Philosophy 361: Topics in Moral Philosophy

Religion 253: Biblical Ethics

Religion 254: Christian Ethics in the U.S.

Religion 393: Global Issues and Values

Religion 451: The Christian Life and Ethics

Sociology 369: Peacemaking

B. *Scientific Understanding*

To give recognition of which affects the quality of our lives and the environment, and to inculcate an appreciation and understanding of the physical world, the scientific method and the forces and elements inherent in the natural order, two of the following courses including laboratories are selected from two separate departments.

Biology 105. *Issues in Biology* and 107. *Laboratory*; 111. *Organismal Biology*

*I* and 107. *Laboratory*; or 112. *Organismal Biology II* and 107. *Laboratory*

Chemistry 111. *General Chemistry*; or 105. *The Nature of Matter*

Geology 101. *Introduction to Geology*; or 110. *Environmental Geology*

Physics 101. *Physics Workshop I*; 102. *Physics Workshop II*; 121. *Classical*

*Physics and 125. Introduction to Experimental Physics (lab); or 150. Introduction to Astronomy*  
*Psychology 151. General Experimental Psychology*

C. *Cultural Understanding*

The following categories of courses and experiences extend and intensify cultural understanding and international awareness, promoting a baseline of knowledge and appreciation of the richness and diversity of culture. A maximum of two courses in one department may count toward requirements under Cultural Understanding.

1. *The Global Society*

a. *Communicating in the World*

Satisfactory completion of one of the following options provides the direct, experiential knowledge of culture through emphasis on a modern non-native language or the direct, experiential knowledge of information technology needed to communicate and function in a global society.

A semester course at the appropriate level in a foreign language, (which is not counted in another LAE area) or

Participation in a Muskingum College approved international program, or A three credit hour computer science course, or English Support Program 100. *Advanced English as a Second Language Writing*

b. *Social Foundations*

Selection of one of the following introductory courses helps build a foundation of understanding about the social and behavioral dimensions of human existence.

Economics 215. *Principles of Microeconomics*; or 216. *Principles of Macroeconomics*

Political Science 131. *Introduction to World Politics*

Psychology 101. *Introduction to Psychology*

Sociology 101. *Sociological Perspective*

c. *International Perspectives*

In order to expand understanding and toleration of other societies, develop familiarity with patterns of social behavior in a comparative context, and lay the basis for responsible world citizenship, one course from the following category is required.

Anthropology 201. *Cultural Anthropology*

Business 412. *International Business*

Economics 361. *International Trade*

Geography 111. *World Regional Geography*

History 346. *Southeast Asian History*; 348. *The Western Impact on Modern Japan*; 351. *Latin American History since 1810*; or 356. *History of Modern Africa*

Modern Language 200. *Cross-Cultural Communication*

Music 310. *Excursions in World Music*

Philosophy 342. *Religions and Philosophies of the Asia*

Political Science 231. *Introduction to Comparative Politics*; or

351. *International Relations*

Religion 393. *Global Issues and Values*

Sociology 350. *Social Change in an International Perspective*

A semester course in a foreign language selected from 111, 112, 211 or 212 (which is not counted in another LAE area)

## 2. *The Western Heritage*

One course selected from each of the following categories (1, 2, 3) provides a background on the rise of Western civilization and an appreciation for its continuing traditions, achievements and contributions.

- a. History 111. *The Emergence of the Modern World I*; 112. *The Emergence of the Modern World II*; 316. *Medieval History*; 318. *Nineteenth Century European History*; 320. *Twentieth Century European History*; 321. *Early Modern European History*; or 340. *Russian History*  
 Philosophy 325. *Western Philosophy: The Ancients*; 326. *Western Philosophy: The Medievals*; or 327. *Western Philosophy: The Early Moderns*  
 Political Science 331. *Politics of Western Europe*; or 343. *Perspectives on Political Philosophy (cf Philosophy 340 & Sociology 340)*
- b. English 123. *Masterpieces of Literature*; 231. *The Tradition of British Literature I*; or 232. *The Tradition of British Literature II*  
 French 123. *Masterpieces of French Literature in Translation*  
 German 123. *Masterpieces of German Literature in Translation*  
 Spanish 123. *Masterpieces of Hispanic Literature in Translation*  
 Religion 394. *Mythology*
- c. Art 112. *Drawing I*; 121. *Ceramics I*; 131. *Sculpture I*; 141. *Photography*; 151. *Introduction to Art*; 170. *Graphic Design I*; 251. *Art History I*; 351. *Art History II*; or 451. *Art History III*.  
 French 350. *Survey of French Cinema*;  
 German 350. *Modern German Cinema*  
 Interdisciplinary 115. *Introduction to Integrated Arts*  
 Music 111. *Materials of Music I*; 121. *Introduction to Music*; or two consecutive years of the same applied music lessons or ensembles  
 Theatre 151. *Introduction to Theatre*; 175. *Movement and Voice*; 350. *History of Film*; or 351. *World Theatre and Drama*

## 3. *The American Experience*

By choosing one of the following courses students become acquainted with aspects of the history of the American nation, its institutions, customs, diversity of peoples and resources and the major challenges facing contemporary American society.

- English 233. *The Tradition of American Literature*; 341. *Nineteenth Century American Fiction*; or 343. *Twentieth Century American Fiction*
- History 211. *United States History to 1877*; 212. *United States History since 1877*; or 376. *American Diplomatic History*
- Philosophy 353. *Contemporary American Philosophy*
- Political Science 111. *American Political Systems*; 211. *Introduction to State*

*and Local Politics*; 316. *Urban Politics*; or 365. *The American Indian* (cf *History 365* and *Anthropology 365*)  
Religion 368. *Religion in the United States* (cf *History 368*)  
Sociology 216. *Social Problems in Contemporary America*; 320. *Racial and Cultural Minorities*; or 401. *American Society: Class and Culture*

### **Sequence for Meeting the Liberal Arts Essentials (LAE)**

During their first year, students should take Composition, Arts and Humanities in Western Culture, Concepts of Wellness, at least one science course and a mathematics course. In the second year, another science course and additional courses to meet core and area requirements should be taken. In addition to Composition, students must complete two writing unit courses. These courses, at least one of which is at the 300- or 400-level, should be taken after Composition. Students enroll in courses to satisfy other area requirements throughout attendance according to the level of the particular course.

### **Second Baccalaureate Degree**

A second baccalaureate degree different from the first degree will be granted at a later date than the first with successful petition to the Vice President for Academic Affairs. Criteria include (1) an appropriate plan of study and approval of the proposed major department; (2) courses which do not duplicate those constituting the major(s) of the first degree; (3) beyond the first degree, a minimum of 30-semester hours in residence, including half the hours for the major and a capstone experience.

### **Special Programs**

**Senior Studies** provides a capstone experience for seniors in their major field of study. Through a seminar (an individual study or an advanced field experience) students learn to use bibliographic and research techniques and sources applicable to their chosen discipline; integrate earlier course work into a coherent pattern; engage in an extensive writing experience; gain experience in oral communication; develop independence, self-reliance and creativity; and explore a topic in depth.

**Directed Study** permits students, under special circumstances, to enroll in an existing course at an alternative time to the class schedule. This requires a course contract with a cooperating faculty member. The contract specifies required meeting times, readings, writing assignments, studio or laboratory work. Only students who have earned 60 credit hours are eligible to take courses by directed study. Students may register for Directed Study courses through the fourth week of the semester.

**Interdisciplinary Majors** draw on offerings in various departments. Students may elect an already established interdisciplinary major in American studies, conservation science, early childhood, environmental science, humanities, international affairs, international business, journalism, molecular biology, neuroscience or public affairs, or construct a self-designed interdisciplinary major in an area not currently available in the curriculum. Students

considering a self-designed major should consult their academic advisor and a representative of the office of the Vice President for Academic Affairs.

**Field Experience Projects and Internships** provide an opportunity for active involvement in life and affairs beyond the limits of the college campus. Muskingum provides opportunities for selected students to receive college credit for various projects which provide such experiences. Muskingum interns have gained valuable experience in a variety of settings that include law and legislators' offices, radio and television stations, hospitals, mental health institutions and businesses. These projects are sponsored and supervised by individual departments. The goals, expectations and specific learning requirements are carefully specified in advance to assure good rapport among the College staff, the students and the various cooperating agencies. Internship eligibility includes junior standing and a 2.50 cumulative GPA. Each credit hour requires 40 work hours combined with readings and written projects or papers. Internships are graded S/U. See the Interdisciplinary course listing section for details on credit. A maximum of 16 hours of internship, including fieldwork in student teaching, may be applied toward graduation.

**Preprofessional Education** is offered through intense programs which prepare students for schools of medicine, dentistry, nursing, engineering, veterinary medicine, medical technology, law, physical therapy and the Christian ministry.

**Summer Academic Program** is a May term during which a variety of regular classes are scheduled in a condensed four-week period which begins the week after commencement. These include Liberal Arts Essentials, major courses, electives and special courses.

**Credit by Examination** allows students to earn credit for a course by passing a Muskingum College proficiency examination. Such examination requires a per-credit-hour fee and is graded on an S/U basis. A student earns credit for the course by scoring a C or better on the exam; no record is made of the attempt on the student's transcript if the test grade is lower. Students may not repeat a course-by-proficiency examination or earn lower level credit in a discipline when higher level credit has already been earned. Students may also receive credit through the College Board's College Level Examination Program (CLEP), Advanced Placement Program (AP) or the Proficiency Examination Program (PEP) of the American College Testing Program.

### **Cooperative Programs**

**Medical Laboratory Technology** is available through an agreement with Southwest General Hospital in Middleburg Heights, Ohio, for a one year medical technology program. A limited number of qualified students are selected to complete the majority of their Liberal Arts Essentials and major requirements in three years and then spend a fourth calendar year in-hospital for their technical preparation. During the technical year, practical experience is augmented with studies in microbiology, serology, blood bank, chemistry and nuclear medicine, urinalysis and hematology. The 3-1 program, including 22

hours of credit at Southwest General, culminates in a Bachelor of Science degree from Muskingum and a medical laboratory technology certificate from Southwest General Hospital.

**Binary Engineering Program** affords students majoring in science and mathematics the opportunity to apply for admission to a binary program with the Case Institute of Technology of Case Western Reserve University. At the conclusion of the junior year accepted students enter Case Western, essentially as third year engineering students. At the completion of the engineering degree requirements, normally two years later, they are awarded either a B.A. or a B.S. degree from Muskingum and a B.S. degree from the Case Institute of Technology of Case Western Reserve University.

## **Affiliate Programs**

Muskingum College offers students the opportunity to earn academic credit from other institutions through its affiliate programs. These programs are typically focused toward a particular academic or internship experience for which the off campus institution offers a specialization that cannot be obtained on campus. Following is a description of the programs for which Muskingum College has affiliate agreements. Students participating in these programs are generally considered to be enrolled at Muskingum College.

On receipt of an official transcript from an affiliate program, credit will be awarded for all preapproved coursework in which a passing grade has been assigned. Letter grades but no equivalent quality points will be assigned to transfer work. With the exception of calculations for Latin Honors and Dean's List neither term nor cumulative grade point average will be affected by transfer work from affiliate programs.

**Washington Semester** is available through a cooperative arrangement with American University. Selected students may spend one semester in Washington, D.C. studying the American governmental system in action. Assignments may include the State Department, lobbying groups or Capitol Hill. The study is carried out through a seminar, an individual research project and regular courses at American University.

**The Art Institutes International** permits students majoring in art at Muskingum to spend their junior year studying at The Art Institute of Pittsburgh or at one of the other 17 locations of the Art Institutes. Commercial art programs are available in the areas of visual communications, interior design, fashion merchandising, industrial design technology and photography/multimedia.

**United Nations Semester** is a program under which Muskingum students may apply for one semester of study at Drew University, Madison, New Jersey during which time they take two courses involving on-site study at the United

Nations headquarters in New York. Other courses up to a 15 hour maximum are elected from the Drew curriculum.

**International Study** provides the opportunity for sophomores, juniors and seniors to study for one or two semesters at a foreign university through the Muskingum or the East Central Colleges Consortium Student Exchange Programs. Formal student-exchange agreements exist with universities in Asia, Canada, Europe, Latin America, Puerto Rico and the USA. In most cases there is no extra fee for participation in these exchange programs. Students interested in study abroad should consult the Director of International Exchange Programs for further information. To make certain that their programs of study satisfy Muskingum's requirements, students must have their programs approved by the Registrar, their faculty advisor and the appropriate study abroad advisors. (Study abroad exchange programs outside of those already established at Muskingum are also possible.)

# Academic Programs

Muskingum's offerings include interdisciplinary studies as well as courses available through the various academic departments. Descriptions of the offerings follow.

## Undergraduate Program

The academic organization of the College consists of a coordinator for each division and a chair for each department:

### ARTS & HUMANITIES

Art  
English  
Modern Languages  
Music  
Religion & Philosophy  
Speech Communication & Theatre

### EDUCATION

Economics, Accounting & Business  
Education  
Library  
Physical & Health Education

### SCIENCE

Biology  
Chemistry  
Geology  
Mathematics & Computer Science  
Physics

### SOCIAL SCIENCE

History  
Political Science  
Psychology  
Sociology

## Graduate Programs

Dean, Associate Professor FAGAN; Assistant Dean, Assistant Professor SANFORD

The Office of Graduate and Continuing Studies provides academic administration of all graduate, post-baccalaureate and continuing studies programs. Each graduate degree is led by a faculty director who is a member of the department and the division responsible for academic overview of the program.

Muskingum College provides two graduate professional degrees and a variety of post baccalaureate advanced licensure, certification, and professional development options. The Master of Arts in Education and the Master of Arts in Teaching are graduate teacher education programs approved by the Ohio Board of Regents, North Central Association of Colleges and Schools, and the Ohio Department of Education. Separate publications, available in the Office of Graduate and Continuing Studies, contain more detailed descriptions of the programs, including course listings and admissions procedures.

### Master of Arts in Education

Director, Associate Professor SCHMITZ

The Master of Arts in Education is designed for licensed or certified education professionals and offers concentrations in Elementary Curriculum and Instruction, Secondary Curriculum and Instruction, Art and Music. While

earning the master's degree, students also may complete programs leading to licensure in Educational Leadership, Intervention Specialist: Mild/Moderate, Intervention Specialist: Talented and Gifted, Early Childhood, and Early Childhood Intervention Specialist.

### **Master of Arts in Teaching**

Director, Associate Professor MORROW

The Master of Arts in Teaching provides an opportunity for persons who have earned a baccalaureate degree in disciplines other than teacher education to earn a master's degree while preparing for provisional licensure as entry-year teachers. Licensure programs are available in Early Childhood, Middle Childhood, Adolescent Young Adult (Math, Language Arts, Social Studies, Chemistry, and Life Sciences), and Intervention Specialist: Mild/Moderate.

### **Educating Children Summer Training Institute**

Director, Associate Professor SCHMITZ

The annual Educating Children Summer Training Institute (ECSTI), founded in 1995, provides 18 one-week, three-credit graduate seminars in June. Subject matter experts throughout the United States and other countries are brought together to lead seminars. Credits earned through ECSTI coursework may be applied toward a degree program, or may be used to meet Ohio licensure renewal requirements.

## **Undergraduate Academic Offerings**

Descriptions of the courses in the departmental curricula follow. While the majority of the offerings are available each year, some are available on an alternate year basis or when student interest is sufficient to make their scheduling feasible. This qualification applies whether or not the offering's description notes frequency of availability.

Beside each departmental heading is the roster of the department's faculty.

A comma between course numbers indicates a multiple semester course in which each semester is a prerequisite to the next and credit may be received for each course. A dash between course numbers indicates a multiple semester course in which each semester is a prerequisite to the next and all courses in the sequence must be satisfactorily completed in order to receive any credit. A semi-colon between course numbers indicates a multiple semester course in which each semester is not a prerequisite to the next and credit may be received for each course.

Courses numbered below 100-level are remedial and do not count in minimal hours toward graduation. Ordinarily the 100-level courses are for first-year students, the 200-level for sophomores, the 300-level for juniors and the 400-level for seniors. Students may enroll in a course one level above or below their classification. To enroll in a course which is more than one level above or below their class, students must obtain permission from their advisor.

The number in parentheses immediately following the course name indicates the semester hours of credit.

## **Accounting**

See Economics, Accounting and Business

## **American Studies**

Advisor, Associate Professor WILLIAMSON (Sabbatical, Spring)

The interdisciplinary major in American studies provides students with the opportunity to study American civilization from the points of view of different disciplines.

### **Major** (39-40 hours)

Requirements: A minimum 12 hours (four courses) from at least two of the following five disciplines and an American Studies senior seminar project.

Economics 215, 216

English 233

History 211, 212

Political Science 111

Sociology 216

An interdisciplinary or a constituent discipline senior studies project.

Electives: 27 hours from a minimum of five of the following departments or disciplines, including those courses previously listed under requirements.

Anthropology 365

Business 321, 341, 360

Economics 375, 435

English 341, 343, 351

History 365, 372, 373, 375, 376, 382, 383, 385

Philosophy 353

Political Science 211, one from 311-319, one from 321-329, 365

Religion 322, 330

Sociology 320, 345, 365

## **Anthropology**

See Sociology and Anthropology

## **Art**

Associate Professor Y. Sun (Chair); Assistant Professor McCOLLUM; Lecturers SEILER (part-time), YIN (part-time)

The art department creates visually literate individuals through quality courses in the programs of art history, studio and art education. The department seeks to foster a liberal arts environment in which the study of art leads to critical thinking, effective and mature expression, ethical sensitivity and spiritual growth. Courses provide both for appreciation of and participation in a wide variety of art experiences. The department also presents educational events, gallery programs and a permanent collection to the College and its surrounding community.

Proficiency in the knowledge and skills acquired in the studio disciplines, coupled with a thorough study of art history, can prepare students for graduate

fine arts studies, gallery management and museum curation. The art education program leads to careers in teaching as well as graduate studies. Art in combination with psychology prepares students for graduate work in art therapy; in combination with business it enhances careers in marketing and similar fields. Students interested in communication art (commercial or advertising art) may combine studies at Muskingum with course work at the Art Institute of Pittsburgh and its branch campuses in Atlanta, Dallas, Denver, Fort Lauderdale, Philadelphia, Houston and Seattle as part of special programs linking the institutions.

Students interested in art should contact the department chair at least by the first semester of the sophomore year to ensure fulfillment of all degree requirements and for those pursuing preprofessional options, requirements for the Art Institutes program and teacher education licensure in multi-age visual arts.

For additional information please consult the art department's web site at [www.muskingum.edu](http://www.muskingum.edu).

### *Major* (34 hours)

Requirements: 112, 121, 131, 151, 170, 212, 241, 490

Two courses from 251, 351, 451

One course from 412 or 441

One art course elective

Portfolio for acceptance into major program

From one to three pieces may be retained as part of the student section of the Permanent Art Collection

### *Minor* (15 hours)

Requirements: 112, 121, 151 and 170; a 2.0 GPA in the minor

Electives: 3 additional hours at 300-level or above

**Teacher licensure** — multi-age visual arts, ages three through twelfth grade.

Contact the education department for specific course requirements.

## Course Offerings

**112. Drawing I** (3) introduces the fundamentals of two dimensional composition through experiences designed to increase visual perception and provide technical skill. Students are introduced to visual concepts such as positive and negative space, linear perspective and proportion. Discussion and critiques introduce aesthetic theories.

**121. Ceramics I** (3) introduces methods and aesthetics from ancient and contemporary practices used worldwide. Fundamental 3-D design problems are explored using handbuilding and wheelthrowing techniques. Basic clay and glaze formulation theory along with various firing procedures are included.

**131. Sculpture I** (3) introduces 3-D design elements, criticism, media, technique and conceptual concerns as employed in contemporary and historical sculpture produced worldwide. Inspiration, conception and working philosophies are stressed.

**141. Photography** (3) introduces the fundamentals of black and white photography. The course covers the functions of the camera, various lenses, lighting, the developing of film and prints, matting and displaying prints and develops an aesthetic awareness in the art of seeing photographically. Students supply a 35mm camera, film and printing paper.

**151. Introduction to Art** (3) expands the student's awareness and understanding of the visual arts through art theory and critical analysis by emphasizing present, historical and multi-cultural perspectives.

**170. Graphic Design I** (3) provides an investigation of basic concepts and principles of graphic design and an introduction to the use of computer software programs in the representation, creation, and study of designs. This course is a prerequisite for 270 and 370.

**212. Drawing II** (3) is a further development of the fundamentals presented in Drawing I, including a variety of media; subject matter including landscape, figure drawing, portrait and still life; and approaches to personal expression in drawing. Prerequisite: 112

**221. Ceramics II** (3) is a thorough investigation of wheel throwing techniques, including a range of glazes and firings. Wheel aesthetics are contrasted with those of handbuilding. Prerequisite: 121

**231. Sculpture II** (3) is a more thorough study of sculptural techniques. Effective communication of conceptual concerns is stressed. Prerequisite: 131

**241. Painting I** (3) deals with the fundamentals of painting, including color theory, color mixing, preparation of canvas and other grounds and care of materials. Aesthetic theories and criteria of excellence are introduced. Prerequisite: 112 or permission of the instructor

**251. Art History I** (3) introduces Western art from prehistory through Roman classicism and visual art from non-western cultures. Understanding of historical and cultural context is stressed.

**270. Graphic Design II** (3) emphasizes two dimensional, visual communication design. Investigation of basic concepts and principles of graphic design is integrated. Design production using computer software programs is introduced. Emphasis is placed on students' design solutions for specific client areas, including advertising graphics, packaging and labels, poster cards and web page graphics. Prerequisite: 170.

**312. Drawing III** (3) builds upon Drawing I and Drawing II with a focus on producing more personal and expressive drawing. Advanced composition, communication, content and idea development are emphasized. Prerequisite: 212

**321. Ceramics III (3)** is an advanced investigation of one or more aspects of the field. Emphasis is on competent and informed individual initiative and creation. Prerequisite: 221

**331. Sculpture III (3)** is an advanced investigation of one or more aspects of the field with emphasis on competent and informed individual initiative and creation. Prerequisite: 231

**341. Painting II (3)** focuses upon personal expression and the decisions made in creative endeavors. Students explore individual solutions to painting problems and develop their own aesthetic and style. Prerequisite: 241

**351. Art History II (3)** investigates Western art from early Medieval times through the end of the 1700s. Stylistic influences are stressed.

**370. Graphic Design III (3)** introduces printmaking concepts and ideas and teaches page design and layout of various types including catalogs, brochures, magazines and other advertising venues. Typography and symbol design is explored. Emphasis is placed on students' development of visual designs that effectively communicate desired message. Prerequisite: 170 and 212 or permission of the instructor.

**380. Middle Level Art Education (2)** studies art education methods, philosophies and practices. Materials ordinarily used in elementary and secondary schools are used in laboratory projects. More specialized instruction is provided for those seeking certification to conduct a complete art program. Offered in alternate years.

**381. Adolescent Art Education (3)** provides the student intending to teach secondary art with information and methods necessary for teaching the secondary school art student. Offered in alternate years.

**412. Life Drawing (3)** consists of drawing from the nude, draped and clothed human figure, with emphasis on study of structure, proportion and anatomy for artists. Various media and approaches to drawing the figure are used. Prerequisite: 212 or permission of the instructor

**441. Painting III (3)** provides the advanced student with the opportunity to develop control and mastery of the techniques and methods acquired in 241 and 341. A personal aesthetic and style are emphasized. Prerequisite: 341

**451. Art History III (3)** is an investigation of why and how Western art changes from the early 1800s to the present. Conceptual and multi-cultural influences are stressed.

**455. Student Teaching in Primary/Middle Level Visual Arts (5)** involves students as practice teachers in a six week supervised experience in planning for instruction, creating an environment for student learning, teaching for

student learning, and reflecting on students' performance completed in a primary or middle school setting, grades K-3 or grades 4-8.

**457. Student Teaching in Secondary Visual Arts (5)** involves students as practice teachers in a six week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning, and reflecting on students' performance completed in a secondary school setting, grades 9-12.

**490. Senior Seminar (1)** provides the senior art major with a gallery exhibit experience. The student carries out all aspects of designing, publicizing and hanging an exhibit of visual work done during college.

**491; 492; 493; 494. Creative Problems (1-4)** allows the advanced student to create independent work under faculty guidance with permission of the department chair.

## **Biology**

Professor INGOLD (Chair); Associate Professor OSUNSANYA (Sabbatical, Spring); Assistant Professors BERGSTROM, DOOLEY; Instructor ATKINSON

The goals of the biology department include helping students to gain an understanding of the universal principles governing the phenomenon of life. Students will know what a modern biologist is, understand how biologists think, see how discoveries are made and apply the scientific process to their everyday lives. Students will engage in a broad based knowledge of the principles of cellular, molecular, genetic, physiological, morphological, ecological and evolutionary studies. In doing so, they will develop a sensitivity to the role of critical and creative thinking as it operates in the scientific process; in addition, they will begin to integrate a sense of ethical thinking and behavior in their professional and personal lives. Finally, liberal arts students will engage in their development of scientific literacy and develop an understanding of the scientific process as a way of thinking that can be applied not only to science but to their everyday lives.

The biology department faculty encourage students destined for professional or graduate schools requiring a biology major. These include pre-graduate, pre-medical, pre-dental, pre-veterinarian and pre-physical therapy students and future biology teachers. Liberal arts students who are majoring in other disciplines and yet have an interest in biology are also encouraged by the faculty. Interdisciplinary studies in the neuroscience, environmental science, conservation science, and molecular biology, each of which has a significant biological component, are also offered. Students work with faculty on individual research projects and faculty development, renewal and research. Life-long faculty scholarship is important as it serves as a model for the student's future life-long learning.

The biology department occupies 12,500 square feet in the Boyd Science Center. The space includes five teaching laboratories, a greenhouse, three controlled environment rooms, 11 double occupancy student research laboratories, a photographic darkroom, animal rooms, a seminar room and a

classroom. Although the biology major provides for a formal “capstone” research experience, students at all levels are heavily engaged in research activities with department faculty.

Students interested in a biology major should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and preprofessional requirements for completing a major in biology and preparing for a related career.

For additional information please consult the biology department’s web site at [www.muskingum.edu](http://www.muskingum.edu).

### *Major* (38 hours)

Requirements: 111, 112, 107 (twice), 226 — this sequence must be completed by the end of the sophomore year.

One course from each of the following areas:

Ecology and Systematics: 221, 232, 308, 358; Conservation Science 331

Cellular and Molecular Biology: 306, 312, 336, 368, 375

Morphology: 213, 321, 373, 380

Research: 420

Electives: one course selected from Environmental Science 121, 421;

Molecular Biology 211, 411; Conservation Science 231, 431;

Neuroscience 201; remaining credit hour requirements from Biology 228, 229, 304

### *Minor* (19 hours)

Requirements: 111, 112, 107 (twice), 226 and a minimum of eight additional credit hours from courses at the 200 level or higher, [Only biology courses will count for the minor].

*Teacher licensure* — life sciences or integrated science, grades 7-12

Contact the education department for specific course requirements.

## Course Offerings

**105. Issues in Biology** (3) intended for non-science majors, although two credit hours from any one of the following classes may be applied toward the biology major. In addition, more than one course may be taken for graduation credit, but only one counts for the LAE requirement. Co-requisite: 107.

**a. Environmental Science** examines the basic principles of evolution, ecology and population biology. These principles lay the groundwork for a detailed look at world biodiversity, conservation, sustainable resource use and anthropogenic-based water and air pollution.

**b. Conservation Science** deals with the threats facing the Earth’s biological diversity such as habitat destruction, overexploitation and exotic species introductions. In addition, practical approaches to maintaining and managing biological diversity are examined and the critical linkages between ecology, economics and politics are emphasized. Possible weekend field trips involved.

**c. Concepts in Evolution** provides an introduction to fundamental principles underpinning contemporary evolutionary biology. In addition to lecture and

text readings, weekly discussion meetings provide a forum for evaluating the extent to which evolutionary principles may provide a contextual framework for understanding a number of contemporary social issues.

**d. Genetic Frontiers and Biotechnology** surveys the scientific principles, applications and social implications of recombinant DNA technology/genetic engineering.

**e. Human Biology** surveys basic biological chemistry, scientific method, tissues and organ systems and applies this to demonstrate how biology influences our quality of life.

**f. Human Diseases** surveys microbes and disease with special emphasis on infectious diseases caused by bacteria and viruses. The characteristics of microbes, interaction between microbes and host, immunity to disease and treatment are also emphasized.

**107. Biology Laboratory** (1) is a series of lab topics which explore biological processes through observation and experimentation. (See course schedule for a description of the topics offered.)

**111. Organismal Biology I** (3) studies the principles of biological and chemical evolution, examines the defining characteristics of all of the major animal phyla and introduces the major principles of ecology and animal behavior. In addition, some of the broad concepts associated with humans and the environment including conservation science, will be introduced. Co-requisite: 107.

**112. Organismal Biology II** (3) studies the structure and function of various organ systems in the vertebrates. Many examples from plants and invertebrates are frequently used to emphasize diversity, adaptability and evolution. Co-requisite: 107.

**213. Functional Histology** (4) studies the structure and function of animal tissues and the methods used in preparing them for microscopic examination. Lecture and laboratory experiences are involved. Prerequisites: 112, 107.

**221. Vascular Plant Systematics** (3) deals with the classification and evolution of selected families of vascular plants with emphasis on the regional flora. Prerequisite: 111, 107.

**226. Introduction to Cell and Molecular Biology** (3) focuses on cell structure and function, membrane structure and function, cellular energy, photosynthesis, glycolysis, cellular respiration, DNA, gene activity, the regulation of gene activity, recombinant DNA and biotechnology. Prerequisite: 112, 107.

**228. Human Anatomy** (3) deals with the structure of the human body. Lecture and laboratory experiences including cat dissection are involved. Prerequisite: 112, 107.

- 229. Physiology of Exercise** (4) analyzes the responses of the human body to physical activity. Lecture and laboratory experiences are involved. Prerequisite: 112, 107.
- 232. Vertebrate Natural History** (3) deals with the collection, identification and classification of vertebrate animals of the local region. Lecture, laboratory, field experiences and possible Saturday field trips are involved. Prerequisite: 111, 107.
- 304. Evolution** (4) provides an in-depth exposure to contemporary evolutionary biology through lectures and selected readings from the primary literature. The course not only emphasizes information germane to the theory itself, but also important questions currently facing researchers in the field. Course requirements include three exams and a semester-long writing project. Prerequisite: 111, 112, 107 (twice).
- 306. Genetics** (4) surveys the fundamental laws of heredity and speciation. Lecture and laboratory experiences are involved. Prerequisite: 112, 107.
- 308. General Ecology** (4) examines the interrelationships between organisms and the environments in which they live. Lecture, laboratory, extensive field work and possible Saturday field trips are involved. Prerequisite: 111, 107.
- 312. Microbiology** (4) studies the nature of microorganisms with special emphasis placed on bacteria of importance to medicine and industry, including body defense mechanisms and immunology. Lecture and laboratory experiences are involved. Prerequisite: 112, 107 and Chemistry 111, 112.
- 321. Advanced Botany** (4) is an evolutionary study of the morphology and life-history of the major plant and algae groups. Lab emphasizes anatomy. Prerequisite: 111, 107.
- 336. Cellular Physiology** (4) studies the cellular processes involved in membranes, bioenergetics, control systems, electrophysiology, neurochemistry, muscles and glands. Laboratory emphasizes basic electro physiology and synaptic function. Prerequisite: 112, 226, 107 and Chemistry 111, 112.
- 358. Aquatic Ecology** (4) analyzes the interrelationships of biological, physical, chemical and geological factors that influence freshwater and marine environments. Lecture, laboratory experiences and possible Saturday field trips are involved. Prerequisite: 111, 112, 107 (twice), 226 and Chemistry 111, 112.
- 368. Advanced Neuroscience** (4) emphasizes neural, hormonal and neuroendocrine biological control systems and coordinated organismal functions. Laboratory emphasizes neuroanatomy. Prerequisite: 112, 226, 107.
- 373. Comparative Vertebrate Anatomy** (4) studies the origin, relationships and comparative morphology of a representative series of chordates. Lecture and laboratory experiences are involved. Prerequisite: 112, 107.

**375. Molecular Biology** (4) studies the biochemical and molecular interactions within living cells with special emphasis placed on protein structure, gene structure and expression, gene regulation, plasmids, bacteriophages, transposable elements and recombinant DNA technology. Lecture and laboratory experiences are involved. Prerequisite: 112, 107, 226 and Chemistry 111, 112.

**380. Comparative Vertebrate Embryology** (4) studies the developmental processes of a representative series of chordates. Lecture and laboratory experiences are involved. Prerequisite: 112, 107.

**420. Senior Seminar** (3) involves a discussion of a series of scientific papers covering a biological topic. In addition, students search the biological literature related to the topic and prepare an oral presentation as well as a written paper. Prerequisite: biology major and junior standing.

**421-422. Biological Research** (2-2) involves laboratory and/or field research on a biological problem.

## **Business**

See Economics, Accounting and Business

## **Chemistry**

Professor RATAICZAK; Associate Professor PERERA (Chair); Assistant Professors SZALAY, ZOOK

The chemistry department's laboratory intensive instructional program has been certified by the American Chemical Society (ACS) Committee on Professional Training since 1966. The program facilitates an understanding of the materials around us and the changes they undergo. This chemical knowledge is fundamental for an understanding of everyday experience and environmental/economic concerns. Graduating majors are very successful in gaining admission to graduate and professional schools. Many have found a chemistry major to be an excellent preparation for medical or law school, careers in private and public research laboratories, secondary teaching and technical sales. The department supports pre-nursing, pre-engineering and medical technology programs.

Research is important and all seniors conduct independent laboratory research. Students are encouraged to participate in research as early as possible. Typically no more than two or three students work on senior research for any one professor. This small student-faculty ratio makes possible early research endeavors and modern research facilities make possible excellent, timely research. Joint research projects have involved chemistry students with the departments of biology, geology, physics, psychology, mathematics and computer science and economics, accounting and business. Students have presented papers on their research at ACS sponsored meetings, both national and regional and have published their research results in reputable journals. The Muskingum College Student Affiliate Chapter of the American Chemical

Society sponsors a number of events each year, including films, tutoring, book sales, field trips and chemical demonstrations. Work-study opportunities are also offered. Contact the department chair to expedite fulfillment of requirements.

For additional information, please consult the chemistry department's web site at [www.muskingum.edu](http://www.muskingum.edu).

**Major** (36 hours in chemistry including)

Requirements: 111, 112, 213, 214, 315, 335, 355, 454, 455

Physics 121, 122, 125, 126

Mathematics 190, 200

Chemistry electives: one course from 316, 418, 425, 445

Recommended electives: Mathematics 140; Computer Science 111; a modern language

**Minor** (19 hours)

Requirements: 111, 112

Electives: 11 hours excluding 105

**American Chemical Society** certification (44 hours in chemistry including)

Requirements: 111, 112, 213, 214, 315, 316, 335, 355, 418, 425, 454, 455

Mathematics 190, 200, 230, 320

Physics 121, 122, 125, 126

Recommended electives: Chemistry 445, Mathematics 140 or 340;

Computer Science 111; a modern language (preferably German)

**Environmental Chemistry** See Environmental Science

**Teacher licensure** — Integrated science with chemistry major

Dual Field Science - Chemistry major with earth science

Chemistry major with life science

Physical science with chemistry major

Physical science with physics major

Contact the chemistry department or education department for specific course requirements.

## Course Offerings

**105. The Nature of Matter** (4) is designed for non-science majors. It is not open to those who already have credit for a 100 level chemistry course. Attention is directed to the dynamic and social nature of chemical science by relating contributions of individuals and groups to the advancement of chemical knowledge. Particular emphasis is placed on exploration of possible roles for chemistry in the solution of current and selected societal problems. 3 hours of lecture and 3 hours of laboratory.

**111, 112. General Chemistry I, II** (4, 4) deals with the structure of matter and the principles governing physical and chemical changes, developing the skills and techniques of analytical chemistry through inquiry. 3 hours of lecture and 3 hours of laboratory.

**200. Laboratory Safety** (1) is a lecture-demonstration course for students seeking scientific or scientifically related careers; it trains students to recognize

the hazards of chemicals and how to work with them in such a way as to avoid acute and chronic injury to themselves, their co-workers and their environment. Prerequisite: previous or current enrollment in a laboratory science course.

**213, 214. Organic Chemistry I, II** (4, 4) deals with structure, preparation and reactions of carbon compounds. The laboratory stresses qualitative organic analysis, synthesis, isolation and purification of carbon compounds. 3 hours of lecture and 3 hours of laboratory. Prerequisite: 112.

**235. Environmental Chemistry** (4) focuses on the study of current environmental problems including acid rain, ozone depletion, global climate change, urban air pollution and ground water contamination. Laboratory work will emphasize concepts of special importance in environmental chemistry as well as field sampling and analysis. 3 hours of lecture and 4 hours of laboratory. Prerequisite: 112.

**295. Chemistry Research** (1-4) provides the opportunity for investigation of research questions in the field of chemistry through laboratory and/or library research as supervised by a departmental faculty member. Four to five hours of work per week during the semester is equivalent to one credit hour. May be repeated for credit. Does not count toward the major. Graded S/U. Prerequisite: permission of instructor.

**315, 316. Physical Chemistry I, II** (4, 3) includes a theoretical study of thermodynamics, kinetics, spectroscopy, quantum chemistry, photochemistry and phase equilibria. 3 hours of lecture, 3 hours of lab with 315. Prerequisite: 112; Co-requisite: Mathematics 200, Physics 121, 125.

**335. Analytical Chemistry** (4) is a study of the modern methods of chemical separation and analysis. In the laboratory emphasis is placed on application of modern instrumentation to chemical problems. 2 hours of lecture and 6 hours of laboratory. Prerequisite or Co-requisite: 315.

**355. Advanced Laboratory in Chemistry** (3) emphasizes thermodynamics, kinetics, quantum chemistry and analysis through the application of modern analytical and physical techniques. 8 hours of laboratory. Prerequisite: 214, 315.

**418. Biochemistry** (4) is a study of the structure, function and reactions of protein/enzymes, generation and storage of metabolic energy, nucleic acids, viruses and hormone function. The laboratory provides the opportunity to practice the unique techniques involved in the study of macromolecules. 3 hours of lecture and 3 hours of laboratory. Prerequisite: 214, Biology 111, 112 or permission of the department.

**425. Advanced Inorganic Chemistry** (4) is a study of atomic and molecular structures, coordination compounds and crystal structure. 3 hours of lecture and 3 hours of laboratory. Prerequisite or Co-requisite: 315.

**445. Topics in Modern Chemistry** (3) focuses on selected special topics from the chemistry disciplines: analytical, inorganic, organic or physical. The topics are chosen for their importance to modern chemistry.

**454. Chemistry Seminar and Literature Research** (2) involves comprehensive literature research on a chemistry-related topic of the student's choice, and writing of a detailed report on the findings. The course also features oral presentations, as well as the writing of a research proposal on the same topic researched in the literature. In addition, students are required to attend seminars by visiting scientists, organized by the department. Grading considerations are the thoroughness of the library work, quality of the research report and research proposal, effectiveness of presentations, participation and attendance. All departmental faculty participate in this course.

**455. Chemistry Senior & Laboratory Research** (4) is an independent experience under the guidance of one or more faculty members, designed to expose students to methods of investigation and inquiry, and enhance critical thinking and problem-solving skills. The course also includes oral presentations and writing of a final scientific paper. In addition, to stay current in the field being researched, students will continue the literature research begun in CHEM 454. Students are also required to attend a weekly seminar meeting. Prerequisites: CHEM 355, 454.

## **Child and Family Studies**

Advisor, Assistant Professor STEVENSON

This major prepares students to become early childhood professionals and/or individuals who work within agencies that help children, adolescents and their families. The major recognizes that these individuals need both broad-based coursework and experiences in a diversity of situations. Understanding the social context of development and how to use developmentally appropriate practice is essential for those who teach young children. Those who work in agencies that serve children and families need to understand the factors that promote optimal development. The importance of the years from birth to age eight cannot be overstated and interventions are best if they can begin early. The interdisciplinary major in child and family studies prepares students for working in child care centers and agencies that promote optimal growth and development of children from infancy through adolescence and for working to enhance family relationships and connectedness.

At the core of the major are required courses in psychology, sociology and education. Emphasis is given to diversity across individuals and cultures. Students also select one of the three areas of specialization. Each area leads students toward a different career path. The administration track is designed for students who want to become child care directors or administrators of programs for children and families. The human services track is designed for students who want to work in human services or other social service agencies. And the child development research track is designed for students who plan to pursue graduate studies. The major also is individualized for students through the practicum, internship and senior thesis opportunities.

## Major

### Core courses (34 hours)

Education 112, 308, 309, 371

Psychology 101, 205, 220, 222, 308, 399 *Developmental/Educational*, 409  
*Developmental Educational*

Sociology 101, 345

### Specializations (one of the specializations or a double major in accounting, business, economics, psychology or sociology)

#### *Administration* (18 hours)

Requirements: Accounting 201, Business 321, 341, Economics 215

Accounting 202 or Economics 216

Business 495, Accounting 495 or Economics 495

Suggested elective: Political Science 322

#### *Child development research* (16 hours)

Requirements: Psychology 151, 232, 493, 495 and one course from 305, 307, 351, 359

#### *Human services* (17 hours)

Requirements: Sociology 216, 360, 422, 320 or 401, 495, 496

### Electives (6-9 hours or a double major)

Computer Science 100

Health Education 200, 365, 380

Physical Education 319, 321

Political Science 321 or 322

Sociology 210, 320, 401

Speech Communication 345 or any course from a different area of specialization

### Other Requirements (6 clock hours)

Non-credit workshops on First Aid, Communicable Diseases and Child Abuse Recognition/Prevention

## Christian Education

See Religion and Philosophy

## Computer Science

See Mathematics and Computer Science

## Conservation Science

Advisors, Assistant Professor DOOLEY; Instructor ATKINSON; Visiting Lecturers BLUMER, MARKS

Conservation science is a relatively new field that brings an interdisciplinary approach to the complex and often multifaceted issues of species extinction, population decline and habitat degradation. This exciting new domain of human inquiry requires a solid background in the physical, biological, and ecological sciences, but also emphasizes the analysis of economic, political, social, and ethical issues as a contextual basis for problem solving and decision making.

The program's rigorous interdisciplinary curriculum is designed to provide students with skills in analysis and communication that should prepare them

for exciting careers in a broad number of areas including: the natural and social sciences, government service, non-government organizations, law, and global commerce.

Students work closely with an advisor from the start of their participation in the program to design an academic plan that will best suit their individual goals. Core courses provide a grounding in the natural and social sciences. Additional courses are drawn from electives in the basic and applied sciences, social sciences and other technical areas (e.g., computer science, statistics, remote sensing, water and soil analysis). As early as their first year, conservation science majors are also strongly encouraged to explore potential career options through internships and other programs providing pre-professional experiences. Finally, during their last three semesters students are required to design and carry out an extensive research project.

Conservation science majors also benefit from partnerships that Muskingum College has developed with several local and regional institutions including the International Center for the Preservation of Wild Animals (The Wilds) and Muskingum Area Technical College (MATC). These collaborations provide many unique educational opportunities such as additional coursework, experience with environmental education, research training, and internship experiences.

Given the extensive number of course hours required to complete the major as well as the importance of providing adequate time for participation in internships and the development of an appropriate research program, students interested in pursuing a conservation science major should contact one of the program advisors at their earliest opportunity. Further information and program updates are available through the Conservation Science web site under the Muskingum College home page (<http://www.muskingum.edu>).

### **Major**

**Fundamental Group (Requirements):** Biology 111, 112, 107 (twice)

Chemistry 111, 112

Geology 101

Economics 215

Political Science 322

One course from Economics 325, Mathematics 140, 340 or Psychology 232

**Conservation Group (Requirements):** Conservation Science 331, 437, 438, 439 and 231 or 431

**Muskingum Area Technical College (MATC) Group (Select 2 Courses):**

Environmental Resources Management 121, 171, 253

Parks, Recreation and Wildlife 130, 250, 260, 270

Surveying 142

Natural Science 240

**Group A (Select at least 11 hours; no more than 8 hours can be selected from the same discipline)**

Biology 306, 308, 312, 358, 375

Chemistry 213, 214, 235, 335

Geology 311

Environmental Science 421

Psychology 391

**Group B** (Select at least 12 hours; no more than 6 hours can be selected from the same discipline)

Business 321

Economics 333

Philosophy 203, 331

Political Science 231, 314, 351

Sociology 350

Religion 365, 393

## Course Offerings:

### Conservation Science (CVSC)

**231. Conservation Science Discussion** (1) presentation and discussion of important conservation issues in Conservation Science. Conservation Science majors must take this course or 431 at least once. Either course may be repeated for additional credit.

**331. Conservation Biology** (4) provides an in-depth examination of the major issues and challenges that define this exciting new discipline. The course will place a great deal of emphasis on exploring the role and limitations of science in addressing contemporary conservation problems. The course design includes lecture, laboratory and field trips.

**431. Topics in Conservation Science** (1) a team-taught seminar course that uses readings from recently published articles and focused discussion to explore important conservation issues. Conservation Science majors must take this course or 231 at least once. Either course may be repeated credit.

**437. Conservation Science Research Seminar I** (3) involves a discussion of a series of scientific papers covering a conservation topic. In addition, students search the biological literature related to the topic, prepare two literature reviews and submit a scholarly research proposal at the end of the semester. Prerequisite: 331 or permission of instructor.

**438. Conservation Science Research Seminar II** (2) involves field, laboratory or library research on a conservation problem. Prerequisite: 437.

**439. Conservation Science Research Seminar III** (2) involves field, laboratory or library research on a conservation problem. Prerequisite: 438.

### Muskingum Area Technical College (MATC) Group

*These courses are taken at the MATC campus through arrangement with the student's Muskingum College advisor.*

### Environmental Resource Management Technology (ENV)

**121. Air Sampling and Analysis** (3 qtr.hr. - 2 lec. 3 lab) study of the standard techniques of ambient air sampling for gases and particulates. This course shall include an understanding of the principles of operation and maintenance of air sampling equipment, an understanding of the analytical techniques used to

identify and measure air pollutants, experience in site selection and in collection of various types of air samples, practical experience in laboratory analysis of air samples by standard methods and the reporting of data collected at ambient air sampling stations.

**142. Remote Sensing and Cartography** (3 qtr.hr. - 2 lec. 3 lab) remote sensing and cartography; resources, principles and techniques for their use in the natural sciences. The course emphasizes the use and natural resource management applications of the following topographic maps, natural resource (specialty) maps, aerial photographs, infrared and satellite imaging, computer aided navigation systems, global positioning system (GPS) and geographic information systems (GIS). Information and data collection and manipulation is practiced to acquaint students with this technology.

**171. Water Sampling and Analysis** (4 qtr.hr. - 2 lec. 4 lab) designed to give practice in water sampling techniques and chemical analysis (wet chemistry, instrumental methods and portable test kits) of the water quality of streams and lakes. It also includes studies of new methods, techniques, instruments in field sampling and lab analysis, data interpretation and reporting results.

**253. Groundwater Hydrology** (3 qtr.hrs. - 2 lec. 3 lab) presents an overview of basic groundwater flow systems, well design and groundwater management . Emphasis will be placed on the environmental aspects of groundwater development and management.

### **Parks, Recreation and Wildlife Technology (PRW)**

**130. Soil and Water Conservation** (3 qtr.hrs. - 2 lec. 3 lab) introduction to soils and soil fertility, with emphasis on physical properties of soil. These properties will be applied to soil and water conservation practices which include waterways, diversions, bank stabilization, farm ponds, drainage, windbreaks and spring developments.

**250. Wildlife Habitat Management** (3 qtr.hrs. - 2 lec. 3 lab) habitat evaluation and manipulation techniques are studied and put into practice in the field. Cover mapping habitats, quantitative vegetation analysis, release cutting and controlled burning are just some of the operations used in the ecological assessment and management of successional stages for game and non-game species.

**260. Wildlife Population Management** (3 qtr.hrs. - 2 lec. 3 lab) sampling and analysis of wildlife populations are emphasized. Census techniques, mark-recapture and removal methods are used to assess population numbers. Age and growth studies, survivorship curves, population biology of vertebrates (pest and non-pest species), condition, sexing and autopsy techniques for birds and mammals are covered.

**270. Fisheries Management** (3 qtr.hrs. - 2 lec. 3 lab) freshwater fish are studied in terms of their taxonomy, morphology, life history and ecology. Aquatic

habitat evaluation is combined with management practices for lakes, ponds and stream systems. Population studies, age and growth, food habits and stocking techniques are incorporated into sound ecological practices.

### **Surveying (SUR)**

**142. Remote Sensing and Cartography** (3 qtr.hrs. - 2 lec. 3 lab) remote sensing and cartography: resources, principles and techniques for their use in the natural sciences. The course emphasizes the use and natural resource management applications of the following: topographic maps, natural resource (specialty) maps, aerial photographs, infrared and satellite imaging, computer aided navigation systems, global positioning system (GPS) and geographic information system (GIS). Information and data collection and manipulation is practiced to acquaint students with this technology.

### **Natural Science (NS)**

**240. Wetlands Ecology** (3 qtr. hrs. - 2 lec. 3 lab) serves as a capstone experience for all natural science students. Topics include the ecology of wetlands, wetland plants, hydric soils, wetland animals, wetland delineation, constructed wetlands, and wetland mitigation. A group field research assignment with written and oral reports will allow students to use and apply previous technology courses.

### **Earth Science**

See Geology

### **Economics, Accounting and Business**

Professors BRADY, DRUBEL (Sabbatical, Spring); Associate Professors M. BURK, HYDELL (Chair) (Sabbatical, Spring), NOWAKOWSKI, J. WILSON; Assistant Professors GOLDEN; HEDDAEUS

Economic forces affect all persons in many ways. Control of these forces depends on an understanding of them, gained through study in economics, accounting and business theory. The close relationship between these three fields allows students to acquire specialized knowledge in any one of them through selecting it as a major field of study and, at the same time, to gain a basic understanding of the other two.

Each of the majors provides a background for graduate study in economics, business and law and for immediate participation in the business community. The accounting (public) major fulfills a part of the requirement for certified public accounting licensing in most states. The department is also a core participant in the interdisciplinary international business major. In addition to regular classroom course offerings in the listings which follow, arrangements may be made on an individual basis for special off-campus internships.

Students interested in an economics, accounting or business major should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and preprofessional requirements for completing a major in these areas and preparing for a related career.

Following are the specific major and minor requirements for each of the department's areas.

For additional information please consult the Economic, Accounting and Business department's web sites at [www.muskingum.edu](http://www.muskingum.edu).

***Economics major*** (36 hours)

Requirements: 215, 216, 325, 311 or 334, 333, 495

Accounting 201

Electives: two 300-400 level Economics courses and three additional departmental courses

***Economics minor*** (15 hours)

Requirements: 215, 216, 311 or 334, 333

Accounting 201

***Teacher licensure*** — integrated social studies, grades 7-12 (with an economics major)

Contact the education department for specific course requirements.

***Accounting major*** (36 hours)

Requirements: 201, 202, 301, 302, 363, 364, 411, 412, one course chosen from 420, 421, or 422, 495

Economics 215, 216

***Accounting (Public) major*** (66 hours within a 150 hour degree program)

Requirements: 201, 202, 301, 302, 363, 364, 411, 412, 420 one course chosen from 421 or 422, 495

Business 318, 321, 341, 360, 414

Economics 215, 216, 325

English 202

Psychology 101

Sociology 101

***Accounting minor*** (15 hours)

Requirements: 201, 202 or 363, 301, 302 or 364

Economics 215

***Business major*** (33 hours)

Requirements: 318, 321, 341, 495

Accounting 201, 202

Economics 215, 216, 311, 325 or 333

Electives: one Business course (300-400 level)

***Business minor*** (15 hours)

Requirements: 321, 341; one additional 300-400 level business course

Accounting 201

Economics 215

## Course Offerings

### *Economics*

**215. Principles of Microeconomics** (3) concentrates attention on the determination of prices for goods and factors of production.

**216. Principles of Macroeconomics** (3) presents a general description of the American economy and the theory of income determination and income fluctuations. Prerequisite: 215.

**311. Money and Banking** (3) examines the role of money in the economy, the instruments of monetary and fiscal policy and the techniques of commercial banking, the Federal Reserve System, interest rates and institutions affecting the money market. Prerequisite: 215, 216.

**314. Public Finance** (3) surveys government income, expenditures and transfer payments at the local, state and national levels. Particular attention is given to fiscal policy, problems of taxation and incentives and principles of debt management. Prerequisite: 215, 216 or permission of instructor.

**315. History of Economic Thought** (3) studies the seminal writers on economic analysis and relates their theories to the main stream of economic history and to current economic doctrine. Prerequisite: 215, 216.

**325. Statistics** (3) is concerned with the analysis of data and application of the principles of probability theory, decision theory and statistical inference to the analysis of business and economic data. Emphasis is placed on the construction of economic models in order to gain an understanding of business and government. (Also listed under Business 325.)

**333. Intermediate Microeconomic Theory** (3) develops the methodology of economics and uses this to provide explanations about pricing of commodities and employment of factor services under conditions of full employment. Prerequisite: 215, 216.

**334. Intermediate Macroeconomic Theory** (3) examines the relationships among the aggregate markets for commodities, money, bonds and labor. Emphasis is placed on analytical explanations for the determination of national income, output, employment, interest rates and the price level. Prerequisite: 215, 216.

**341. Economics of Developing Countries** (3) deals with economic, social, cultural and political characteristics of developing countries; theories of economic stagnation, development and growth; domestic and international policies for promoting economic development; concomitant social and cultural changes. Prerequisite: 215, 216, or permission of instructor.

**361. International Trade** (3) examines the reasons for and gains from trade among nations, as well as the impact of trade restrictions. Prerequisite: 215, 216, or permission of instructor.

**362. International Finance** (3) examines monetary exchange rates, the balance of payments, capital flows and the impact of international activity on domestic economies. Prerequisite: 215, 216, or permission of instructor.

**375. United States Economic History** (3) examines issues, events and policies in United States history from an economic perspective, using the basic tools of economics to gain increased understanding of such topics as: forces causing

growth in the standard of living, the Great Depression, slavery, land policy and the nature of technological change. Prerequisite: 215, 216. (Also listed under History 375.)

**411. Topics in Economics** (3) provides the advanced student an opportunity to study selected topics in economic theory. The course may be repeated as the subject matter changes. Prerequisite: 215, 216.

**423. Contemporary Issues** (3) covers current issues in macroeconomic or microeconomic policy, with emphasis changing with each offering. Students are given the opportunity to explore applications of basic economic theory and models to help understand such issues as monetary policy, the role of the Federal Reserve, tax policy, unemployment, social security, and Medicare reform. A specific list of subjects to be covered will be made available with each course listing. Prerequisites: 215, 216.

**425. Econometrics** (3) involves the empirical testing of economic hypotheses using, primarily, linear regression. The results can be used to determine how closely theory corresponds to observed behavior, to investigate which theories best explain behavior and to forecast what future conditions may produce. This course is designed to introduce students to basic econometric techniques. Possible remedies to the most frequently encountered problems will also be discussed. Prerequisite: 325, with a minimum grade of C.

**435. Government and Business** (3) considers the role of government in the American economy and examines contemporary governmental policies toward the private sector of the economy from both a legal and an economic viewpoint. The main topics are the enforcement of anti-trust in the unregulated sector and the improved regulation of industries subject to government controls. Prerequisite: 215, 216, or permission of instructor.

**495. Seminar** (3) enables the student to pursue an approved research project in economic theory. Prerequisite: 333.

### **Accounting**

**201. Financial Accounting** (3) introduces the basic accounting theory and procedures for proprietorships, partnerships and corporations.

**202. Managerial Accounting** (3) covers the analysis and interpretation of accounting information for management planning, controlling and decisions. Prerequisite: 201.

**301, 302, 303. Intermediate Accounting** (3, 3, 3) examines the elements of modern financial accounting theory in the preparation of corporate financial statements Prerequisite: minimum grade of C in 201.

**363. Cost Accounting** (3) covers manufacturing cost accumulation for product costing and the analysis of costs for managerial decisions. Prerequisite: 201.

**364. Income Taxes** (3) analyzes federal income tax laws and their application to individuals. Prerequisite: 201.

**410. Topics in Accounting** (3) offers the student an opportunity to pursue the in-depth study of accounting theory not covered in other accounting courses. The course may be repeated for credit as the subject matter changes. Prerequisite: 302.

**411. Advanced Accounting** (3) involves the accounting for partnerships, consolidations, foreign currency translation and governmental units. Prerequisite: 302.

**412. Auditing** (3) examines the concepts necessary to determine whether a business's financial statements have been prepared in accordance with generally accepted accounting principles. Prerequisite: 302.

**420. Accounting Information Systems** (3) will focus on acquiring and understanding of business processes which are fundamental to contemporary auditing, professional and legal considerations relating to the organization's internal control processes. Detailed material on business and internal control processes are central to this course which stresses information, communication and electronic commerce applied within the contexts of business processes, transaction cycles, and the internal control processes.

**421. Advanced Taxation** (3) is the second course in the tax series and is a continuation of the Income Taxes course. Advanced taxation issues related to individual taxpayers will be examined. In addition, the taxation of corporations, partnerships, exempt entities, estates and trusts will be covered in this class. Prerequisite: 364

**422. Governmental Accounting and Auditing** (3) will focus on the unique aspects of the accounting methods that are used by governmental and not-for-profit entities. The course will also examine audit procedures and requirements that are applicable to these entities. Prerequisite: 302

**423. Software Applications for Accountants** (3) will focus on business applications implementing EXCEL at both the introductory and intermediate levels, and Quick books. We will then apply these skills to accounting exercises and practice sets.

**495. Seminar** (3) enables the student to pursue in depth an approved research project in accounting. Prerequisite: 302.

### ***Business***

**318. Managerial Finance** (3) studies the management of fixed and working capital, short and long-range financial planning, money and capital markets, expansion of income administration, business failures and business reorganization. Prerequisite: Accounting 201, Economics 215.

**321. Organizational Management** (3) examines the classical, behavioral and quantitative schools of management theory, with particular attention given to current research and practice. The nature of authority and responsibility, departmentation, line and staff relationships, organizational growth, managerial development, decision-making and leadership of both profit and non-profit organizations are among the topics discussed.

**325. Statistics** (3) See listing under Economics 325.

**326. Financial Analysis and Investment** (3) evaluates analytic techniques and alternative financial instruments available to the investor. Emphasis is placed on security selection, portfolio management and the operation of markets. Prerequisite: Accounting 201, Economics 215.

**341. Marketing** (3) studies the problems of distributing goods, both industrial and consumer. Special attention is given to the increased importance of marketing techniques in modern economies.

**360. Business Law** (3) studies law as it relates to business, including torts, crimes, contracts, commercial paper, and anti-trust laws.

**411. Topics in Business** (3) is an in-depth study of current theory in selected areas and its application to organizational operations. The course may be repeated for credit as the subject matter changes. Prerequisite: by section specified at each offering.

**412. International Business** (3) studies business in a global context, stressing cultural, political and economic environments facing international business and operational aspects of international management, international marketing and international finance. Prerequisite: 321, 341.

**413. Software Applications for Business** (3) will focus on implementing EXCEL, Access, and PowerPoint at both the beginning and intermediate levels. The skills learned in class will be implemented in final presentations.

**414. Business Ethics** (3) explores how managerial ethical behavior affects organizations, employees, communities, and society. Emphasis will be placed on current situations facing managers as they operate in an environment demanding increased corporate ethical behavior.

**415. Human Resource Management** (3) provides students with a thorough understanding of Human Resource Management issues, practices, and procedures. Through the use of classroom lectures, experiential activities, and cases, students will develop the ability to transfer advanced knowledge into practical applications when confronted with human resource opportunities, problems, and challenges.

**416. Professional Selling** (3) involves the study of direct person-to-person communication that facilitates mutually satisfying exchanges of value.

Professional selling is an art; it involves informing and persuading while creating long lasting partnerships with clients. The main objective of this course is to introduce students to the challenging art of professional selling. We will discuss and analyze the techniques, myths, issues, ethics, and roles that selling plays in business. There are many skills that a successful salesperson needs, and many of these skills will be addressed through both in-classroom and out-of-classroom activities. Prerequisite: 341

**417. Advertising** (3) will familiarize the student with the primary methods by which goods, services, ideas, people, and organizations can be advertised to an audience(s). A strong emphasis will be on the issues surrounding the management and planning of an integrated marketing communications strategy. Prerequisite: 341

**418. Sports Management and Marketing** (3) involves the study of sports business from a managerial and marketing perspective. This will include the concepts, tactics, and issues across two main thrusts in sports business: (1) The managing and marketing of goods and services directly to consumers of sport, and (2) the managing and marketing of other consumers and industrial goods and services through the use of sport promotion. To illustrate, the former would be a professional baseball team, while the latter would be an auto manufacturer sponsoring an athletic event. Prerequisites: 321, 341

**419. Consumer Behavior** (3) analyzes the various inputs to, influences on, and outcomes of the consumer buying decision process. Among the topics discussed are consumer motivation; exposure and attention to marketing stimuli; learning, memory, and retrieval; attitude formation and change; problem recognition, information search, evaluation, and purchase decision making; social, cultural, and situational influences on consumer behavior; and various special topics. Prerequisites: 321, 341

**420. Management Information Systems** (3) will provide a thorough understanding of how the manager can use the computer in problem solving. It is assumed that you understand the role of the computer as a problem-solving tool.

**495. Seminar** (3) enables the student to pursue an approved research project in business theory. Prerequisite: departmental approval.

## Education

Professors, KOKOVICH, V. WILSON (Chair); Associate Professors FRESE (Sabbatical, Spring), MORROW, ROGNESS, SCHMITZ; Assistant Professors, COLLINS, COWDERY, LONG, OBENCHAIN-CLARK, SANDLER; Instructor B. BROWN

For information about the Master of Arts in Education and the Master of Arts in Teaching, see page \_\_\_\_.

The theme for all Muskingum College teacher education programs is “To serve and to lead – a community of learners in an interconnected world.” The programs are designed to prepare graduates to successfully demonstrate competence on PRAXIS III, the State of Ohio’s entry-year teacher performance assessment.

At the undergraduate level, the department offers two majors, 21 licensure options and one endorsement. The Intervention Specialist: Mild to Moderate license may be added to an Early Childhood or Middle Childhood license with additional undergraduate and graduate work. (Additional licensure and endorsement programs are available at the graduate level. Please see the graduate catalog for details.)

Individuals desiring to work with adolescents ages 12 through 21 (grades 7-12) or in multi-age licensure areas (PreK-12) complete a major in a discipline along with the needed disciplinary and professional education courses to meet licensure requirements. Individuals seeking adolescent/young adult or multi-age licensure should consult both with the chairs of the specific disciplines and with the education faculty. They should request to have co-advisors, one from their major and one from the education department.

Courses leading to licensure are closely linked with clinical and field experiences in diverse settings. Field experience hour requirements are overviewed in the Teacher Education Handbook all students receive in Education 110 and are detailed in each course syllabus. Hours are to be completed during the semester in which the specific courses are taken.

The culminating experience of each teacher education program is the professional semester completed during the student’s final year in the program. For adolescent/young adult, multi-age, and middle childhood licensure candidates, the professional semester consists of three weeks of education coursework, one twelve-week full day student teaching placement (two six-week placements in visual arts, foreign languages, health, music and physical education) and a final week of capstone activities. The professional semester for early childhood majors consists of one five-week prekindergarten/kindergarten placement and one ten-week grades 1-3 placement, followed by a week of capstone activities. Students teach according to the calendar of the school systems to which they are assigned and completed additional professional semester coursework during the evening hours. Each licensure area requires a separate student teaching experience.

Acceptance into Muskingum College does not ensure entrance into the college’s teacher education program. The teacher education program’s policy, titled Gateways to Teacher Licensure, is presented and explained in detail in Education 110 and in the Teacher Education Handbook, which is available in the education department office.

The State of Ohio also requires successful completion of the required components of Praxis II and a BCI/FBI check prior to recommendation for provisional licensure. Students handle scheduling arrangements and fees for all teacher education program admission tests, the Praxis II and the BCI/FBI checks. Contact the education department for additional information.

Students seeking teacher licensure should secure an education advisor prior to the end of their first year in college and work closely with that advisor to

ensure fulfillment of all College requirements for licensure. Changes in state licensure requirements may result in changes in program requirements. All students who enter teacher education programs in adolescent/young adult and multi-age programs in Ohio after January 1, 2003, are required to successfully complete a three-hour course in content area reading.

For additional information please consult the education department's web site at [www.muskingum.edu](http://www.muskingum.edu).

**Early Childhood Education Major** prepares individuals to teach children ages three through eight (grades prekindergarten through third). Course requirements include:

Education 110, 112, 235, 240, 308, 309, 315, 334, 362, 363, 370, 371, 413, 414, 449, 461, 464, 467

Interdisciplinary 115

Psychology 101, 205, 220 (preschool), 222, 409

Sociology 101, 345

Physical Education 319

An institutionally approved minor

**Middle Childhood Education Major** prepares individuals to teach children ages nine through 14 (grades four through nine) in two of the following content areas: math, science, language arts and reading and social studies. Students may select any combination of two of the four content areas. Course requirements include:

Education 110, 112, 235, 240, 312, 370, 372, 413, 414, 450, 461, 464, 465; two of the following: 382, 383, 384, 385

Psychology 101, 308

Two of the following approved concentration areas: reading/language arts, mathematics, social studies, science (must include an institutionally approved minor). (Specific concentration course requirements are available in the education department office and contained in the *Teacher Education Handbook*).

**Adolescent/Young Adult Licensure** prepares individuals to teach grades seven through 12 (ages 12-21). Licensure area options are integrated mathematics, integrated language arts, integrated social studies, integrated science, physical science, chemistry, life science/chemistry, earth science/chemistry, life science, earth science and physics. Courses requirements include:

Education 110, 112, 235, 240, 313, 390, 451, 461, 464, 466; one of the following: 391, 392, 394, 395.

Psychology 101, 308

A disciplinary major that is a part of one of the adolescent/young adult licensure areas (Specific licensure course requirements are available in the education department office and contained in the *Teacher Education Handbook*.)

**Multi-Age Licensure Areas** prepares individuals to teach in Pre-K through grade 12 (ages three through 21) in music, modern languages (French, German, Spanish), visual arts, health education and physical education. Course requirements include:

Education 110, 112, 235, 240, 314, 451, 461, 464, 466

Music: MUSC 482, 483

Physical Education: 455, 457, PE 490 (in lieu of 461)

Visual Arts: ART 455, 457

Psychology 101, 308

A disciplinary major that is a part of one of the multi-age licensure areas *Intervention Specialist (Mild/Moderate, ages 5-21)* is a multi-age licensure program option begun while completing either early or middle childhood education majors at the undergraduate level and finished at the graduate level.

The following are requirements:

A major in either early childhood or middle childhood education

Completion of Psychology 205 and 308

Completion of Education 330 and 430 during May summer terms prior to graduation

Graduation with a baccalaureate degree

Completion of Education 434 during May term following graduation

Completion of additional prescribed six semester hours of graduate coursework and a 10-week intervention specialist practicum (See graduate catalog for details of graduate level coursework in this program.)

Students completing the intervention specialist sequence will be eligible for two licenses: either early or middle childhood intervention specialist (mild/moderate needs, ages 5-21).

Individuals with a middle childhood education will also complete whichever education methods courses (382, 383, 384, 385) they have not previously completed for their two areas of concentration.

### **Teacher Education at Muskingum College**

86 students completed the program in 2001-02.

#### **Praxis II Results**

Total pass rate for all students who completed one or more Praxis tests by September 1, 2002 across all categories used by the Ohio for licensure was 81% at Muskingum College.

<u>Assessment</u>	<u>Pass Rate</u>
Professional Knowledge	79%
Academic Content Areas	88%
Teaching Special Populations	100%
Summary Pass Rates	81%
	April 2003

### **Course Offerings**

**110. Introduction to Education** (3) studies the purposes and practices of education, helping students determine whether they wish to become professional teachers. Topics include history of education, philosophy of education, careers in education, motivation and discipline, analysis of

teacher behavior, organization and goals of schools, the teacher and the law. Required field experience: 40 hours.

**112. Educational Implications of Diversity** (3) presents a picture of the increasing diversity found within educational institutions and the implications it has for educators in developing both policy and practice. Prerequisite or Co-requisite: 110, required field experience.

**211. Individual Topics** (1-3) is a supervised clinical field, research or independent study in education under the direction of a faculty member. It is designed to enable students to have learning experiences that extend beyond required coursework. The course requires periodic meetings with the course instructor, the writing of a journal and a final written report, in addition to 30-35 hours of field or clinical work for each credit hour. Prerequisite: 110, 112.

**235. Educational Technology** (1) is an introduction for the pre-service educator to technologies found in various classroom settings. The course requires the successful manipulation of hardware devices such as a laser disc player, optical scanner, digital camera and other developing technologies. Students access and apply information stored on the Internet, WWW, databases, computer software, laser disks and CD-ROMs as well learning applications of word processing, spreadsheet computations and computer assisted instruction. By successfully completing the course, students will attain knowledge and skills at the level of Ohio SchoolNet Practitioner in two or more tool areas. Prerequisite: 110.

**240. The Learner and the Processes of Learning** (3) is an introduction to educational psychology. Principles of learning theory, cognition, development, brain structure and organization are applied to human learning. The course emphasizes a scientific consideration of biological and behavioral approaches to these principles. Prerequisite: 110 (waived for neuroscience majors), Psychology 101.

**308. Early Childhood Education** (3) provides students with the historical, philosophical, psychological and social foundations of early childhood education. Prerequisite: Admission to the teacher education program or Child and Family Studies major.

**309. Early Childhood Curriculum** (3) provides the curricular and instructional framework for providing meaningful, developmentally appropriate learning experiences and accommodations for diverse young children with an emphasis on preschoolers, ages 3-5/6. This course includes direct interaction with both typically and atypically developing preschoolers. Prerequisite: Admission to the teacher education program or the Child and Family Studies major, 308.

**311. Individual Topics** (1-3) See description for 211. Prerequisite: Admission to the teacher education program.

**312. Developmentally Responsive Middle Schools** (3) provides comprehensive understanding of the nature and needs of early adolescents in grades 4-9 with

an emphasis on applying this knowledge to the classroom and the total school environment. The course focuses on characteristics of developmentally responsive schools for young adolescents, as well as the rationale that supports such characteristics. Topics will include interdisciplinary teaming, teacher guidance programs, grouping and scheduling concerns, curriculum, pedagogy assessment strategies for culturally and developmentally diverse students and the application of educational technology. Prerequisite: Admission to the teacher education program.

**313. Curriculum and Instruction for the Adolescent** (3) provides a foundation in curriculum and instruction for adolescent and young adults with emphasis on motivation, instructional planning, classroom structure, management, discipline, models of teaching, assessment and learning styles. Prerequisite: Admission to the teacher education program.

**314. Multi-Age Curriculum and Instruction** (3) provides a foundation in curriculum and instruction for teachers of multi-age subject areas, i.e., foreign language, music, physical education and visual arts. Prerequisite: Admission to the teacher education program.

**315. The Arts in Early Childhood** (3) is designed to provide the knowledge, skills, and dispositions required to effectively integrate art, music, movement, and theater into developmentally appropriate curriculum and instruction for young children. The course balances theory and practice and presents the arts as a means of enhancing the development of young children and promoting creativity and exploration. Prerequisite 308, 309, Interdisciplinary 115.

**330. Serving Individuals with Exceptionalities** (3) investigates the nature and needs of individuals with disabilities across the lifespan, the etiologies of different disabilities, the identification process and the continuum of placement and service alternatives. An emphasis is placed on the need of the intervention specialist to collaborate with other professionals to develop individualized education programs that enable learners to be successful in their least restrictive environments and to access services needed for learner independence. Clinical experiences and field experience with individuals with different disabilities are required. Prerequisite: 110, 112.

**334. Family-Centered Practices** (3) develops the knowledge and skills needed to provide appropriate educational opportunities for children in the context of family, community and social service structures. This course emphasizes the development of communication and collaboration skills needed to effectively interact with parents, family services and community agencies and to provide transition services across age levels. Technologies designed to promote successful communication are utilized. Also included is direct interaction with preschoolers with disabilities and their families as well as with community agencies and school-based programs serving young children through specific field experiences. Prerequisite: 240, 309.

**362. Integrating Children’s Literature and Social Studies for Young Children** (3) develops the knowledge and skills necessary to provide effective instruction based on disciplinary social studies standards for children aged 3-8. The course also includes knowledge, selection and use of high quality children’s literature and the role of literature in teaching social studies. Prerequisite: 309.

**363. Integrating Math and Science in Early Childhood Education** (4) provides knowledge and skills necessary to provide developmentally appropriate math and science instruction based on state and national curriculum models in an integrated, inclusive early childhood setting for children aged 3-8. Prerequisite: 309.

**370. Phonics and the Reading Process** (3) develops linguistically and cognitive foundations for reading including the background necessary for effectively teaching and assessing phonics, phonemic awareness and word recognition in an integrated language arts context. Prerequisite: Admission to teacher education program or Middle Childhood Education major.

**371. Emergent Literacy** (3) focuses on the research, methods and materials used in developmentally appropriate pre-reading experiences and reading instruction for the emergent reader. Field experience in a pre-school or kindergarten setting. Prerequisite: 370 or a Child and Family Studies major.

**372. Reading Methods for Middle Childhood** (3) focuses on the research, methods and materials appropriate for teaching reading to diverse learners in grades 4-9 with a focus on integrated curriculum strategies, including knowledge, selection and use of high quality children’s literature. Prerequisite: 370.

**382. Social Studies Methods for Middle Childhood Educators** (3) develops knowledge and skills necessary to provide instruction based on national social studies standards and state curriculum models for students in grades 4-9 with an emphasis on the use of a variety of instructional approaches for culturally and developmentally diverse classrooms. The course will prepare students to utilize approaches to teaching and learning which integrate content relevant to students’ lives, honor individual differences and teach basic skills of inquiry and communication, including the application of educational technology. Prerequisite: 312.

**383. Language Arts Methods for Middle Childhood Educators** (3) develops knowledge and skills necessary to provide instruction based on national language arts standards and state curriculum models for students in grades 4-9 with an emphasis on use of a variety of instructional approaches appropriate for culturally, linguistically and developmentally diverse classrooms. The course will prepare students to utilize approaches to teaching and learning which integrate reading, speech, writing and literature with the broader curriculum, develop literacy skills relevant to students’ lives, honor individual differences and teach basic skills of communication, including the application of education technology. Prerequisite: 312.

**384. Science Methods for Middle Childhood Educators (3)** provides knowledge and skills necessary to provide science instruction consistent with national and state curriculum models for students in grades 4-9 with an emphasis on the use of a variety of instructional approaches appropriate for culturally and developmentally diverse classrooms. The course will prepare students to utilize approaches to teaching and learning which integrate content relevant to student's lives, honor individual differences and teach basic skills of inquiry and communication, including the application of educational technology. Prerequisite: 312.

**385. Math Methods for Middle Childhood Educators (3)** provides knowledge and skills necessary to provide math instruction consistent with national and state math curriculum models to students in grades 4-9 with an emphasis on the use of a variety of instruction approaches appropriate for culturally and developmentally diverse classrooms. The course will prepare students to utilize approaches to teaching and learning which integrate content relevant to students' lives, honor individual differences, cultivate skills in recognizing and solving problems and provide awareness of relevant teaching tools, including manipulative materials and educational technology. Prerequisite: 312.

**390. Secondary Methods and Content Area Reading (3)** investigates secondary school organizational models, learning strategies, accommodations and adaptations for learners with special needs and resource materials needed for effective instruction for diverse learners in grades 7-12. The course also focuses on specific strategies, techniques and materials needed to strengthen reading skills through the extension of language arts/reading instruction into the content areas and specific applications of education technology. Prerequisite: 313.

**391. Integrated Language Arts Methods for the Adolescent (1)** focuses on special methods of teaching language arts in grades 7-12 with emphasis on integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology. Prerequisite or co-requisite: 390.

**392. Integrated Math Methods for the Adolescent (1)** focuses on special methods for teaching mathematics in grades 7-12 with emphasis on integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology. Prerequisite or co-requisite: 390.

**394. Integrated Science Methods for the Adolescent (1)** focuses on special methods of teaching science in grades 7-12 with emphasis on integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology. Prerequisite or co-requisite: 390.

**395. Integrated Social Studies Methods for the Adolescent (1)** focuses on special methods of teaching social studies in grades 7-12 with emphasis on

integrated and interdisciplinary instruction, adaptations for learners with special needs, content specific reading strategies and applications of educational technology. Prerequisite or co-requisite: 390.

**413. Reading in the Content Areas (3)** develops strategies, techniques and materials for strengthening the reading skills of diverse learners in the content areas. Applications of educational technology are included. Prerequisite: 371 or 372.

**414. Reading Assessment and Intervention (3)** is an examination of research-based principles, techniques and materials useful in the assessment of reading skills and in the diagnosis and remediation of reading difficulties. Appropriate applications of educational technology are included. Prerequisite: 371 or 372.

**430. Assessment of Children with Mild/Moderate Special Needs (3)** provides knowledge and skills needed to select, administer and interpret the wide variety of assessment options needed for students with mild to moderate special needs. The legal provisions, regulations and guidelines regarding unbiased assessment are highlighted. Special emphasis is placed on assessments for individuals who under the federal classification system would be considered identified as having an emotional or behavioral disorder, learning disabilities, mental retardation/developmental disabilities or health or physical disability that hampers educational performance. A field experience in which students administer formal and informal assessments, including social behavior scales, adaptive behavior scales and curriculum-based assessments is required. Prerequisite: 330.

**434. Provision and Adaptation of Curriculum and Instruction for Children with Special Needs (3)** focuses on the selection and implementation of prevention, intervention and instructional strategy alternatives for students with special needs. Topics addressed include functional life skills, community-based instruction, social skills development, and multi-modal instruction in academic areas including reading and learning strategy instruction. Environmental, instructional and behavioral adaptation and accommodation alternatives for children with special needs served in regular education settings are emphasized. Uses of educational technology and assistive devices to facilitate effective learning are explored. The field experience requires students to plan and provide instruction for students with special needs. Prerequisite: 330.

**449. Student Teaching in Grades 1-3 (7)** is a ten-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning and reflecting on students performance completed in a primary grade setting, grades K through 3.

**450. Middle Level Student Teaching (9)** is a 12-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning and reflecting on student performance completed in a middle level setting, grades 4 through 9.

**451. Student Teaching in the Secondary School (9)** is a 12-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning and reflecting on student performance completed in a secondary setting, grades 7 through 12.

**455. Student Teaching in Primary/Middle Level Physical Education (5)** involves students as practice teachers under the supervision and guidance of a cooperating teacher and college faculty member in a six-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning and reflecting on students' performance completed in a primary or middle school physical education setting, grades K-3 or grades 4-9.

**457. Student Teaching in Secondary Level Physical Education (5)** involves students as practice teachers under the supervision and guidance of a cooperating teacher and college faculty member in a six week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning and reflecting on students' performance completed in a secondary school physical education setting, grades 9-12.

**461. Student Teaching Seminar (1)** taken during the professional semester, is an opportunity for student teachers to synthesize the teacher education knowledge base and practice teaching experience through large and small group interaction with a focus on linking theory to practice in their student teaching placements.

**462. Classroom Management (1)** taken during the professional semester by all students seeking teacher licensure, provides students with both a conceptual understanding and practical skills needed to create a classroom environment that minimizes disruptions and maximizes student learning.

**463. Assessment and Intervention (2)** taken as part of the professional semester in conjunction with student teaching, provides for development and use of formal and informal diagnostic strategies as a basis for planning and implementation of instructional intervention for underachieving students.

**464. The Professional Teacher (1)** provides a capstone experience focusing on teacher professionalism and issues related to on-going professional development, including school law, school models, career paths, professional organizations, school administration and finance and the Praxis III performance assessment process. The culminating activity is a formal exit interview during which the student shares his/her professional portfolio. Completed at the end of the professional (student teaching) semester.

**465. Professional Practices in Middle Level Education (3)** taken as a part of the professional (student teaching) semester, provides students with the skills needed to develop effective classroom discipline, management and organizational plans; provide on-going assessment and intervention;

develop adaptations and modifications to meet the needs of individual learners; and develop parent and community linkages in the middle level classroom.

**466. Professional Practices in Secondary Schools** (3) taken as a part of the professional (student teaching) semester, provides students with the skills needed to develop effective classroom discipline, management and organizational plans; provide on-going assessment and intervention; develop adaptations and modifications to meet the needs of individual learners; and develop parent and community linkages in the secondary school classroom.

**467. Student Teaching in PreK/K** (3) is a four- to five-week supervised experience in planning for instruction, creating an environment for student learning, teaching for student learning and reflecting on student performance completed in a prekindergarten setting, ages 3-5.

## English

Professors CHAFFEE, EDSALL (Chair); Associate Professor WILLIAMSON (Sabbatical, Spring); Assistant Professors DECUIR, VARLEY, YULE; Visiting Assistant Professor WAGNER; Instructors R. VAN TASSEL, M. FOX

The English department is concerned with two related though separable subjects: (1) the English language — including structure, grammar and syntax and the principles and practices of good writing; (2) the literature that has been achieved in the English language.

The writing courses offered by the department help students be more clear, creative and orderly in their written language and more observant and critical in their reading.

The study of literature is a discipline which broadens and integrates students' knowledge. Literature is an art, and reading it gives students a further awareness of the human search for excellence and transcendence which leads to artistic accomplishment. Moreover, a knowledge of literature expands our understanding of many other aspects of human life.

Students with English majors go into a number of careers. Besides graduate study and secondary teaching, a number of recent graduates have moved into advertising, journalism, library science, law and business.

For additional information please consult the English department's web site at [www.muskingum.edu](http://www.muskingum.edu).

**Major** (30 hours beyond 121)

Requirements: 211, 231 or 232, 233, 495; 12 hours at 300-level or above

**Minor** (15 hours beyond 121)

Requirements: 3 hours at 300-level or above

**Teacher licensure** — integrated language arts, grades 7-12 (which includes an English major) Contact the education department for specific course requirements.

## Course Offerings

**110. Fundamental English** (3) offers a study of grammar, punctuation, mechanics and usage. Writing from the sentence to the paragraph level and short essays. Does not count in the major, minor, education concentration or LAE. Prerequisite: permission of instructor.

**121. Composition** (3) requires students to write between five and six thousand words, applying rhetorical principles of literate discourse — principles as demonstrated in samples of effective writing by writers of diverse backgrounds. Includes grammar, levels of usage, the purposes of language, writing for different purposes and audiences. Does not satisfy hours for the major or minor. Prerequisite: placement or completion of 110. English 121 is a prerequisite for all English courses except 213 and 217.

**123. Masterpieces of Literature** (3) explores common themes found in literature. It examines their origins, their alterations and the techniques of their expression, so that readers may see that human concerns are universal and diverse and that humans are resourceful in imaginatively stating their concerns.

**124. Non-Western Literature** (3) explores common themes found in literature. It examines their origins, their alterations and the techniques of their expression, so that readers may see that human concerns are universal and diverse. Does not count in the major or LAE.

**201. Advanced Writing** (3) includes study and practice in the methods of organization and use of evidence to help students write more effectively and persuasively. Students read essays by writers of diverse backgrounds and learn to write for different purposes and audiences.

**202. Business and Technical Writing** (3) concentrates on clarity and orderliness in preparing technical correspondence, studies, reports and proposals. It pays particular attention to the conventions and requirements of scientific and business writing.

**207. Introduction to Journalism** (3) introduction to the principles and concepts of journalism, the process of reporting and writing the news. Emphasis is on print journalism with some attention to the electronic media. The writing of basic news stories and an analysis of their purpose, value and content. Basic issues of taste and journalistic codes of conduct.

**208. Editing and Make-Up** (3) fundamentals of editing, including rewriting, copyreading, headline writing, proofreading, page make-up and layout, and caption writing. Grammar and punctuation will be covered as necessary. Prerequisite: 207.

**209. News Story Types** (3) advanced news writing, concentrating on various news story types, such as speech, social events, accident and disaster reports,

as well as obituary, crime, political, and sports writing. The major emphasis is on writing. Prerequisite: 207.

**211. Principles of Literary Study** (3) explores the theoretical principles and the critical viewpoints based on them, which underlie the thoughtful, purposeful study of literature and applies them to key literary works.

**213. Journalism Design Practicum** (1) offers students opportunities to develop layout and makeup experience by working on the student newspaper or yearbook. Students may study desktop publishing or photojournalism. A maximum of three practica may be taken for major or minor credit.

**217. Journalism Writing Practicum** (1) requires participants to write for the Black and Magenta, to meet weekly or biweekly assignments given by the editorial staff and to attend workshops directed by a monitor from the English department and staff members of the Black and Magenta or to work on the school yearbook. A maximum of three practica can be taken for major or minor credit.

**231. Tradition of British Literature I** (3) studies the major literary movements and figures of British culture from Anglo-Saxon writings through the Neo-Classic Period.

**232. Tradition of British Literature II** (3) examines the development of poetry and prose in Britain from the Romantic writers to the present. The political and intellectual contexts, as well as the subjects and styles of selected authors of both genders are studied.

**233. Tradition of American Literature** (3) traces the growth of our literary art from its Old and New World roots through the discovery of distinctly American themes and forms. A diverse range of ethnicity, including native-, African-, Asian- and Hispanic-Americans and writers of both genders, is presented.

**306. Creative Writing** (3) is an introductory writer's workshop exploring the genres of fiction, poetry and drama, with simultaneous exploration of the creative act and the critical response through class participation and evaluation. Emphasis is on form as realized vision.

**311. Adolescent and Young Adult Literature** (3) examines classic and modern literature suitable for grades 7-12, as it relates to the language arts curriculum, methods and materials in the secondary school. Prerequisite: Education 312 or 313.

**315. Feature and Editorial Writing** (3) a study of the writing and marketing of the feature story, editorial, and investigative reports with an analysis of their purpose, value, and content.

**316. Public Relations Writing** (3) a study of the current methods of writing copy for agencies, corporations, and not-for-profit organizations. The writing of press releases, with an analysis of their purpose, value, and content.

**317. Journalism Ethics** (3) ethical problems and issues in mass communication with a framework of basic theories and social roles of mass media. Surveys the major ethical issues that concern journalism. Describes ethical dilemmas that confront broadcast and print journalist. Matters of journalistic morality, codes of ethics, codes of conduct, taste, libel, shield laws, photo guidelines are covered.

**323. Shakespeare and the Renaissance** (3) explores important themes and genres in the works of such writers as Spenser and Sidney, with special emphasis on the dramatic accomplishments of William Shakespeare.

**329. Romantic and Victorian Literature** (3) explores the relation of nature to culture in major Romantic and Victorian poetry and representative prose sections; the position of art, the process of myth and metaphor in nature/culture relations.

**331. History of the British Novel** (3) studies the novel as an important literary and social development in Britain and follows some of the important changes in the structure, purpose and audience of the novel through the eighteenth and nineteenth centuries. (Included: Defoe, Austen, Dickens, Eliot, Hardy).

**333. Twentieth Century British Literature** (3) examines the directions British fiction has taken in response to a changing social and literary scene: two world wars, the decline of the British Empire, the rise of working class, women and minority writers. The course considers experimental and traditional writers from Joyce to the present, including Joyce, Woolf, Lawrence, Forster.

**341. Nineteenth Century American Fiction** (3) studies the works of the American romantics from Irving and Cooper through Hawthorne and Melville, then moves on to the realism and naturalism of Twain, Howells, Norris and Crane.

**343. Twentieth Century American Fiction** (3) studies the variety and richness of American fiction since the turn of the century, from the novelists of the 1920s through post-World War II writing and the contemporary novel. Topics include the 1920s novel, the war novel and women and minority writers. (Included: Wharton, Hemingway, Faulkner, Vonnegut, Morrison).

**351. Modern and Contemporary Poetry** (3) makes a comparative study of modern poetry, with a primary emphasis on British and American works: on Yeats, Eliot, Pound, Auden, Frost and the very moderns. The course shows the central development in form and content within the period.

**361. Language: Structure and Usage** (3) studies the theoretical views and methodological tools for an accurate understanding of language, its structure and usage. Emphasis is on the English language, covering topics such as language acquisition and development, the history of the English language, grammar, dialects and levels of usage.

**385. Readings in Literature** (3) provides for study of significant writers, genres and themes. Possible subjects include Chaucer, Milton, Poe, Canadian literature and feminist writing, as well as others devised by faculty or requested by students.

**390. Advanced Creative Writing** (3) provides students with practice in a variety of forms, increasing in complexity. Individual style and voice in students' work as well as in contemporary authors are explored. Prerequisite: 306 or permission of instructor.

**495. Seminar** (3) is the capstone course for English majors; students share in intensive study of a literary topic or author and write a paper of suitable length. Discussions focus on analyzing literature, critical reading and research methods. Offered each semester on a subject selected by the instructor. Prerequisite: senior status or permission of department chair.

## **Environmental Science**

Advisors, Professor INGOLD (Sabbatical, Spring), Associate Professors LEKAN, VAN HORN

Environmental science is a rapidly expanding interdisciplinary field concerned with investigating the nature and interactions of the hydrosphere, lithosphere, atmosphere and biosphere as well as how human actions impact the natural environment. The exploration of current environmental problems requires a solid foundation in scientific principles and concepts as well as an understanding of the economic, political and ethical implications that each of these problems poses in our society. The course of study described here prepares students to enter a wide variety of occupations as well as pursue graduate studies in an ever-increasing number of programs.

Each student majoring in Environmental Science will complete (1) the Core Courses (35-36 hours); (2) the Environmental Applications (6 hours); (3) a minimum of 8 hours of Group I electives; and (4) select a track of specialization (biology, chemistry, geoscience or social science) within the major and complete courses within that track as well as the appropriate electives to complement that track as follows:

*Biology Track:* Environmental Science Major (79-80 hours) which includes Biology Track Courses 18 hours; Group II Electives 12 hours

*Chemistry Track:* Environmental Science Major (82-83 hours) which includes Chemistry Track Courses 21 hours; Group II Electives 12 hours

*Geoscience Track:* Environmental Science Major (80-81 hours) which includes Geoscience Track courses 19 hours; Group II Electives 12 hours

*Social Science Track:* Environmental Science Major (78-79 hours) which includes Social Science Track Courses 18 hours; Group III Electives 11 hours

For additional information please consult the environmental science department's web site at [www.muskingum.edu](http://www.muskingum.edu).

**Core Courses** (35-36 hours)

Biology 105 (Environmental Science) or 111, 112, 107 (twice)

Chemistry 111, 112, 235

Geology 101 or 110, 104

Mathematics 140 or Economics 325 or Psychology 232

Physics 121 and 125 (co-requisite Mathematics 190) or 101 or 102

**Environmental Applications** (6 hours)

Environmental Science 121, 421, 422 or 428

**Group I Electives** (Select a minimum of 8 hours)

Any one course from biology, chemistry, or geoscience track which does not already fulfill a major requirement.

Computer Science 111, 260

Mathematics 190, 230, 350

Physics 122 and 126 or 101 or 102

Geology 313, 322

Geography 111

Groundwater Hydrology at MATC (ENV 253)

**Group II Electives** (Select a minimum of 12 hours from at least two different disciplines - Required for biology, chemistry and geoscience track majors)

Economics 215, 216, 341, 361, 411

History 385

Political Science 111, 131, 321-29, 351

Philosophy 331

Religion 393

Sociology 370

**Group III Electives** (Select a minimum of 11 hours - Required for social science track majors) Choose at least two (8 hours)

Biology 308, 358 or 306 or 375 or Conservation Science 331

Chemistry 213, 214, 315, 335

Geology 200, 220

Geography 321

Choose at least one (3 hours)

History 385

Political Science 111

Philosophy 331

Religion 393

Sociology 370

**Biology Track** (18 hours)

Biology 226, 232, 308, 312, 358 or 306 or 375 or Conservation Science 331

**Chemistry Track** (21 hours)

Chemistry 200, 213, 214, 315, 335

Mathematics 200

**Geoscience Track** (19 hours)

Geology 200, 220, 301, 302

Geography 321

**Social Science Track** (18 hours)

Economics 215, 216, 341 or 411

Political Science 131, 322, 351

## Course Offerings

**121. Environmental Issues** (1) presentation and discussion of selected topics of importance in environmental science. This course, team-taught by the environmental science faculty, permits students to explore this broad field through general readings and discussion.

**221. Environmental Science Research** (1-4) is an investigation of a research question in the field of environmental science through laboratory and/or library research as supervised by a faculty member. Four to five hours of work per week during the semester is equivalent to 1 credit hour. May be repeated for credit. Graded S/U. Prerequisite: declared environmental science major.

**421. Topics in Environmental Science** (1) a seminar course, team-taught by the environmental science faculty, explores in detail, through reading and discussion of recent published reports, topics in the field. Environmental Science majors must take the course for at least one credit. May be taken for additional credit. Prerequisite: environmental science major core completed or consent of major advisor.

**422. Advanced Internship In Environmental Science** (4) requires the successful completion of a minimum of 120 hours during either a semester or a summer as an intern in an environmentally related situation. Prerequisite: junior standing, core completed, prior approval of internship.

**428. Environmental Science Senior Research** (4) laboratory, field and/or library research on a topic related to environmental science. The project will be selected in consultation with a faculty member and will involve a literature search and experimental work. Prerequisite: environmental science major with senior standing.

## French

See Modern Languages

## Gender Studies

Advisor, Associate Professor J. ALESANDRINI

The interdisciplinary Gender Studies minor analyzes the impact of gender upon individuals and societies. In Gender Studies, the roles of women and men in literature, philosophy, history, the sciences and education is examined; how have these roles changed and how will they be altered in the future? Students benefit by expanding their vision of the world and by examining their most basic assumptions about gender roles and stereotypes.

*Minor* (15 hours)

Requirements: 15 credit hours from three departments and two academic divisions; at least six hours at the 300-level or above; and Interdisciplinary 291.

Social Science Division:

Anthropology 201

History 372 (with the addition of a major paper, topic to be approved by the program advisor)

Sociology 216, 341, 345

Psychology 321

Arts and Humanities Division:

Religion 313, 360

Speech Communication 395

English 385 *Gender Issues in Literature, Women and Literature*

French 325

German 325

Theatre 381 *Gender in Performance*

Education Division:

Education 112 (with addition of a major paper, topic to be approved by the program advisor.)

Options: Special topic courses in other departments (Political Science, Business, Education, Art, Psychology, Neuroscience, Conservation Science, for example) could also count toward the Gender Studies minor. Internships (up to three credit hours) consisting of placement at an agency dealing with gender-based concerns (sexual assault intervention, shelter work, etc.), writing, designing or editing Gender Studies newsletter or journal, working with programs in the schools (to encourage nontraditional careers, for example, or to assist single parents). Directed or independent study, cross-listed courses from a variety of departments.

## Geography

Assistant Professor VAN HORN

Geography courses are offered as a service to Muskingum College students who are interested in studying the spatial relationships between man and his environment.

### Course Offerings

**111. World Regional Geography** (3) introduces the eight major cultural regions of the earth. The course emphasizes the human adaptation patterns to variations in physical characteristics of the earth's environments. Special attention is given to human activities such as agriculture, population dynamics, resource development, economic systems and religious expression.

**321. Weather and Climate** (3) introduces meteorology and climatology. The course treats the subjects from both descriptive and theoretical points of view.

**331. Regional Geography** (3) studies the interrelationships among physical, economic and cultural phenomena within various regions. A. Anglo-American Geography, B. European Geography, C. Latin-American Geography.

**345. Directed Studies** (3) pursues subjects not offered as formal courses including, Regional Geomorphology, Urban Geography and others.  
Prerequisite: permission of instructor

## **Geology**

Professor KOVACH (Sabbatical), Associate Professor LAW (Chair), Assistant Professor VAN HORN, Visiting Assistant Professor FARNSWORTH

The Geology Department seeks to encourage an intelligent awareness of the earth and of humans' relationship to their physical environment. Students may major either in geology or in earth science (a major designed for those who wish to pursue a career in secondary education). The department also encourages interdisciplinary majors of the student's design.

The department's equipment includes a scanning electron microscope, Bioscan image analysis system, petrographic and binocular microscopes; surveying equipment, a portable seismic refraction unit, large mineral, rock, stratigraphic, paleontologic, archaeological and map collections; and a self-recording weather station. The department also has access to equipment housed in other departments of the College, including all computer servers on the campus, individual Macintosh and IBM PC computers, atomic absorption spectrophotometer, radiological laboratory and a well-equipped machine shop.

All seniors participate in original field and/or laboratory research. An active Geology Club and Theta Gamma Epsilon (the local honorary society in geology) sponsor field trips, speakers and extracurricular activities.

During the last decade, about half of Muskingum's geology majors have gone on to graduate school. Some of these students have subsequently obtained employment in exploration and research in the areas of petroleum, nuclear fuels, coal and metalliferous minerals. Others have been employed in federal and state geological surveys, while still others have served as geological consultants for governments, individuals and industries. Graduates going directly into the job market are employed in a variety of occupations in industry as well as in teaching.

Students interested in a geology and/or earth science major should confer with the department chair at the earliest opportunity to ensure fulfillment of all requirements.

For further information please consult the geology department's web site at [www.muskingum.edu](http://www.muskingum.edu).

### ***Geology major*** (30 hours)

Requirements: 101 or 110, 104, 301, 302, 311, 313, 322, 495, 496  
one course in field geology at a field camp approved by the department  
Chemistry 111, 112

Recommended for graduate school: Calculus and 2 courses in each of physics, biology, foreign language

### ***Geology minor*** (15 hours)

Requirements: at least 3 hours at the 300-400 level.

### ***Earth science major*** (9 courses)

Requirements: Geology 101 or 110, 102, 104, 200, 301, 302, 311

Geography 321  
Physics 150  
Geology 345 or Geography 111

**Earth Science minor** (15 hours)

Requirements: at least 3 hours at the 300-400 level.

**Teacher licensure** — earth science or integrated science

Contact the education department for specific course requirements.

## Course Offerings

**101. Introduction to Geology** (4) studies forces, processes and events which have shaped our physical environment. Laboratory and field trips.

**102. Selected Topics in the Geosciences** (4) introduces the student to the concepts and techniques of data collection and interpretation in an important area of the geosciences. Laboratory and field trips.

**104. Earth History** (4) studies the methods and principles employed in deciphering the geologic history of the earth and the development of life. Emphasis is upon the geological evolution of the North American continent and the main features of the fossil record. Laboratory and field trips.  
Prerequisite: 101 or 110.

**110. Environmental Geology** (4) focuses on the interaction between humans and geologic environment. Geologic phenomena such as flooding, volcanoes, earthquakes, shoreline and soil erosion are examined. Environmental problems to be discussed include groundwater pollution, geologic constraints on sewage and solid waste disposal, resource utilization, acid rain and the greenhouse effect. Students will gain a strong understanding of how geology influences many of these environmental problems. Laboratory and field trips.

**200. Oceanography** (4) is a broad study of the marine environment which emphasizes the interrelationships of living and non-living systems. Current concepts of ocean evolution are analyzed with respect to their physical, chemical and biological importance. Laboratory and field trips.

**220. Landform Evolution** (4) is a comprehensive analysis of geological processes operating at or near the earth's surface. Topics include weathering, soil development, mass wasting and fluvial, glacial, eolian and coastal erosion and deposition. Geomorphic systems are viewed primarily from a process-response perspective. Laboratory and field trips.

**301. Mineralogy** (4) deals with the physical properties of minerals. The course includes descriptive crystallography, optical mineralogy and x-ray methods. Laboratory. Prerequisite: permission of instructor.

**302. Petrology** (4) studies igneous, sedimentary and metamorphic rocks and their genesis. Laboratory. Prerequisite: 101 or 110.

**311. Paleontology** (3) encompasses the taxonomy, morphology and recognition of stratigraphically-significant invertebrate fossils. Biostratigraphy, paleoecology and the evolutionary history of organisms as viewed from the standpoint of the fossil record are also included. Micropaleontology, vertebrate paleontology and paleobotany are introduced. Laboratory and field trips. Prerequisite: permission of instructor.

**313. Structural Geology** (3) deals with the mechanical principles of rock deformation and the resulting development of folds, faults, joints and other tectonic features. The related causes and mechanisms of mountain building are also discussed, along with continental drift, sea floor spreading and plate tectonics. Laboratory and field trips. Prerequisite: 101 or 110.

**322. Sedimentology and Physical Stratigraphy** (3) studies the principles that govern the distribution and variability of sediments and sedimentary rocks. Emphasis is upon interpretation of source, mode of transport and environment of deposition of sedimentary sequences by analysis of vertical and lateral variations in texture, composition, sedimentary structures and geometry of sedimentary rock bodies. Laboratory and field trips. Prerequisite: 101 or 110, 104.

**345. Directed Studies** (1-4) provides the opportunity to pursue advanced studies in subjects not offered as formal courses. The department offers such studies in the areas of geochemistry and other topics by consultation. Prerequisite: permission of instructor.

**495, 496. Geological Research** (2, 3) is an intensive study of a selected problem in geology. Sufficient field and laboratory time to complete the project are required. Prerequisite: permission of the department.

## **German**

See Modern Languages

## **History**

Professors R. BURK (Sabbatical, Spring); Associate Professor KERRIGAN (Chair); Assistant Professors HATTINGH, HILTON, McGRATH

The discipline of history studies the record of civilization throughout the ages. Historians seek to understand the style, achievements and imperfections of earlier generations in a number of areas of the world in order to appreciate ancestral heritage. Knowledge of the past also can provide the perspective and context necessary for our understanding of contemporary society. By looking at the past, students may be better equipped to identify the significant issues of the present and be better prepared to cope with the challenges of the future. Training in this discipline develops analytical skills and approaches to problem solving which will be useful throughout our lives.

The history faculty work directly with students not only in the classroom but also in special departmental projects, programs and colloquia, many of them organized by the local chapter of Phi Alpha Theta, national honorary.

History provides an excellent pre-professional background. Graduates have entered a wide variety of fields including teaching (at the elementary, secondary, college and university level), law, the ministry, government, journalism, international relations, communications, social and human services, business, historic preservation, museum or archival operations, the armed forces and publishing.

Students interested in a history major should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and pre-professional requirements for completing a major in history and preparing for a related career.

For additional information please consult the history department's web site at [www.muskingum.edu](http://www.muskingum.edu).

**Major** (30 hours)

Requirements: 111, 112, 211, 212, 460

Electives: one course from each grouping

European—310-341

Non-Western—343-356

American—365-385

Remainder of required hours from other departmental offerings

**Minor** (15 hours)

Required: 111, 112; or 211, 212

**Teacher licensure** — integrated social studies, grades 7-12 (with a history major)

Contact the education department for specific course requirements.

## Course Offerings

**111. The Emergence of the Modern World I** (3) surveys selected aspects of World History from the fourteenth to eighteenth century. Traces the political, economic, intellectual and cultural institutions and trends of various world societies of Asia, Africa, the Middle East, Europe and Western Hemisphere.

**112. The Emergence of the Modern World II** (3) surveys selected aspects of World History from the eighteenth century to the present. Traces the political, economic, intellectual and cultural institutions and trends of various world societies of Asia, Africa, the Middle East, Europe and Western Hemisphere.

**211. United States History to 1877** (3) covers the period from the first American Indian settlements to 1877, emphasizing the origin of the United States and the rise of democratic ideas and institutions.

**212. United States History since 1877** (3) deals with the period 1877 to the present, emphasizing the development of the United States as an industrial and a world power.

**310. Ancient History** (3) studies the origin and development of the Near East, Greece and Rome. See listing under Religion 310.

**315. The Holocaust** (3) provides an overview of the state-sponsored murder of

millions of Jews and non-Jews by the Nazis and their collaborators during World War II. It examines important historical factors that occurred before the Third Reich's rise to power, the development of policies aimed at Jews and other "undesirable" elements of the population and how those persecuted responded to them, the path of the Final Solution and the aftermath and legacy of the Holocaust.

**316. Medieval History** (3) covers the time period from the fall of Rome (circa 400 CE) through the Renaissance (1450). It deals with such topics as the impact of the Germanic invasions on the Roman Empire, the evolution of the feudal system, the polarization of the European world between the Feudal West and the Byzantine and Muslim East, the role of the institution of the Christian Church and medieval monarchies in re-shaping European society, and the Renaissance. Particular attention will be paid the development and expansion of major religions during this time frame.

**318. Nineteenth Century European History** (3) deals with the political, economic and cultural development of Europe from the Congress of Vienna to World War I.

**320. Twentieth Century European History** (3) analyzes significant events and trends in modern Europe from World War I to the present. Emphasis is placed on Germany, France, Great Britain and the Soviet Union.

**321. Early Modern European History** (3) covers the period from the late Renaissance (1450 through the Enlightenment (1780)). It deals with such topics as the late Renaissance, the Scientific Revolution, the Reformation and Counter-Reformation, the expansion of trade, exploration and colonization, the rise of new systems of government (absolute monarchy and constitutional monarchy), the military revolution, the witch hunts of the 1500s and 1600s, and the Enlightenment.

**340. Russian History** (4) traces the development of the Russian nation from earliest times to the death of Stalin in 1953. Emphasis is placed on the growth of political absolutism, territorial expansion and the major characteristics of Russia's cultural and revolutionary heritage.

**341. Contemporary Russia** (3) analyzes the Soviet Union and Russia from approximately 1945 to the present. Special attention is given to the government and Communist Party, conditions of daily life, foreign policy, the break-up of the Soviet Union in 1991 and the post-Soviet period.

**344. East Asian History to 1800** (3) examines the origins and development of traditional civilizations of China and Japan to the 19th century. Emphasizes the development of the Confucian state and society, the rise of Imperial China, the emergence of aristocratic culture in Japan, the transition to Samurai rule and early contact with the West.

**346. Southeast Asian History** (3) covers the development of Southeast Asia (Indonesia, Malaysia, Singapore, Thailand, Vietnam, Cambodia, Laos, Burma, the Philippines, and East Timor) in the historical context of conflict between the indigenous societies and the global community of the colonial powers. The course will contextualize and examine the pre-colonial order, the colonial powers in SEA, World War II and post-war independence movements. Political, social and intellectual trends with an emphasis on the diversity of experiences will be highlighted, but the course is intended as an introduction to a broad and diverse region of the world.

**347. Modern China** (3) examines China's evolution from an imperial state to a revolutionary society dominated by the Chinese Communist Party. Attention shall be paid to political attitudes and elements of society and culture in contemporary China that reflect links to a past that remained influential both as an inspiration and a stumbling block as China remade itself in the twentieth century. In addition, the course explores discontinuities in modern Chinese history brought about by wars, imperialism, revolution, industrialization, and the other forces that broke down or decisively altered the underpinnings of Chinese society. This course's reading and lectures are built upon five major themes: foundation and success of early Qing dynasty, peasant rebellion and Western imperialism, reform and revolution in the twentieth century, Republican China and its challenges, and the birth and development of the PRC.

**348. The Western Impact on Modern Japan** (3) explores the three ways Japan has become an empire during the past two centuries: through the restoration of imperial rule in the nineteenth century, through its imperialist expansion in Asia during the early twentieth century, and through its emergence as a global economic power in the post-War order. To understand these developments, one must examine the interplay between the internal dynamics of change in Japanese society, culture, and politics, on the one hand, and the impact of the West on Japan during these formative events. This will mean addressing how indigenous changes in Tokugawa, Japan interacted with pressure of Western Imperialism to cause the imperial restoration and reforms as well as the relationship between Japan's imperial expansion and imperial rule at home.

**350. Latin American History to 1810** (3) examines the process of encounter between the Old and New Worlds. It focuses initially on Pre-Columbian and Iberian societies prior to 1492 and it examines the social, political, cultural and economic impact of Spanish and Portuguese colonizations in South America. It devotes particular emphasis to countries such as Mexico, Peru and Argentina from the colonial to the national periods.

**351. Modern Latin America since 1810** (3) emphasizes the historical developments which followed political independence in 1810. It centers around the impact of Iberian colonization on contemporary forms of political, social and economic organization in both Meso and South Americas. Themes such as development, social inequality, racial identities, imperialism and authoritarianism will surface frequently as the course moves into the contemporary period.

**353. History of Mexico, Pre-Columbian to Present** (3) traces the history of this important Latin American country from its Pre-Columbian era to the present. It focuses on the merging of both native groups such as the Aztecs and the Mayas with the Spanish colonizers, forming a unique society in the New World. Mexico's distinctive historical phases, from colonization to independence, will also be closely examined to deepen the understanding of the 1910 Revolution and its course throughout the twentieth century.

**354. History of Argentina** (3) examines the transformation of Argentina from colony to modern nation, and investigates such topics as caudillismo, federalism, populism, military government, and democratization.

**356. History of Modern Africa** (3) surveys the history of Africa with emphasis on sub-Saharan Africa in the period after 1800. Topics include state formation, African systems of belief, colonialism and its legacy, labor, migration, and the struggle against Apartheid in South Africa.

**365. The American Indian** (3) involves the cross-disciplinary study of Native Americans and their social, political and cultural interaction with each other and with white society during the 19th and 20th centuries. Emphasis is placed on the Trans-Mississippi West. See listings under Political Science 365 and Anthropology 365.

**368. Religion in the United States** (3) studies Protestantism, Catholicism, Judaism and other religious movements. It examines the development and interaction of religion with other aspects of culture in the United States. Offered in alternate years. See listing Religion 368.

**372. Colonial and Revolutionary America, Discovery–1788** (3) examines societies and people of West Africa, Western Europe and Eastern North America as they came together in the region and created a new world in the 17th and 18th centuries. Special emphasis is placed on social differences (ways of getting a living, women's roles and gendered division of labor and family structure) and their role in the ensuing conflicts and accommodations. Prerequisite: 211.

**373. Nationalism and Sectionalism in the Early Republic, 1789-1865** (3) analyzes the political evolution of the new nation under the Constitution, its struggle to preserve independence from foreign powers, economic and social development and the rise of sectional discord and civil war. Prerequisite: 211.

**375. United States Economic History** (3) examines issues, events and policies in United States history from an economic perspective, using the basic tools of economics to gain increased understanding of such topics as: forces causing growth in the standard of living, the Great Depression, slavery, land policy and the nature of technological change. Prerequisite: Economics 215, 216. See listing under Economics 375.

**376. American Diplomatic History** (3) traces the origins of American foreign policy with emphasis on the period since 1890. Conflicts over issues of imperialism, collective security, isolationism, neutrality and the Russian-American rivalry from Cold War to the present are explored.

**382. The Rise of Industrial America, 1865-1929** (3) focuses upon sectional reunification and reconstruction after the Civil War, Gilded Age society and politics and the emergence of the United States as an industrial global power. Prerequisite: 212.

**383. The Emergence of Modern America, since 1929** (3) examines the impact of continuing economic and technological change, nativism, the Great Depression, World War II and the Cold War upon American society and government. Prerequisite: 212.

**385 American Environmental History** (3) studies human societies and their relationship to their environment over time. The focus is on the environmental history of North America from pre-Columbian times to the present. Topics explored include the Columbian exchange, evolving concepts of man's relationship to nature, the government's role in conservation and preservation and the emergency of an environmental movement in recent decades.

**390. Topics in History** (3) deals with selected topical courses such as the Vietnam experience, Civil War, Presidential Elections, World War II in the Pacific, Cold War and Canadian History.

**398. Internship in History** (3) designed to offer students jointly supervised history-related work experience. Students will be expected to submit a work dossier and related research project at the end of the internship. Prerequisite: junior standing and prior permission of the instructor; credit does not count toward a minor.

**420. Readings in History** (3) permits students to explore historical topics in depth under the direction of a faculty member. Prerequisite: junior or senior standing and permission of the instructor.

**460. History Research Seminar** (3) emphasizes methodological and bibliographical research techniques in the discipline of history. Students research and write on specific topics to meet acceptable standards of historical analysis and style. Prerequisite: senior standing or permission of instructor.

## **Humanities**

Advisor, Professor NUTT

An interdisciplinary major in humanities may be designed about a unique theme or meaningful cluster of courses in the arts and humanities division (art, English, modern languages, music, religion and philosophy, speech communication and theatre).

For additional information please consult the humanities department web site at [www.muskingum.edu](http://www.muskingum.edu).

### **Major**

Requirements: 40 hours (exclusive of LAE core and elected distribution courses) from four of the six humanities division departments—art, English, modern languages, music, religion and philosophy, speech communication and theatre

Restriction: Maximum of 29 hours in any one discipline.

### **Interdisciplinary**

Muskingum offers the opportunity for interdisciplinary studies which draw on the offerings of various departments. The student has two options: (1) to construct a self-designed interdisciplinary major in an area of professional preparation or academic interest not currently available in the curriculum; (2) to elect an already established interdisciplinary major in American studies, child and family studies, conservation science, environmental science, humanities, international affairs, international business, journalism, molecular biology, neuroscience or public affairs. Descriptions of each of these programs are included in the alphabetical listing of majors.

Students planning a self-designed interdisciplinary major consult appropriate academic and departmental advisors in developing a rationale and course of action for the major. The major encompasses work from at least three departments and consists of no fewer than 40 or more than 60 hours, with a limit of 30 hours in any one department. The primary consideration for approval of self-designed interdisciplinary majors is that the proposal demonstrate respect for the depth that the major traditionally provides in the liberal arts curriculum and include an appropriate seminar experience. The proposal requires curriculum committee approval and advanced consultation with and endorsement by the advising faculty and department chairs from the participating disciplines.

### **Course Offerings**

**100. First Year Seminar** (1) provides students with a common academic experience during their first semester. The course offers an extended orientation to the academic environment within a context of common readings, assignments and activities, integrated under an annual theme. The course also introduces students to academic resources on campus such as the Computer Center, the Library and the Center for Advancement of Learning.

**115. Introduction to the Integrated Arts** (3) is an interdisciplinary presentation of the arts. The course fulfills a Western Heritage LAE distribution requirement and also may serve as a prerequisite for Education 315. The Arts in Early Childhood Education, by enabling the early childhood education major to acquire the knowledge and skills to be able to work in a classroom environment.

**120. Library Research Methods** (2) introduces students to library research and information literacy skills, emphasizing the strategies needed for effective research. Students learn to apply that strategy to bibliographical research.

**150. Arts and Humanities in Western Culture** (3) fosters an appreciation of the landmarks of the Western cultural heritage in religion, philosophy, language and literature, the visual arts and architecture, music and theatre.

**291. Introduction to Gender Studies** (1) introduces selected topics in Gender Studies. Inclusive of all disciplines and team-taught by Gender Studies faculty, the course will give an orientation into the field through reading, writing and discussion. It can be taken a maximum of three times to count toward the minor in Gender Studies as subject matter changes.

**300. Internship** (1-6) involves a supervised experience in a vocational field related to a program of study. The program is closely supervised by faculty members and by an on-site director. Students may earn 1-6 credit hours for each distinct internship, with a maximum of 16 hours including student teaching applying to graduation requirements. Graded S/U. Prerequisite: junior standing, 2.5 GPA. [The junior standing prerequisite is waived for students participating in Disney internships.]

**330. Student Development in Higher Education** (1) provides an overview of higher education with special attention to philosophy and theory of student development and its practical application in the residence hall setting. The course serves as an intensive training program for students managing residence halls. Prerequisite: selection as resident assistant.

**360. Pre-Law** (1) is an analysis of the Law School Admission Test, the Law School Data Assembly Service and the Law School Candidate Referral Service. Students take a sample examination under conditions approximating those of the LSAT. Graded S/U. Prerequisite: junior standing.

**440. GRE Preparation** (1) is an analysis of the General Test for the Graduate Record Exam. Students will take a series of sample tests, receive instruction in testing techniques, and the graduate school admission process. Students must also register to take the GRE General Test. Graded S/U. Prerequisite: senior standing or permission of the instructor.

**490. Public Affairs Senior Seminar** (3) involves an intensive research project reflecting the student's skills and interests in a public affairs topic. Each student works individually with a faculty member in completing the project. Prerequisite: senior status or permission of instructor.

**491. Seminar in International Business** (3) enables the student to pursue an approved research project involving international business practice and theory. Students are strongly encouraged to work with advisors to develop seminar topics/approaches that synthesize language and business skills and that

demonstrate appropriate intercultural competencies. Prerequisite: completion of the international business major business core.

## **International Affairs**

Advisor, Instructor KING

The interdisciplinary major in international affairs is designed for students interested in the relationship of the United States to other nations and societies. Career options include government service, international relations, multinational corporations, lobby groups, international service organizations, international agencies, or the United Nations.

### **Major** (42 hours)

Core requirements: 12 hours from

Economics 215, 216

History 112

Philosophy 203

Political Science 131, 342

A senior seminar experience selected in consultation with the international affairs advisor and a department involved in the international affairs major (3 hours)

Distribution requirements: At least 27 hours including courses in three disciplines from the first three groups

*Social and Economic Development* (3 hours)

Anthropology 201

Economics 341, 361

Religion 393

Sociology 350

*International Relations* (6 hours)

History 320, 376

Political Science 231, 351

*Comparative Culture and Politics* (9 hours)

French 325

German 325

History 340, 341, 343, 346, 351

Political Science 331

Spanish 325

*Language Skills* - either (a) or (b)

- a. Participation in an approved study abroad program that includes 3 hours of course work in a foreign language.
- b. Completion of a Muskingum College foreign language course at the 212 level or above, excluding French, Spanish or German 325 if taken to fulfill the *Comparative Culture and Politics* distribution.

Two additional 300- or 400-level courses from the listed courses, excluding those already used to fulfill requirements.

## **International Business**

Advisors, Professor WEHAGE; Associate Professors MORRIS (Sabbatical), NOWAKOWSKI

The international business major provides students with a set of competencies necessary for success in today's globalized economy by combining courses from diverse disciplines. Students learn the language and basic principles of business, accounting and economics; acquire multicultural awareness and communication skills in a world language [English (for non-native speakers), French, German, or Spanish]; and gain an international perspective through their coursework in political science, history and other areas. They have flexibility in both the core and the elective components of the major to select a program of study that balances their own specific areas of international interest with a solid professional background in business.

For additional information please consult the international business web site at [www.muskingum.edu](http://www.muskingum.edu).

### *Major* (42-60 hours)

#### Core (33-53 hours)

Accounting 201

Economics 215, 216, 361

Business 318, 321, 341 and 412

History 320, 341, 347, 348 or 351

Political Science 131 or 231

Interdisciplinary 491

International business capstone course (senior seminar) to be taken after completion of French/German/Spanish 240; Economics 215 and 216; and Business 318, 321, 341 and 412. Students are strongly encouraged to work with advisors to develop seminar topics/approaches that synthesize language and business skills.

#### Language Proficiency (3-19 hours)

a. For students whose native language is English: French/German/Spanish 240: Business French/German/Spanish

b. For students whose native language is not English: English 202

Electives (6-7 hours from the following, excluding courses used to fill requirements listed above): Accounting 202; Anthropology 201; Business 326, or 411; Economics 362; English 202; Geography 111; History 320, 341, 346, 347, 348, 353, 376, 390; Political Science 131 or 231, 331, or 332, 351 or 352; Psychology 271; an additional course in French, German, or Spanish excluding 123; Religion 393; Sociology 350; Interdisciplinary 300 (approved by international business faculty advisor).

## **Journalism**

Advisors Professors EDSALL, HARMAN; Visiting Assistant Professor WAGNER

The interdisciplinary major in journalism is designed for students interested in a career in either broadcast or print media. The program is designed to provide hands-on skills and experience while also helping the student to develop an understanding of the context in which events occur.

Students who major in journalism may not minor in English or in speech communication. They are encouraged to minor in a subject that will allow them to specialize in the field of communication. For example, a student wishing to write for a science journal might choose to minor in biology or chemistry.

**Journalism Major** (55-56 hours)

Requirements: Speech Communication 111, 210, 211 or 311, 295, 312, 325 or 335, 345, English 201 or 202, 207, 208, 209, 213, 217 (taken twice), 315 or 316, 317, 361

Two courses from: Speech Communication 101, 201, 301, 401

Speech Communication 495 or English 495

Philosophy 203

Internships: Interdisciplinary 300 (3 hours) *Audio or Video Production* and (3 hours) *Print Journalism*

Recommended electives: Art 141; Economics 341; History 376; Political Science 314; Sociology 216

**Mathematics and Computer Science**

Professor HOLLINGSWORTH; Associate Professors CRAFT (Chair), DAQUILA, SMUCKER; Assistant Professor PERRY

The mathematics curriculum is designed to portray mathematics as a universal language of creative and critical thought and to meet the needs of those who intend to teach, to do graduate work in mathematics and to pursue careers which rely substantially upon mathematics.

The computer science curriculum not only provides instruction and experience in using computers and networks, but it also studies the applications and effects of computing systems in today's society. It is designed to prepare the student for further study and/or work in the area of computer science.

The department offers two majors: (1) mathematics and (2) computer science. The department also encourages students' design of their own interdisciplinary concentration incorporating mathematics and/or computer science with additional disciplines in accordance with college policy.

Students interested in a mathematics or computer science major should contact the department chair at the earliest opportunity to ensure fulfillment of all college requirements for these majors.

Further additional information please consult the mathematics and computer science department's web site at [www.muskingum.edu](http://www.muskingum.edu).

**Mathematics major** (32 hours)

Requirements: 190, 200, 225, 230, 310, 330, 410, 495, Computer Science 111 and 6 additional hours at the 300-level or above. Mathematics 350 may not be counted as an elective for both mathematics major and for computer science major.

**Mathematics minor** (15 hours)

Requirements: 190, 230, three hours at 300-400 level; Electives: remainder

of hours from other offerings (excluding 090), including at most one course at the 100 level (other than 190).

**Computer science major** (34 hours)

Requirements: Computer Science 111, 211, 310, 320, 400 or an internship in the computing field, 495; Mathematics 190, 225, 230

Electives: 3 courses from Computer Science 330, 340, 350, 360, 370, 450, 480, 490, Mathematics 350

**Computer Science minor** (15 hours)

Requirement: 320

**Teacher licensure** — integrated math, grades 7-12

Contact the education department for specific course requirements.

## Course Offerings

### Mathematics

NOTE: Due to the sequential nature of the study of mathematics, once students have received credit for or established proficiency at, one level in a sequence of mathematics coursework they are not allowed to receive credit toward graduation for a prior course in a lower sequence. Students with such questions concerning the applicability of such sequential coursework should consult the department of Mathematics and Computer Science.

**090. Developmental Mathematics** (3) presents a review of key elements of Arithmetic, Geometry and Basic Algebra designed to prepare the student for Muskingum College level mathematics. Grade does not count in GPA. Credit does not count in minimal hours toward a degree.

**120. Mathematics for Elementary School Teachers** (3) includes a study of those topics in algebra and geometry of particular use in the elementary (K-8) curriculum. Prerequisite: 3 years of college preparatory mathematics or 090. Credit can be earned toward graduation for either 120 or 150 but not both.

**140. Statistics** (3) presents basic statistical concepts and utilizes the computer. No prior computer experience is needed. Prerequisite: 3 years of college preparatory mathematics or 090.

**150. Liberal Arts Mathematics** (3) contains currently useful topics in mathematics which depend only on elementary concepts; for example, problem solving, logical reasoning, probability, statistics, functions, relations, set theory, matrices, graphs, trees and models. Prerequisite: three years of college preparatory mathematics or 090. Credit can be earned toward graduation for either 120 or 150 but not both.

**180. Elementary Functions** (3) includes topics in algebra, geometry, trigonometry and analytic geometry necessary and useful for the study of the calculus. Prerequisite: three years of college preparatory mathematics or permission of the department.

**190. Beginning Calculus** (4) introduces the concepts of limit, continuity,

derivative, integral and applications. It assumes some knowledge of trigonometric functions and equations for lines and conic sections. Prerequisite: 180 or equivalent, including trigonometry.

**200. Intermediate Calculus** (4) continues the study of calculus and includes such topics as methods of integration, logarithms, exponential, indeterminate forms and infinite series. Prerequisite: 190.

**225. Discrete Mathematics** (4) introduces set theory and probability and deals with relations, digraphs, trees, lattices and Boolean algebras and their computer application, as well as studying languages and grammar. Prerequisite: 180 or equivalent, Computer Science 111.

**230. Linear Algebra and Vectors** (3) includes the study of vectors, matrix algebra, vector spaces, linear transformations and determinants. Prerequisite: 190.

**310. Multivariate Calculus** (3) includes the study of the basic concepts of calculus applied functions of more than one variable and related applications. Prerequisite: 200; Co-requisite: 230.

**320. Differential Equations** (3) includes the study of first and higher order differential equations, methods for obtaining solutions and applications. Prerequisite: 200, 230.

**330. Algebraic Structures** (4) includes the study of groups, rings, fields, vector spaces and other related topics. Prerequisite: 225, 230.

**340. Mathematical Statistics** (3) includes the basic theory and applications of probability and statistics. Prerequisite: 310.

**350. Numerical Analysis** (3) presents the concepts and methods of numerical solutions for mathematical problems and includes applications using the computer. Prerequisites: 200, 230, Computer Science 111.

**360. Geometry** (3) presents the study of several geometries, including synthetic and metric Euclidean, non-Euclidean, projective and finite geometries. Prerequisite: 225, 230.

**370. History of Mathematics** (2) surveys the history and development of mathematics from ancient times through to the present day era. It will also show the contributions made to the field by mathematicians from a diversity of ethnic, racial and gender groups. Prerequisite: 190, 230.

**410. Analysis** (4) presents a rigorous development of the calculus and an introduction to real analysis. Prerequisite: 225, 310.

**420. Complex Analysis** (3) is an introductory study of the theory of functions of complex variables. Prerequisite: 310, 320.

**430. Applied Mathematics** (3) includes such topics as series solutions of differential equations, Fourier series and integrals, Bessel functions, Laplace transformations, partial differential equations and vector and tensor analysis. Prerequisite: 310, 320.

**490. Topics in Mathematics** (3) studies in greater depth topics in the other listed courses. Prerequisite: permission of the instructor.

**495. Mathematics Seminar** (1) provides a setting for the study and mastery of selected expository papers. Students lecture on the subject of the chosen paper and take an oral examination. Prerequisite: permission of instructor.

### *Computer Science*

**100. Introduction to Computing** (3) presents an overview of computers, networks and an introduction to a number of application programs. Special emphasis is placed on web page development and web access. Topics include an introduction to computer science and its history, discussions of the relationship between computing and society and an examination of ethical issues surrounding computer and network usage. The course is intended for non-computer science majors.

**111. Computer Science I** (3) introduces object-oriented software development. Fundamental concepts and algorithms are examined and object-oriented programs are developed using the Java and C++ languages. The relationships between software and other areas of computer science are examined and fundamental concepts in computer science are introduced. Prerequisite: 3 years of college preparatory math or Mathematics 180, 2 years of computer usage in high school or equivalent experience.

**120. Computer Applications** (1) consists of a series of projects to explore the use of specific application software packages. Prerequisite: 100 or equivalent.

**211. Computer Science II** (3) extends and enhances concepts started in 111. Software engineering techniques, program structure and system programming concepts are studied. A number of application areas are introduced, including numeric and non-numeric problems, sorting, searching, game theory, data management and graphics. The languages used are Java and C++. Prerequisite: 111 or permission of the department.

**220. Applied Computer Programming** (3) studies with each offering a particular computer programming language (e.g., C++, COBOL, Java, Perl) and the applications in which that language is traditionally used. Prerequisite: 111 or permission of instructor.

**260. Database Management** (3) explores database approaches for data organization. Relational and object-oriented data access methods are examined with an introduction to database principles and the usage of databases. SQL Server, Access and Excel are used for assignments and classroom presentations.

Intended for majors and non-majors in computer science. Prerequisites: 100, 111 or 2 years of high school computer experience.

**310. Assembly Language Programming** (3) introduces computer architecture via concepts and techniques particular to assembly language programming for the Pentium family. Several processor architectures are presented and the relationships between these architectures and their respective assembly languages are discussed. Other topics studied include macros, numbering systems, network communication and robotics. Prerequisite: 111.

**320. Algorithms and Data Structures** (3) explores structures such as stacks, queues, trees and graphs and the algorithms needed to efficiently access and use them. Algorithms are analyzed from a practical and theoretical viewpoint. Prerequisite: 211, Mathematics 225.

**340. Programming Languages** (3) develops the concepts of language structure and uses these as a basis for comparing several languages. Formal language definitions are introduced and the concepts of syntax, semantics and pragmatics are discussed. Prerequisite: 320 or permission of the instructor.

**350. Computer Architecture** (3) studies the theoretical and practical design principles of computer organization. The performance effects of pipelining, superscalar design, VLIW and parallel processing are examined. Prerequisite: 310.

**360. Artificial Intelligence** (3) introduces students to the basic concepts and techniques of artificial intelligence and gives insight into active research areas and applications. Topics include knowledge-base systems, learning, knowledge-representation, natural language, expert systems, vision and neural networks. Prerequisites: 211 or 220.

**370. Computer Graphics** (3) examines the basic principles of 3-dimensional computer graphics, animation and virtual reality. Elementary mathematical techniques are used to position objects in three dimensional space. Geometric optics are used to determine how light bounces off surfaces and passes through transparent objects. Scene-description languages such as VRML are examined. Software includes OpenGL, Java3D and Mathematica. Prerequisites: 320 and Mathematics 230.

**400. Programming Projects** (1) enable students to design, implement and test a program of their own choosing. Proposed projects are approved by a faculty member who then meets with the student on a weekly basis. A final report is prepared and presented at the completion of the project. The course can be repeated once for credit. Prerequisite: permission of the instructor.

**450. Operating Systems** (3) examines the major components of several popular operating systems, including Linux and NT. The relationships of operating systems to computer architectures are discussed and program assignments are used to provide experience with operating system construction. Prerequisites 310, 320.

**480. Computer Networks** (3) covers the fundamental computer science aspects of telecommunications. Topics include layered network architecture, data link protocols, routing and flow control mechanisms and transport protocols. Also covered in the course are local area networks, wireless networks, Internet/Web development and basic concepts in the modeling and analysis of protocols. Software packages are used to provide a basis for coursework and for configuring and simulating various network designs, under Linux and NT. Prerequisites: 310 and 320.

**490. Advanced Topics in Computer Science** (3) is a study of a specialized topic in the computing field such as Animation, Pattern Recognition, Networking, Theory of Computation, Alife, or advanced study of a particular language (such as Java, C++, Perl, or VRML). Prerequisite: permission of the instructor.

**495. Computer Science Seminar** (1) provides a weekly discussion of new advances in the field of computer science and their effect on society. Presentations are given by invited speakers, faculty and students. The course can be repeated once for credit. Prerequisite: permission of the instructor.

### **Modern Languages and English as a Second Language (ESL)**

Professors R. BROWN (Spanish), WEHAGE (German) (Acting Chair); Associate Professor MORRIS (French) (Sabbatical); Assistant Professor NORTON (ESL), WILLIAMS (Spanish); Visiting Instructor YANG-POIRIER (French); Language Assistants BISSON (French), FREISLEBEN (German), RIVERA, ZAPATA (Spanish)

A language major can open doors to careers in education, business, communications, translating, interpreting, law and government.

Majors are offered in three world languages: French, German and Spanish. Foreign language majors are required to study abroad during their undergraduate program. To this end the department has affiliations with universities in Argentina, France, Germany, Mexico, Puerto Rico, Quebec and Spain through study abroad programs of Muskingum College and the ECC International Exchange Program. Summer study programs are offered on the campuses of our partner universities in France, Germany, Mexico, Quebec and Spain. Students wishing to teach English overseas or domestically to speakers of other languages may complete a minor in Teaching English as a Second Language (TESL).

Foreign languages are an important part of the liberal arts educational experience. The department encourages students majoring in other fields to study a language relevant to their career or personal interests. The International Business and International Affairs majors integrate language study and other fields into an interdisciplinary program. Recent graduates have pursued careers in teaching, translating, global human resource management, accounting and law.

The department offers teacher licensure in French, German and Spanish. Students intending to teach should consult the education department for licensure requirements.

All language students have access to the Morehead Language Laboratory, a state-of-the-art computerized language-learning center with multimedia and Internet capabilities.

Many language learners choose to live in the French, German or Spanish language houses. The houses offer an immersion experience and facilitate contact with native speakers.

Language Assistants who are native speakers of French, German and Spanish provide intensive small-group tutoring and participate in the cultural activities of the department.

The modern language department aids students in determining the level at which they should begin their college language study. Students with three or more years of high school French, German or Spanish usually begin at the intermediate level (211); 111 and 112 do not count toward the 33 credits required for the language majors.

Students interested in a language major should contact the department chair at the earliest opportunity to ensure fulfillment of all college requirements for the major.

For additional information please consult the modern language department's web site at [www.muskingum.edu](http://www.muskingum.edu).

#### ***French major*** (33 hours)

Requirements: 123, 431, one course in another foreign language at the appropriate level 12 of the required 33 hours completed on campus before participating in a study abroad program

Attendance at *La Table Française* (251) expected every semester, required when not enrolled in a French course; 2 hours applied to major or minor.

No more than two upper level courses taught in English are allowed to count toward major requirements.

#### ***German major*** (33 hours)

Requirements: 123, 431, one course in another foreign language at the appropriate level 12 of the required 33 hours completed on campus before participating in a study abroad program.

Attendance at *Mensa* (251) expected every semester, required when not enrolled in a German course; 2 hours applied to major or minor.

No more than two upper level courses taught in English are allowed to count toward major requirements

#### ***Spanish major*** (33 hours)

Requirements: 123, 431, one course in another foreign language at the appropriate level 12 of the required 33 hours completed on campus before participating in a study abroad program.

Attendance at *La Mesa de Español* (251) expected every semester, required when not enrolled in a Spanish course; 2 hours applied to major or minor.

#### ***French, German, Spanish minor*** (17 hours)

Requirements: 123, 300-level course

Placement at appropriate level with permission of department chair

#### ***Teaching English as a Second Language minor (TESL)*** (16 hours)

Requirements:

English 361

Modern Language 200, 300, 397

French/German/Spanish 211 or completion of another college course,  
at or above the intermediate level, taught in a non-native language

**Teacher licensure** — multi-age foreign language (German, French and Spanish),  
pre-K through 21. Contact the education department for specific course  
requirements.

**Placement**

Students with four years of study in French, Spanish, or German are not  
permitted to take the beginning-level (111) class in the same language for  
graduation credit. Placement counseling and optional placement testing  
are available on request.

## Course offerings

### *French*

**111, 112. Beginning French I, II** (4, 4) present the basic knowledge of the  
French language, concentrating on the development of listening, speaking,  
reading and writing skills. Selected aspects of French culture are studied. See  
placement above.

**123. Masterpieces of French Literature in Translation** (3) taught entirely in  
English, the course introduces basic literary concepts and explores themes and  
movements of French literature from the seventeenth to the twentieth  
centuries. Prerequisite: English 121.

**211, 212. Intermediate French I, II** (4, 4) review basic structures and explore  
more complex aspects of the French language. Students refine their reading,  
writing, listening and speaking skills while exploring themes and issues in  
French and Francophone cultures. Prerequisite: 112 or its equivalent.

**240. Business French** (3) introduces basic concepts of business communication in  
the French-speaking world. Topics include finance, economics, marketing and  
intercultural awareness. Prerequisite: 212, its equivalent, or permission of instructor.

**251. La Table Française** (1) offers the opportunity to practice conversational  
French in an informal setting. Activities are designed to encourage students to  
express themselves creatively in French. The course may be taken up to three  
times for credit, but applied to the major only twice. Prerequisite: 111 or its  
equivalent.

**301. Advanced French: Conversation and Pronunciation** (3) emphasizes  
listening and speaking skills. Students improve their comprehension and  
speech through laboratory exercises, class discussions and other activities.  
Prerequisite: 212 or its equivalent.

**302. Advanced French: Grammar and Composition** (3) is a writing course that  
focuses on writing for a number of purposes, including essays,

correspondence, narratives and literary analysis. An overview of French grammar is included. The course may be taken twice for credit. Prerequisite: 212 or its equivalent.

**303. Survey of French Literature (3)** introduces major literary movements, principal writers and outstanding works of French literature in their historical contexts beginning with the sixteenth century. Prerequisite: 301 or 302 or permission of instructor.

**304. Survey of French and Francophone Literatures (3)** surveys contemporary French-language literatures from French-speaking Africa, North America and the Caribbean as well as from France. Prerequisite: 301 or 302 or permission of instructor.

**325. Topics in French Civilization (3)** explores aspects of French civilization and culture, including history, religion, the arts, politics and gender roles. The course may be repeated for credit as the subject matter changes. Prerequisite: 212, its equivalent, or permission of instructor.

**350. Survey of French Cinema (3)** provides an overview of French and Francophone cinemas starting with the origins of cinematic art. The course examines landmark film classics as well as a selection of contemporary French-language films. The basic vocabulary and concepts of cinematography are taught in order to give students tools for an in-depth analysis of the films. (Taught in English.)

**360. Topics in French Language and Culture (1-3)** provides an opportunity to study a linguistic, literary, or cultural topic related to the French-speaking world. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: sophomore standing and permission of instructor.

**431. French Culture Seminar (3)** provides the advanced student the opportunity for in-depth study of an aspect of French or Francophone culture, which may include: literature, art, cinema, business culture, or another approved topic. The course serves as a capstone for the French major. Prerequisite: two French courses numbered above 302, at least one of which is taught in French, or permission of instructor.

### *German*

**111, 112. Beginning German I, II (4, 4)** present a basic knowledge of the German language, concentrating on the development of listening, speaking, reading and writing skills. Selected aspects of German culture are studied. See placement above.

**123. Masterpieces of German Literature in Translation (3)** taught entirely in English, introduces authors of the eighteenth, nineteenth and twentieth centuries. Movements and periods examined include: the Enlightenment,

Storm and Stress, Classicism, Realism, Naturalism, Impressionism, Expressionism, Surrealism and post-war literature. Prerequisite: English 121.

**211, 212. Intermediate German I, II** (4, 4) review basic structures and explore more complex aspects of the German language. Listening, speaking, reading and writing skills are stressed and short literary works and aspects of contemporary German life are introduced. Prerequisite: 112 or its equivalent.

**240. Business German** (3) concentrates on the vocabulary of business in German-speaking settings, with emphasis on reading, writing, translating and fundamental oral communication skills. The course examines import/export; finance; marketing and intercultural awareness. Prerequisite: 212, its equivalent, or permission of instructor.

**251. German Table** (1) offers the opportunity to practice conversational German in an informal setting. Activities are designed to help students use the language creatively. The course may be taken three times for credit but applied to the major or minor only twice. Prerequisite: 111 or its equivalent.

**301. Advanced German: Conversation and Pronunciation** (3) emphasizes listening and speaking skills. Students improve their comprehension and speech through laboratory exercises, class discussions and other activities. Prerequisite: 212 or equivalent.

**302. Advanced German: Grammar and Composition** (3) emphasizes refinement of writing skills and good usage in German. Given different contracts, the course may be taken twice for credit. Prerequisite: 212, its equivalent, or permission of instructor.

**303. From the Middle Ages through the 19th Century** (3) introduces the student to the major authors of German literature from the Middle Ages through the 19th century. Representative works are read in chronological order to foster a sense of literary history. (Taught in English.)

**304. From Expressionism to Post War Literature** (3) examines representative authors of the early 20th century, the literary resistance in the Third Reich, exile literature and the emergence of a new German literature after 1945. Prerequisite: 301 or 302 or permission of instructor.

**325. Topics in Contemporary German Society** (3) is a study of modern German culture and civilization examining some or all of the following: history, the arts, literature, politics, press, cinema, advertising and changing gender roles and social structures. The course may be repeated for credit as the subject matter changes. (Taught in English.)

**350. Modern German Cinema** (3) taught entirely in English, the course introduces the development of contemporary German cinema, its history and its forms of representation. It focuses on the works of major German film

directors, treating themes that include the Third Reich, Germany after WWII and gender roles.

**360. Topics in German Language and Culture** (1-3) provides an opportunity to study a linguistic, literary, or cultural topic related to the German-speaking world. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: sophomore standing and permission of instructor.

**431. German Culture Seminar** (3) provides the advanced student an opportunity to study in depth an aspect of Germanic culture, which may include: literature, art, cinema, business culture, or another approved topic. The course serves as a capstone for the German major. Prerequisite: two German courses numbered above 302, at least one of which is taught in German, or permission of instructor.

### *Spanish*

**111, 112. Beginning Spanish I, II** (4, 4) present a basic knowledge of the Spanish language, concentrating on the development of listening, speaking, reading and writing skills. Selected aspects of Hispanic culture are studied. See placement above.

**123. Masterpieces of Hispanic Literature in Translation** (3) taught entirely in English, the course includes a variety of literary genres from a cross-section of Hispanic countries. Emphasis is on significant literary works ranging from the earliest to the most modern. Prerequisite: English 121.

**211, 212. Intermediate Spanish I, II** (4, 4) offer a systematic review of Spanish grammar, together with the refinement of listening, speaking, reading and writing skills. Included are readings of literary or cultural significance. Prerequisite: 112 or its equivalent.

**240. Business Spanish** (3) introduces the language and culture of business in a Hispanic context. Topics include marketing, banking, accounting, trade, business communication, and the role of government. Prerequisite: Spanish 212, its equivalent, or permission of the instructor.

**251. La Mesa de Español** (1) is a weekly meeting designed to increase or maintain fluency and to expand vocabulary. The course may be taken up to three times for credit but applied to the major or minor only twice. Prerequisite: 111 or its equivalent.

**301. Advanced Spanish: Conversation and Pronunciation** (3) emphasizes listening and speaking skills through laboratory practice, class discussion and other activities and includes a selected grammar review. Prerequisite: 212, its equivalent, or permission of the instructor.

**302. Advanced Spanish: Grammar and Composition** (3) combines a writing course with a review of Spanish grammar. Given different contracts, the course

may be taken twice for credit. Prerequisite: 212, its equivalent, or permission of instructor.

**303. Panoramas of Hispanic Literature I (3)** introduces major literary movements, principal writers and outstanding works of Spanish peninsular literature. Prerequisite: 301 or 302 or permission of instructor.

**304. Panoramas of Hispanic Literature II (3)** introduces the major literary movements, principal writers and outstanding works of Latin American and literatures by Hispanics in the United States. Prerequisite: 301 or 302 or permission of instructor.

**325. Hispanic Civilization (3)** explores the geographic, ethnic and cultural diversity of the Spanish-speaking world including the Hispanic heritage of the United States. The course may be repeated for credit as the subject matter changes. Prerequisite: 212, its equivalent, or permission of instructor.

**360. Topics in Hispanic Language and Culture (1-3)** provides an opportunity to study a linguistic, literary, or cultural topic related to the Spanish-speaking world. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: sophomore standing and permission of instructor.

**431. Hispanic Culture Seminar (3)** provides the advanced student an opportunity to study in depth an aspect of Hispanic culture, which may include: literature, art, business culture, or another approved topic. The course serves as a capstone for the Spanish major. Prerequisite: two Spanish courses numbered above 302 or permission of instructor.

### *Modern Language*

**200. Cross-Cultural Communication (3)** examines major factors affecting communication across cultures, such as the varying concepts of time, space and the individual's place in society. The course explores how those concepts are manifested in areas of language and social interaction, including speech acts; contrastive rhetoric; decision-making and conflict resolution. The phenomena of cultural adjustment, culture shock, and re-entry are also addressed.

**300. Teaching English as a Second Language Materials and Media (3)** explores the field of Teaching English as a Second Language from the perspective of materials and media resources utilized in different instructional approaches. While relating to general theories from the field of Second Language Acquisition, the course focuses specially on their application within the ESL context.

**360. Topics in Foreign Language and Culture (1-3)** provides an opportunity to study a topic of interest related to modern languages and cultures. Courses in topical areas not offered in the regular curriculum may be offered on a rotating basis. The course may be repeated for credit as subject matter changes. Prerequisite: sophomore standing and permission of instructor.

**397. Methods in Teaching Foreign Languages** (3) deals with the theory, methods and techniques of foreign-language teaching at the pre-K through 21 levels. Does not count toward required hours for the major. [Contact department chair for schedule of offering].

***English as a Second Language (ESL)*** See the chapter on Admission for a description of the English Support Program (ESP).

**ESP 080. Intermediate ESL** (6) places initial emphasis on the development of English language skills for everyday needs, but moves progressively into more academic functions. Students progress from passive to active language use. The components of the course include reading and study skills; speaking and listening activities; and grammar and composition. Grade does not count in GPA. Credit does not count in minimal hours toward a degree.

**ESP 082. Advanced ESL** (3) is intended for students at a high-intermediate to advanced level of English proficiency and focuses on language skills needed for academic purposes. Students successfully completing this course will be able to give an oral, critical report; write a short, formal paper; and respond in essay form to questions related to a lecture. Grade does not count in GPA. Credit does not count in minimal hours toward a degree.

**ESP 100. Advanced ESL Writing** (3) is intended for students at an advanced level of English proficiency and focuses on writing skills needed for a liberal arts education. Samples of effective writing are studied with accessibility to culturally diverse students in mind. Students write essays of narration, description, exposition, classification and argumentation. This course serves as the capstone for the English Support Program. Prerequisite: Permission of instructor and either 082 or TOEFL 500.

## **Molecular Biology**

Advisors , Associate Professors OSUNSANYA (Sabbatical, Spring), PERERA

The molecular biology major is intended for students whose interests lie in the exciting interface between biology and chemistry. Molecular biology is the basic science that leads to an understanding of the molecular processes of life, in terms of the properties and function of molecules of which living cells are made. Therefore, molecular biology as a major, requires a strong interdisciplinary background in biology, chemistry, physics and mathematics.

Students graduating with the molecular biology major would be well-prepared for entry into the health professions, graduate school in biochemistry, molecular biology and many areas of the biological sciences and for jobs in the biotechnology industry as well as genetic counseling and forensic lab positions.

For additional information please consult the molecular biology department's web site at [www.muskingum.edu](http://www.muskingum.edu).

***Molecular Biology Major*** (69 hours)

Requirements: Biology 107 (twice), 112, 226, 306, 312, 375

Chemistry 111, 112, 213, 214, 315, 418

Mathematics 190, 200

Physics 121, 122, 125, 126

Molecular Biology 211 (twice), 411, 417, 418

Biology 336, statistics and computer science courses are strongly recommended.

It may be possible for students to also earn a major in biology with 15 additional hours or in chemistry with 12 additional hours.

## **Course Offerings**

**211. Topics in Molecular Biology** (1) presentation and discussion of Molecular Biology topics of current interest and importance. This is a seminar-style course, team taught by the molecular biology faculty and provides the opportunity for students to gain an understanding of the field through general readings as well as the recent literature. Molecular Biology majors must take this course at least twice. May be taken for additional credit.

**411. Topics in Molecular Biology** (1) a seminar-style course, team taught by the molecular biology faculty, examines in depth, through readings, discussions and presentations, important topics in the field. Molecular Biology majors must take the course for at least one credit. May be taken for additional credit. Prerequisite: 211, Biology 375, Chemistry 214, 315.

**417. Molecular Biology Seminar** (2) involves library research in a molecular biological topic, related to the research to be conducted in 418. The course also features student oral presentations and a written paper related to the library and lab research. Prerequisite: 211, Biology 375, Chemistry 214, 315.

**418. Research in Molecular Biology/Internship** (4) students may satisfy this requirement by conducting lab research in molecular biological problems in the science division, or with an internship which has the prior approval of the molecular biology faculty. Prerequisite: 417.

## **Music**

Professors R. JONES, W. SCHLACKS (Chair); Associate Professors J. ALESANDRINI, SCHUMANN; Assistant Professor ABEYARANTE, WILCOX-JONES; Instructors M. SCHLACKS; Adjuncts BOCK, CLARK, DUDACK, EVANS, GRAY, S. JONES, KASON, KUSSMAUL, McDONALD, RUETZ, SELVAGGIO, TUCKER, WILLIAMS

The study of music leads to an understanding of the aural art. The department is also committed to the goal of quality musical education and experiences for all students through offerings in musicology, music theory, applied music lessons and participation in the performance ensembles on campus. Muskingum College is an accredited institutional member of the National Association of Schools of Music. The department offers majors in music and music education and a minor in music.

Students are encouraged to join any of the many performance ensembles,

each of which is open (some by audition) to all students. In addition, Choral Society, the Southeastern Ohio Symphony Orchestra (SEOSO) and the Muskingum Valley Symphonic Winds (MVSW) are a unique and rewarding partnership between Muskingum College and the surrounding regional community. The SEOSO provides the opportunity for performance with a full orchestra and is open to students by audition as is the MVSW; Choral Society requires no audition.

Students interested in a music or music education major should contact the department chair at the earliest opportunity to ensure fulfillment of all college requirements for a major in music.

For additional information please consult the music department's web site at [www.muskingum.edu](http://www.muskingum.edu).

**Music major** (49 hours)

Requirements: 100, 111, 112, 115, 116, 140 (for students with a vocal concentration), 211, 212, 215, 216, 295, 300, 310, 321, 322, 370, 371, 445  
 8 hours of applied study in one area  
 8 hours in the appropriate major ensemble  
 7 semesters of 100, 300  
 Junior qualifying exam (assessed after 212)

**Music education major** (77 hours)

Requirements: 100, 111, 112, 115, 116, 181, 211, 212, 215, 216, 295, 300, 310, 315, 321, 322, 371, 372, 382, 383, 384, 445, 482, 483  
 Education 110, 112, 235, 240, 314, 413, 461, 464  
 1 course in psychology  
 6 semesters of the appropriate major ensemble and one semester in an ensemble of a dissimilar medium from the student's primary area of applied music study  
 7 semesters of 100, 300  
 Junior qualifying exam (assessed after 212)  
 Techniques: four courses selected from 280, 281, 282, 283, 284

**Music minor** (18 hours)

Requirements: 100, 111, 112, 115, 116, 300  
 4 hours of applied study in one area  
 4 hours in the appropriate major ensemble  
 4 semesters of 100, 300  
 (Those seeking the minor for early childhood licensure add 382)

## Course Offerings

**100; 300. Performance Seminar** (0) concentrates on the skill of performance. Also included in the course is the continuous development of the critical listening skills needed for a music major or minor. Music majors and minors who have course work still remaining must register for 100 or 300.

**101. Fundamentals of Music Theory** (3) is an introduction to music reading and music theory. The course includes basic theory, ear training and keyboard harmony and is a preparatory course for the Materials of Music sequence.

**111. Materials of Music I** (4) introduces students to the fundamentals of music, those structures of notation and the basic elements: intervals, scales, meter, rhythmic, melodic and harmonic progressions and studies in part writing. In addition, this course will introduce students to an overview of music literature in order to provide an understanding of the relationships among various styles of music.

**112. Materials of Music II** (4) is a continuation of 111.

**115. Aural Skills I** (1) studies music based on the structure and aural recognition of intervals; meter; and rhythmic, melodic and harmonic progressions, through solfeggio; ear training and written dictation; analyzes structure and recognition of tertian harmony through keyboard application.

**116. Aural Skills II** (1) is a continuation of 115

**121. Introduction to Music** (3) is a survey course designed to introduce the general college student to aspects of music, music creating and a broad spectrum of music literature and styles.

**140. Voice Class** (1) introduces vocal students to the art of singing: vocal production, physiology and maintenance of the vocal instrument, diction, International Phonetic Alphabet, and performance practice. Required for first year vocal majors and minors, and open to all students.

**181. Introduction to Music Education** (2) provides an overview of the theories, methodologies and philosophies of music education from 1700 to the present.

**190. Piano Class I** (1) is a study of the basic keyboard skills necessary for careers in music. The course uses the piano laboratory system.

**191. Piano Class II** (1) is a continuation of 190.

**211. Materials of Music III** (4) is a continuation of 112.

**212. Materials of Music IV** (4) is a continuation of 211 and includes form and analysis and compositional techniques.

**215. Aural Skills III** (1) is a continuation of 116.

**216. Aural Skills IV** (1) is a continuation of 215.

**280. Music Education: Brass Class and Methods** (2) provides practical study of the brass instruments with materials and methods of teaching.

**281. Music Education: Woodwind Class and Methods** (2) provides practical study of the woodwind instruments with materials and methods of teaching.

**282. Music Education: String Class and Methods (2)** provides practical study of the string instruments with materials and methods of teaching.

**283. Music Education: Percussion Class and Methods (2)** provides practical study of the percussion instruments with materials and methods of teaching.

**284. Music Education: Voice Class and Methods (2)** provides practical study and application of singing and the use of the voice with materials and methods of teaching.

**290. Piano Class III (1)** is a continuation of 191.

**291. Piano Class IV (1)** is a continuation of 290.

**295. Piano Proficiency (0)** is a test of a student's performance skills and is both a departmental requirement and a national standard. Enrollment, with a grade of Satisfactory, is noted on the transcript upon notification by the department chair.

**301; 302; 303. Topics in Music (1-3)** provides the advanced student an opportunity to study selected topics in music. The course may be repeated as subject matter changes. Examples of emphases could be composition, arranging, or marching band techniques. Prerequisite: 212.

**310. Excursions in World Music (3)** is a survey course of music literatures of peoples and areas throughout the world. Emphasis is placed on the relationship of the music and the culture of the people.

**315. Instrumentation (2)** is a study of scoring techniques for instrumental ensembles and for band, choir and orchestra. Individual projects are performed by college students.

**321. Music History I (3)** is a detailed study of music from antiquity through Mozart. Prerequisite: 212 or consent of instructor.

**322. Music History II (3)** is a detailed study of music from Beethoven through the present day. Prerequisite: 212 or consent of instructor.

**371. Conducting I (2)** is the introductory course to conducting a music ensemble. Emphases are on conducting patterns, left hand technique and leadership in the art of creating a musical performance.

**372. Conducting II (2)** is the advanced course in conducting a music ensemble. Emphases are on rehearsal, visual representation of the aural score, analysis of performance problems and performance and pedagogical literature.

**382. Music Education: Teaching General Music (2)** focuses on methods, materials, objectives, skills and instructional strategies for the development of

basic musical concepts in the general music classroom in grades Pre-K-8. Specialized approaches of Dalcroze, Kodály and Orff are studied; and music instruction in grades Pre-K-8 is observed.

**383. Music Education: Teaching Vocal Music (2)** studies the methods, materials, objectives and instructional strategies for the teaching of vocal and choral music in grades 4-12. Choral instruction in grades 4-12 is observed.

**384. Music Education: Teaching Instrumental Music (2)** studies the administration and teaching of instrumental music in the schools (4-12) and the teaching of general music in grades 9-12. Instrumental music instruction in schools is observed.

**445. Senior Seminar: Recital (1)** is the capstone of the music or music education major. The student presents a recital in the applied area as well as an analytical paper about the music performed. For further information, see the Music Major/Minor Handbook.

**482. Music Education: Professional Semester in Elementary Education (5)** involves students as practice teachers in an elementary school music program under the supervision and guidance of a cooperating teacher and college faculty member.

**483. Music Education: Professional Semester in Secondary Education (5)** involves students as practice teachers in a secondary school music program under the supervision and guidance of a cooperating teacher and college faculty member.

**Applied Music** offers instruction to all students at all levels of difficulty in piano, organ, wind, string, or percussion instruments and voice. Students receive a series of 13 or 14 lessons per semester. Fees for applied music are in addition to the regular tuition charges. Students should consult with the appropriate instructor to determine course number.

**131; 331. Brass Instruments (1)**

**133; 333. Woodwind Instruments (1)**

**135; 335. String Instruments (1)** (including guitar)

**137; 337. Percussion Instruments (1)**

**141; 341. Voice (1)**

**143; 343 Keyboard (1)** (including electronic studio)

**Ensembles** provide for the performance of music through group participation. Piano Accompanying meets together for study of methods and techniques and

individually as accompanists for applied music and ensembles. A maximum of 10 hours of ensemble credit may count toward minimum graduation requirements. Students should consult with the appropriate instructor to determine course number.

**150; 350. Piano Accompanying** (major ensemble) (1)

**151; 351. Southeastern Ohio Symphony Orchestra** (major ensemble) (1)

**153; 353. Wind and Percussion Ensemble** (major ensemble), **Spirit Band, Muskingum Valley Symphonic Winds** (major ensemble), **Directed Ensembles** (1)

**155; 355. Concert Choir** (major ensemble), **Lyric Theatre Workshop** (1)

**157; 357. Choral Society** (1)

**160; 360. Chamber Singers** (1)

**162; 362. Jazz Ensemble** (1)

## Neuroscience

Advisors, Professor NORMANSELL, Assistant Professor BERGSTROM

The interdisciplinary neuroscience major is designed for students who are interested in understanding the relations between brain function, physiological events, subjective experiences and behavior. Students are encouraged to reference the Muskingum College Website Neuroscience Program pages for updates and revisions regarding courses, course availability and major requirements ([www.muskingum.edu/~neuro/index.htm](http://www.muskingum.edu/~neuro/index.htm)).

### *Major* (57-59 hours)

Requirements: Biology 107, 112, 226, 368

Chemistry 111, 112

Psychology 101, 151, 232, 281

Neuroscience 201 (taken 3 times), 305, 308, 407, 408, 409

Three of the following courses:

Psychology 361, 381, 391

Biology 336, 375

Suggested electives:

Biology 213, 306

Chemistry 213, 214, 418

Computer Science 100 or 111

Mathematics 190

Physics 101, 102

Psychology 307, 351

## Course Offerings

**201. Topics in Neuroscience** (1) is a seminar-style course team taught each semester by the neuroscience faculty, explores in detail a particular topic in the field through reading and discussion of recent published reports. Neuroscience majors must take the course three times.

**305. Cognitive Neuroscience** (3) is a junior level introduction to human cognition from neuroscientific and evolutionary perspectives. Students will begin by learning the historical and philosophical antecedents of the field. Students will then develop an understanding and appreciation for cognition and research methodology in the field; topics include perception, attention, memory, language, brain organization and plasticity, and the problem of consciousness. Prerequisites: Biology 112 and Psychology 281.

**308. Neuroscience Practicum** (1) is a “real world” introduction to current research topics in the discipline. Students conduct several laboratory projects in this course. They also attend the annual meeting of the Society for Neuroscience or a regional neuroscience conference and report on their experience. Prerequisite: junior standing and permission of instructor.

**407, 408, 409 Neuroscience Research I, II, III** (3,2,2) a three semester sequence of courses in an independent study program designed to provide opportunities to practice inquiry and discovery while intensively investigating a fundamental problem in neuroscience. In the first semester, students search the current scientific literature related to their topic and prepare a review paper and a research proposal. During the senior year, the students conduct an original investigation and produce both a scientific paper and an oral presentation. They also present a poster at the Annual Science Poster Session.

## Philosophy

See Religion and Philosophy.

## Physical and Health Education

Professors BURSON; NEWBERRY; Associate Professor ZICHA (Chair);  
Lecturers BLOOD, DEWITT, R. FOX, HAMSHER, HEACOCK, INGLIS,  
KASER, KIRBY, LENGFELD, REILLY, SHANK, THOMPSON, WHITMAN

A major in physical education examines the relationship of sports, athletics, physical fitness and dance to our culture and cultures throughout the world. The physical education student's preparation includes the acquisition of knowledge, skills, attitudes and values from a vast array of courses. These courses include not only movement activities but also an understanding of associated physiological, biomechanical, sociological, psychological, historical, philosophical and pedagogical principles.

This broad theoretical foundation of relevant disciplines is applied to the professional aspects of teaching, coaching and administration of contemporary physical education. In addition, interested students may pursue careers in adapted physical education, athletic training and physical therapy.

Participation in intercollegiate sports and/or intramurals is encouraged as a background for teaching. Those who do not play are encouraged to work closely with a sports program in some capacity. The department also provides an excellent scientific background with a modern physiology of exercise laboratory available for hands-on use by all majors.

A major in health education allows for the student to learn numerous skills and practices specifically designed to assist other individuals in the maintenance and improvement of their health. The health education student's preparation includes courses that include physical, psychological, social, intellectual, and environmental components. Special emphasis is placed upon providing educational and informational processes to help people change their attitudes and behaviors in an effort to improve their health.

Students are given the option to also pursue a State of Ohio, multi-age license in health education. All students are given practical hands-on experiences and internships in local, state, and national health agencies and organizations. Preparation is also given to those who wish to pursue advanced degrees leading to professional health related careers such as health promotion, assessment, and public programming.

Students expecting to enter physical therapy or recreation work should consult the department and work out a program appropriate for their vocational goals.

#### ***Physical Education Major*** (32 hours)

Requirements: Physical Education 203, 204 (substitute for two activities required for graduation), 310, 338, 341, 416, 418  
Biology 228, 229

Electives: Two hours of Physical Education above the 100-level

#### ***Physical Education Minor*** (15 hours)

Requirements: Physical Education courses at the 200 level or above with at least 3 hours at the 300-400 level.

##### ***Coaching track emphasis***

Requirements: Physical Education 101, 203, 204, 205, 310, 338, 418

##### ***Athletic training track emphasis***

Requirements: Physical Education 215, 310, 325, 338, 345, 450;  
Biology 112, 228, 229

These courses (with the exception of 450) and 1500 hours of athletic training experience under the supervision of an NATABOC – certified trainer are required for participation in the national athletic trainer exam.

#### ***Health Education Major*** (36 hours)

Requirements: Health Education 200, 345, 365, 380, 400  
Biology 105 (*Genetic Frontiers and Biotechnology, Human Biology, or Human Diseases*), 112, 107, 228, 229  
Physical Education 310, 470

#### ***Health Education Minor*** (15 hours)

Requirements: Fifteen hours of Health Education courses with at least 3 hours at the 300-400 level.

***Teacher licensure*** — multi-age health education ages 3-21; multi-age physical

education ages 3- 21. Physical education majors seeking multi-age licensure, ages 3 through 21, in physical education and also athletic training certification may exceed 40 hours in Physical Education by 6 hours. Contact the education department for specific course requirements.

## Course Offerings

### *Physical Education*

**101. Concepts of Wellness** (1) develops an understanding of basic exercise physiology and physical training principles. Students learn to assess their own personal level of physical fitness and the benefits of proper physical activity. At the conclusion of the course students are ready to continue a lifetime of healthy physical fitness activity. Appropriate for adolescent level students.

**102-140. Physical Education Service Courses** (1) enable students to fulfill individual sports, team sports and activity interests by covering a wide variety of activities such as aerobic fitness, archery, badminton, cheerleading and dance, flag football, lifeguard training, water safety instructor, tennis, golf, jogging, racquetball, soccer, softball and varsity athletics. No activity may be repeated for credit and a maximum of three activities may be counted toward graduation requirements. Varsity athletes may take their respective varsity sport in any year of participation.

**151; 251; 351; 451. Practica** (1; 1; 1; 1) taken by students interested in training or working as student assistants with various sports. A maximum of three practica may be taken for major or minor credit. Graded S/U.

**203; 204. Foundations of Athletic Skills** (3; 3) taken as a substitute for 102 by all students who plan to major in physical education. Sports with emphasis on improving skill at the middle child level and adolescent level. Prerequisite: declared physical education major.

**205. Officiating Basketball** (1) provides instruction and practical experience in officiating athletic competition for both men and women. Appropriate for middle level and adolescent level students.

**206. Officiating Football** (1) provides instruction and practical experience in officiating athletic competition for both men and women. Appropriate for middle level and adolescent level students.

**207. Officiating Softball** (1) provides instruction and practical experience in officiating athletic competition for both men and women. Appropriate for middle level and adolescent level students.

**208. Officiating Track and Field** (1) provides instruction and practical experience in officiating athletic competition for both men and women. Appropriate for middle level and adolescent level students.

**209. Officiating Volleyball** (1) provides instruction and practical experience in

officiating athletic competition for both men and women. Appropriate for middle level and adolescent level students.

**215. Sports Medicine** (3) is concerned with basic recognition techniques used in inspecting injuries; covers methods and techniques for treating injuries; examines the operations of the athletic training room; and leads to an understanding of the importance of the prevention of injuries. This course also provides some human anatomy and techniques both dealing with middle child level students.

**220. Lifeguarding/Water Safety Instructor** (2) teaches the methods prescribed by the American Red Cross to save a victim of multi-age in need and insure safety in an aquatic environment. Special attention is paid to the safety considerations and legal ramifications presented to the lifeguard. Counts as a service course. [This course is the first half of 250.]

**250. Water Safety Instructor** (4) provides the basic knowledge required to instruct students of multi-age in all areas of swimming progression as prescribed by the American Red Cross. Also included are evaluation techniques which allow students to certify individuals within the levels of swimming ability. Counts as a service course. [This course is the second half of 220.]

**310. First Aid** (3) leads to National Safety Council Certification for First Aid. Recognition and care of injury are covered.

**319. Motor Learning and Adaptive Physical Education for Early Childhood** (3) designed to provide the future educator with the necessary foundation of fundamental movement concepts and principles for children ages 3-8. Special emphasis will be placed upon the use of developmentally appropriate practice to enhance the acquisition of more complex motor skills and patterns. In addition, educators will be given specific strategies necessary in the educating of children who require skill adaptation and the use of prescriptive exercise and equipment. Educators will attempt to establish a positive attitude and appreciation for regular health related physical activity throughout the child's lifespan. Lastly, the educator will experience firsthand the importance of movement activities and how they assist in the child's psychological, physical, intellectual and social development.

**321. Motor Learning and Adaptive Physical Education for Middle Childhood** (3) presents methods and materials for complete physical education instruction for children ages 9-14. Emphasis is on movement education, movement exploration, physical fitness, dancing and specialized sports skills of basketball, football, floor hockey, soccer, softball, track and field and volleyball. Practical teaching experience is included and teaching units are developed.

**338. Kinesiology** (3) the study of musculoskeletal anatomy for efficient bodily movement, offers application of kinesiological and biomechanical principles for the implementation of physical education programs for students of multi-age.

Laboratory activities allow students to have hands-on practical evaluation experience. Offered in alternate years.

**341. Principles of Physical Education, Evaluation and Measurements (3)** deals with basic concepts, philosophical foundation and subsequent applications in physical education for multi-age students. Included are specific testing, measurement and evaluation procedures utilized in the classroom. Offered in alternate years.

**416. Teaching Physical Education Activities (4)** is concerned with the methods and materials for teaching archery, badminton, bowling, racquetball, golf, dance, swimming and tennis. Included is practice in teaching and conducting class activities for both middle and adolescent level students. Prerequisite: 203.

**418. Coaching Team Sports (4)** prepares students to handle coaching problems such as organization, fundamental practice drills, strategies of play, selecting personnel, scouting, equipment, keeping statistics. Football, soccer, basketball, volleyball, wrestling, baseball, softball, and track and field are covered for both middle and adolescent level students. Prerequisite: 204.

**423. Camping and Recreation (1)** examines the organization and administration of community recreation, camping and outdoor education and covers planning, scheduling and programming activities essential to school, camping, industrial and organization recreation. Appropriate for multi-age students. Offered in alternate years.

**450. Independent Elective (1-3)** enables a student to work cooperatively with a staff member in a directed study in physical education, athletics, athletic training, recreation or other areas with the approval of the department chair and the cooperating instructor.

**470. Administration, Organization and Supervision of Health and Physical Education Programs (3)** designed to deal with the various methods of implementation for programs in health, physical education and intramurals. Special emphasis is also placed upon the supervision and evaluation procedures of such programs.

**490. Student Teaching Seminar (1)** is taken during the professional semester to enhance the student teaching experience for the multi-age students. Discussion of specific issues and concerns currently experienced by the student teacher.

### ***Health Education***

**200. Nutrition and Physical Fitness (3)** provides both classroom and practical experience in the investigation of personal fitness and nutritional habits. Both exercise prescriptions and wise food choices will be combined together to promote a strong understanding of these issues as they relate to optimal healthful living and positive wellness.

**345. Personal Health** (3) studies the health problems and concerns of young adults in America today. Topics of study will include stress management, emotional health, chemical dependency, sexual responsibility, physical fitness, heart disease, cancer and communicable diseases. The primary focus will be upon prevention, with students being encouraged to make lifestyle choices conducive to lifelong wellness.

**365. School and Community Health** (3) studies health problems affecting entire communities and school settings. Particular interest in environmental issues, communicable disease control and the risks of community living. The course will also serve to show how community and school action can work together to solve health problems. Special emphasis upon the role of public health agencies in health promotion and disease prevention.

**380. Health Issues and Programs** (3) provides both on and off campus based experiences in the area of health promotion. Practical experience in a health agency in a variety of health settings will be provided. In addition, solutions to real and current health issues will be investigated in this course.

**400. Health Curriculum, Methods and Materials** (3) investigates the planning, organization and use of instructional resources in the delivery of health education content and teaching strategies. Special emphasis is placed upon various types of curricular approaches that allow for teaching behaviors found to be conducive to learner achievement in health education.

## **Physics**

Professors BAXTER (Chair); Assistant Professor LASOTA

Physics is the basis for understanding natural phenomena. The department offers instruction in the principles of physics for students preparing for careers in the sciences, mathematics or computer science. Intermediate and advanced courses are offered to students wishing to either major or minor in physics. The department also sponsors a 3-2 pre-engineering program with Case Western Reserve University for students planning an engineering career in industry or government. The physics major can prepare students for graduate school in physics or for professional schools in law or medicine. Experimental physics is emphasized by the department through all four years of study. Computers and computer-based measurement systems are used in the laboratories, assisted by digital video and still cameras. Principal instrumentation includes two grating spectrographs, a Michelson and Fabry-Perot interferometer, and a quartz optics monochromator. Nuclear physics instruction uses a 3" NaI scintillator/photomultiplier and a Silicon Barrier Detector with a multi-channel analyzer for gamma ray and alpha particle spectroscopy. There are also two 8-inch astronomical telescopes that can be equipped with a photometer, low-resolution spectrograph, or an H-alpha solar filter. Several CCD cameras are used for precision tracking and for electronic imaging. The CCD camera is also used with an astronomical spectrophotometer. Support facilities include a well-instrumented and stocked electronics lab, a photographic darkroom, a machine

shop. Pre-engineering students generally take the same courses as physics majors during the first three years, but the course schedule is tailored to fit the type of engineering that the individual wishes to pursue. Under the agreement between Muskingum College and Case Western Reserve University, three years of study at Muskingum followed by two years at Case Western can lead to a bachelor's degree from each institution. For additional information please consult the physics department's web site.

**Major** (37 hours in physics and additional courses).

Required courses: Physics 121, 122, 125, 126, 203, 235, 311, 312, 321, 330, 425, 460, 495.

Chemistry 111, 112.

Mathematics 190, 200, 230, 310 required; 320 highly recommended.

**Minor** (15 hours)

Exclusions: Physics 101, 102 and 150.

**Teacher licensure** — physical science or integrated science. Contact the education department for specific course requirements.

## Course Offerings

**101; 102. Introductory Physics I and II** (4;4) are algebra-based introductory courses in physics. Physics 101 covers mechanics, thermal physics, and fluid dynamics. Physics 102 covers waves, electromagnetism and optics. Either may be taken by itself; both may be taken in either order. Prerequisite: high school algebra.

**121,122. Classical Physics I, II** (3;3) is for science and pre-engineering majors: a calculus-based presentation of kinematics, mechanics and thermodynamics in the first semester, followed by sound, light and electromagnetism in the second semester. To satisfy the LAE requirement, 121, 122 must be accompanied by 125, 126. Recommended co-requisite: Math 190.

**125, 126. Introduction to Experimental Physics** (1,1) is the required lab for 121, 122 that focuses on experiments in mechanics, heat, sound, optics, and electricity and magnetism with close attention to error analysis and scientific writing. One three-hour laboratory each week.

**150. Introduction to Astronomy** (4) is a description of the sun and the stars, stellar evolution (white dwarfs, red giants, pulsars, and black holes), and the universe of galaxies. The course ends with a brief survey of the solar system. A weekly laboratory is complemented by observing sessions with the department's 8-inch telescope. Three lectures and one laboratory period each week. Intended for non-science majors, there are no prerequisites.

**203. Modern Physics** (3) is a survey of 20th century physics: relativity and quantum mechanics with applications to atomic, nuclear, solid state, or elementary particle physics as time allows. Three lectures each week. Prerequisite: Physics 122.

**235. Electronics** (3) is a laboratory course in basic electrical measurements and an introduction to the analog and digital circuits that are used as building blocks in scientific instrumentation. One lecture and two three hour laboratory periods each week. Prerequisite: Physics 122 or permission of instructor.

**311; 312. Intermediate Physics Laboratory** (2;2) is a two semester sequence in experimental physics. Four to five experiments, each semester, are selected, in consultation with each student, from the areas of mechanics, optics and atomic spectroscopy, nuclear physics, and astrophysics (stellar photometry and spectroscopy). Some experiments will involve apparatus design and construction, and computer-assisted data acquisition and analysis. Two three-hour lab periods each week. Prerequisite: Physics 235.

**321. Mechanics** (4) is a vector-calculus description of kinematics, Newton's laws of motion, the work-energy theorem and potential, impulse and momentum, gravitation and planetary motion, the harmonic oscillator, and the statics and dynamics of rigid bodies. Four lectures per week. Prerequisites: Physics 122 and Math 310.

**330. Electricity & Magnetism** (4) is a vector-calculus description of electrostatics and potential theory, dielectrics and capacitance, the physics of electrical conduction, DC circuits, magnetism, Faraday's Law, and Maxwell's synthesis of electromagnetism with light. Four lectures. Prerequisites: Physics 122 and Math 310.

**425. Thermodynamics and Statistical Mechanics** (4) is a study of equations of state, the First and Second Laws of Thermodynamics, Helmholtz and Gibbs Functions, Kinetic Theory, and an introduction to Statistical Mechanics with applications. Four lectures each week. Prerequisites: Physics 203 and Math 310.

**460. Quantum Mechanics** (4) is an introduction to non-relativistic quantum mechanics with applications to the linear harmonic oscillator, the hydrogen atom, and scattering theory. Perturbation theory and applications to nuclear, condensed matter, and elementary particle physics. Four lectures per week. Prerequisite: Math 310 and either Physics 203 or Chemistry 316.

**495. Individual Study** (3) is a research course taken by senior physics majors that involves a significant literature search and experimental work on a topic selected in consultation with a physics faculty member. A final written and oral presentation is required.

## **Political Science**

Assistant Professors BOOMGARD, HUBER (Chair); Instructor KING; Visiting Instructor ELLIS (part-time); Emeritus Professor MUNKRES (part-time)

Political science seeks to explain the political order in societies, power, political organizations, decision-making processes and their outcomes. Relations among citizens, the processes within and among institutions in the United

States and in societies around the world and the relations among the nations of the world are the focus of the study of political science. At a philosophical level, direction is toward a more ethical and humane political order.

Politics is a central force in today's societies and the study of politics is concerned with contemporary issues and events. To understand and explain political decisions and outcomes, political science is interdisciplinary in nature, drawing upon and synthesizing findings of history, law, economics, sociology and psychology. The study of politics provides substantive insight and analytical precision regarding the structures and processes of power and decision-making in society.

The department offers courses in the major fields of political science: American politics, public policy, comparative politics, international relations and political philosophy and theory. A political science major completes a distribution across the department's courses to become familiar with the discipline as a whole, while focusing more intensively in areas of particular interest. Readings courses and the Senior Seminar also provide the opportunity to pursue specialized interests. The political science intern program offers off-campus experiences in the practical world of politics. Muskingum College also maintains association with Drew University, which sponsors a United Nations Semester, a London Semester and a European Community Semester and association with American University, which sponsors a Washington Semester and a number of semester programs in other world capitals. The department is also a core participant in the interdisciplinary majors of international business, international affairs, public affairs and conservation science.

With an understanding of power, organizations and decision-making, political science majors are well prepared to pursue careers in many public and private fields, including federal, state and local government, education, business, journalism and the law. Students also continue into graduate programs in political science, public administration, public management, business administration, communications and law.

Students interested in pursuing a political science major should contact the chair at their earliest opportunity.

For additional information please consult the political science department's web site [www.muskingum.edu/~pscience](http://www.muskingum.edu/~pscience)

### **Major** (30 hours)

Core Requirements (15 hours): 111, 131, 211 or 231, 341, 491

Distribution (6 hours): one course from two of the following categories

American Government courses — 311-319

Public Administration/Policy courses — 321-329

Comparative Politics/Election courses — 331-339

International Relations courses — 351-359

Electives (9 hours): From departmental offerings, may include one additional 200-level course

### **Minor** (15 hours)

Requirements: 111 and 131 (and 9 hours from other department course offerings)

## Course Offerings

**111. American Political Systems** (3) introduces students to the institutions, processes, and values that constitute the American Political system. In dealing with such topics as First Amendment Rights, Congress, the Presidency, Parties and Interest Groups, Bureaucracy, and Public Policy, some time is spent in examining select aspects of the social and political background to American politics.

**131. Introduction to World Politics: Understanding the Political World** (3) provides the basic concepts in the study of politics in any society and an understanding of their interaction in the distribution of power and the processes of decision-making.

**211. Introduction to State and Local Politics** (3) examines the broad environment in which state and local governments function. Attention is given to the formal and informal structures of state and local political systems, to the nature of political activity by individuals and organizations within states and localities, and to the actions state and local political entities are taking (or failing to take) in important public policy areas.

**231. Introduction to Comparative Politics** (3) examines the institutional elements and the patterns of political behavior and interaction that make up a political system, including how each of these varies from one system to another and the consequences of these variations. A number of political systems will be highlighted in a comparative context throughout the term.

**311. Congressional Politics** (3) provides an understanding of the organizational structure, membership, and various activities of the United States Congress, including how members are elected, the overall legislative process, and the impact of such internal factors as political parties and the committee system. Also examined are Congress' interactions with such external actors as the president, the public, and interest groups, and its role in various aspects of policy and politics.

**312. Constitutional Law** (3) provides an understanding of the inner workings of the Supreme Court and its overall place in the American political system. Various issue areas of concern to the Court are examined, including executive and legislative powers, freedom of speech, freedom of the press, the rights of the accused, privacy issues, and equal protection of the laws.

**313. Judicial Politics** (3) focuses on the organization, behavior, and impact of the judicial system on American politics, policy, and culture. Attention is given to how judges are selected, the roles of state and federal court systems, civil and criminal court procedures, the powers of appellate courts, the impact of the courts on policy and political discourse, and outside influences on the courts, current issues of concern, and considerations of reform.

**314. Political Communication** (3) focuses on how communication manifests itself through politics. Attention is given to mass media, especially television, in American politics, with comparisons to the nature, roles, and impact of mass media on politics in other countries. Emphasis is given to mass media as instruments of political communication and opinion leadership, and as tools of political influence and control.

**315. The Presidency** (3) examines the role of the presidency in the American political system, including the electoral process, the power of the presidency, White House/executive branch organization and interaction, and the president's overall place in American society. Also examined are the president's external relations with such actors as Congress, the courts, and the American public, as well as an exploration of policy areas in which the president is involved.

**316. Urban Politics** (3) focuses on the political and policy choices and constraints faced by America's cities. A theoretical base is established, then utilized to assess cities in terms of the political, economic, and social issues they are confronting. The role of the private sector in the development of U.S. cities is stressed, as is the impact of the politics of race and ethnicity.

**317. Regional Planning** (3) introduces students to planning at the city level and offers a unique opportunity to directly apply what has been learned in the classroom. Students are exposed to the major ideas behind regional planning, including land use planning, MPDU's and regional coalitions. Must be taken the same semester as POLS381: Community Planning Workshop.

**321. Public Administration** (3) studies the structures and processes for formulating and implementing public policies. Emphasis is given to the role of the national-level bureaucracy. State and local managerial and administrative concerns are addressed broadly and through specific illustrative examples.

**322. Public Policy** (3) establishes a framework for the policy cycle and applies it to selected policy concerns. The nature of public policy, making public policy, substantive policy issues, and policy analysis are explored.

**323. Administrative Law** (3) provides an understanding of the legal concepts that define what has been called "the bureaucratic state." Students will examine the law governing the creation of, powers of, and limitations upon administrative agencies of all sorts.

**324. Public Budgeting** (3) introduces students to the complexities and intricacies of the allocation of values and resources through the public budget. The course is designed to examine theories and approaches to public budgeting, techniques utilized in budget preparation, budgetary processes and actors, public accounting, and revenue source compositions.

**331. Politics of Western Europe** (3) studies such states as the United Kingdom, France, Germany, and others in depth, with comparisons being drawn among

them. The emphasis is on the distribution of power and the organization for governing in parliamentary, presidential, and related democracies.

**332. Politics of the European Union** (3) studies the role of the European Union and its effects on the member nations. A comparative perspective is utilized and the effects of the European Union on other, non-European democracies is considered.

**333. Political Parties and Elections** (3) examines the variety of political parties found in democratic nations including multiparty systems and the American parties, and the meaning of parties for governing, political participation, and citizenship. Different election processes, election law, political finance, and the effects on outcomes are also studied.

**341. Theory & Methods in Political Science** (3) surveys the development and bases of Political Science as a scientific academic discipline. An analysis of empirical theory and methodology as applied to the study of political behavior is undertaken. Students develop and practice skills in understanding and using qualitative and quantitative methodologies to describe, explain, and predict political phenomena.

**342. Ethical Issues in Politics** (3) examines the ethical aspects to some of the difficult political issues facing the United States and the world community, including such topics as the influence of money on political systems, the role of ethics in addressing domestic social welfare issues, the moral aspects of humanitarian and economic development issues, and ethical concerns relating to issues of war and peace.

**343. Social and Political Philosophy** (3) considers theories of the nature and legitimacy of the state and its laws. Also deals with topics such as the rights and responsibilities of citizens, ethics in political decision-making, economic justice, punishment, race and gender oppression, political and cultural identity, and the value and meaning of democracy. See listings under Philosophy 335 and Sociology 335.

**351. International Relations** (3) focuses on the nature of interaction between political entities on the world stage, including states, IGOs, NGOs, and other actors on the world stage. Topics to be covered include globalization and its consequences, the nature of East-West and North-South relations, the international economic system, the causes and consequences of war, and the international paths to peace.

**352. American Foreign Policy** (3) examines the nature of American foreign policy, including the actors, institutions, and the impact of foreign policy structures and behavior on the United States and international relations. Several aspects of this issue will be covered, including presidential-congressional relations, the impact of public opinion, the use of coercive diplomacy, and the future of American foreign policy.

**353. International Crisis and Conflict** (3) examines the various types of conflict on the world stage, including the causes and consequences of each and how these conflicts sometimes lead to crisis. Topics to be considered include military/national security activities, the use of coercive diplomacy, crisis management issues, the involvement of international institutions, and the global prospects for peace.

**365. The American Indian** (3) takes the student through the course of American history with primary attention being devoted to the impact of historical events and processes upon the indigenous population. The last quarter of the course concentrates on the contemporary problems of American Indians with special attention being directed toward relevant court decisions. See listings under Anthropology 365 and History 365.

**370. Topics in Political Science** (3) provide students with a semester-long study of a topic of interest under the direction of a departmental faculty member. Topical offerings provide an opportunity for intensive study in a field of interest to the student.

**371. Political Fiction** (3) uses popular fiction (primarily from the 20th Century) to introduce important political issues and processes to a broad set of students. The connection of various political themes through fiction are examined.

**372. Politics in Film** (3) uses popular films to introduce important political issues and processes to a broad set of students. Movies are complemented with readings that center discussion on the political issues that emerge from the films.

**373. Strategic Decision Making** (3) introduces the basic principles for the analysis of political behavior: decision theory, social choice and game theory. The focus of this course is on strategic interactions in which one person's strategy must take into account the strategies that others will adopt. Primarily a methods course, attention will be on providing the tools to systematically analyze strategic situations in politics, broadly defined.

**380. Topics: Off-Campus Study** (3) provides students with an off-campus structured, faculty-led learning experience in the U.S. or abroad. Instructor permission required.

**381. Community Planning Workshop** (3) provides students a hands-on opportunity to complete a project for a city or town. Students work as a group overseen by faculty completing a project in urban or regional planning, community development, and/or downtown redevelopment.

**387. Internship in Political Science** (1-3) involves a supervised work-study experience in a political structure or environment outside the college. Supervised jointly from within the respective political entity and the Department, the internship may take place in a private organization or business if it deals directly with the organization's involvement with political or governmental affairs.

**388. Student Senate Leadership** (1) open to the four Student Senate officers (President, Vice President, Secretary, Treasurer) who are elected by the full student body for leadership positions for the academic year. Each may receive this credit for each semester they serve in one of those elected positions. Graded S/U.

**470. Advanced Topics in Political Science** (3) provide students with a semester-long study of a topic of interest under the direction of a departmental faculty member. Topical offerings provide an opportunity for intensive study in a field of interest to the student.

**481. Student/Faculty Collaborative Research in Political Science** (3) Students work one-to-one with a faculty member on a professional project. The final project/paper will list both the faculty member and the student as coauthors. Students are expected to present their findings with the faculty member at a professional conference. Instructor permission required.

**491. Senior Seminar in Political Science** (3) involves an intensive research project reflecting the student's interest in a political topic and skills learned in studying political science. Each student works individually with a professor in completing the capstone project and also meets regularly within a group of all Political Science Senior Seminar students.

## **Psychology**

Professors NORMANSELL (Chair), SKEEN; Assistant Professors ENGLE, MEYER, STEVENSON

Psychology is a science concerned with the study of behavior, brain organization and mental processes. It is a broad field that intersects with many disciplines, including the biological and social sciences.

Psychologists can be found in such settings as clinics, industry, hospitals, human service agencies and schools. These professionals function as researchers; therapists and counselors; consultants to a variety of business enterprises, conservation, education and government; and behavioral scientists in the broad sense.

Muskingum's psychology department has outstanding facilities for both human and animal research. These facilities include 16 individual research rooms, the Center for Child Development, which serves both pre-school and school-age children, terrestrial and aquatic animal rooms, TV monitoring facilities throughout the department, a surgery suite, various observation rooms with sound systems and one-way mirrors, a teaching laboratory with networked computerized workstations, a conference room and a workshop, as well as seminar rooms and classrooms. The department has equipment for study and research in all the major areas of psychological inquiry.

In addition the department offers students the opportunity to gain experience outside the classroom. Departmental affiliations enable students to design internships and practica in substance abuse centers, hospitals, laboratories, mental health clinics and programs for individuals with special

needs, as well as the department's child development programs and departmental laboratories. Psychology majors work closely with department faculty and are encouraged to become active in research as they prepare to enter professions that makes use of their newly acquired skills or as they make plans to enter graduate programs in a variety of disciplines.

For additional information please consult the psychology department's web site at [www.muskingum.edu](http://www.muskingum.edu).

### **Major** (34 hours)

Requirements: Core courses in sequence—101, 151, 232, 351, 493, 495

Electives: One course from each of the following perspectives (one of the four courses must include a lab):

Physiological/Comparative: 281, 361 (lab), 381 (lab), 391

Learning/Historical: 305 (lab), 307 (lab), 359 (lab), 407

Developmental/Social: 205, 308, 309, 321

Clinical/Applied: 271, 290, 363, 390

*Double Majors:* Students choosing to major in psychology and another department are required to do only one Senior Studies project, registering for Senior Studies in one of the departments and establishing contact with an advisor in the other. The project must be empirical in nature and satisfactory to both departments. A copy of the work is turned in to each department and both a poster and an oral presentation are made to the psychology department.

*Minor* 15 hours with at least one three-credit course at the 300-400 level

*Teacher licensure* — integrated social studies, grades 7-12 (with a psychology major) Contact the education department for specific course requirements.

## **Course Offerings**

**101. Introduction to Psychology** (3) presents basic concepts in the scientific study of behavior including motivation, sensation and perception, learning, cognition, development, social and personality.

**151. General Experimental Psychology** (4) emphasizes fundamental concepts of research. Students conduct classic psychological experiments in perception, cognition, physiological, learning and social psychology and write lab reports in APA (American Psychological Association) style. Includes a lab.

**205. Child Development** (3) presents a systematic study of physical, social, cognitive and personality development from conception through the elementary school years. Emphasis is on learning different theoretical perspectives. Students are encouraged to complete the one credit course, 220: Preschool Practicum simultaneously. Prerequisite: 101.

**220. Pre-school Practicum** (1) provides supervised experience in the application of psychological principles. Students work in the department's Center for Child Development four hours per week and participate in a variety of in-service training programs. Graded S/U.

**221. Infant and Toddler Practicum** (1) provides supervised experience in this application of psychological principles. Students work in an off-campus child care facility four hours per week (or 40 clock hours, depending on the placement) and participate in a variety of in-service training programs. Grade S/U.

**222. General Practicum** (1) provides supervised experience in the application of psychological principles. Students work in one of the department laboratories, an outside laboratory, a counseling center, a mental health clinic, or other human service agency. The course requires four hours of practical experience per week (or 40 clock hours, depending on the placement) and participate in a variety of in-service training programs. Graded S/U.

**232. Behavioral Statistics** (3) deals with experimental design, statistical analysis and the mathematics of probability as they are related to the scientific analysis of behavior.

**271. Industrial Psychology** (3) explores the application of psychological principles in business settings. Decision making, motivation, leadership, job satisfaction and organizational conflicts are considered in light of learning, cognition and personality. Prerequisite: 101. Offered in alternate years.

**281. Physiological Psychology** (3) studies the basic principles of brain organization and function. Emphasis is placed on understanding the relationships between brain activity and behavior. Prerequisite: 101.

**290. Theories of Personality** (3) examines contemporary models used to describe, explain and predict people's behavior, thoughts and emotions. Prerequisite: 101.

**305. Cognitive Psychology** (4) investigates mental processes related to the areas of perception, organization, retention and subsequent use of stimulus information. Specifically, readings address the issues of perception, memory, attention, imagery, thinking and problem solving. Includes a lab with experiments on computers. Prerequisite: 101, 151. Offered in alternate years.

**307. Learning and Motivation** (4) considers the biological and acquired bases of drives and attempts to integrate these considerations into a study of the kinds of modifications of behavior that are labeled learning. Includes a lab. Prerequisite: 101, 151. Offered in alternate years.

**308. Adolescence and Youth** (3) examines the period of adolescence within a sociocultural context. Emphasis is placed upon research that is concerned with current challenges and social problems. A major goal is learning about oneself. Volunteer service at a middle school or high school enhances students' classroom learning. Prerequisite: 101. Offered in alternate years.

**309. Adulthood and Aging** (3) examines the biological, social, personality and cognitive changes that occur during adulthood and later years of the human

life span. The continuation of development processes in maturity is emphasized. Twelve hours of volunteer work in a nursing home or another program is required. Prerequisite: 101, one additional psychology class. Offered in alternate years.

**321. Social Psychology** (3) examines psychological principles and concepts involved in causal attribution, social cognition, attitude formation and change, social influence and interpersonal relationships. Prerequisite: 101 and one additional psychology course. See listing under Sociology 321.

**351. Advanced Experimental Psychology** (4) gives the student experience in applying the scientific method to design and methodological issues in psychology. Emphasis is placed on reading and critiquing research articles and conducting an independent research project. Includes a lab. Prerequisite: 151, 232.

**359. Psychological Testing** (4) provides the knowledge and skills necessary to create a psychological test and evaluate its effectiveness. Test construction, reliability and validity are explored. Popular measures of personality, intelligence and attitudes are demonstrated and examined. Includes a lab. Prerequisite: 101, 232.

**361. Sensation and Perception** (4) surveys the relationship between the various sensory modalities and behavior. The emphasis is on the interaction between such variables as basic sensory neurophysiology, environmental factors, personal experiences and the ultimate process of perception. Includes a lab. Prerequisite: 101, 151. Offered in alternate years.

**363. Abnormal Psychology** (3) presents the behavioral, cognitive and emotional disorders confronted by mental health professionals. Students learn to apply current methods of assessing maladaptive behavior and to use psychological theories to explain psychological problems. Prerequisite: 101, one additional psychology course.

**381. Advanced Psychobiology** (4) explores the relationship between physiological and psychological response. Central control of neuromuscular, autonomic and endocrinological systems is examined and topics such as emotions and the effects of psychoactive drugs are covered. Includes a lab. Prerequisite: 101, 151. Offered in alternate years.

**390. Counseling Theory and Process** (3) is designed to broaden the student's knowledge and understanding of counseling through lectures, readings, and an experiential lab component. The student will learn the basic theoretical perspectives of counseling, the fundamental process of counseling, and the relationship between theory and process. The lab component will engage the student in rudimentary skill building in the area of counseling. The theories and procedures presented in the course can be adapted to and used in a wide variety of settings, including social work, education, and traditional psychological service settings.

**391. Comparative Psychology** (3) presents a phylogenetic comparison of animal behavior. Behavior similarities and differences between man and animals are studied within the historical framework of the development of the field in America and Europe. Prerequisite: 101. Offered in alternate years.

**397. Mental Health Internship** (2) requires 80 hours of practical experience and a written report and is typically completed during the junior year. The internship experience is directed by a departmental advisor and an on-site supervisor with placement in a local human services agency or hospital. Prerequisite: permission of instructor.

**398. Research Internship** (2) provides opportunity to engage in independent research under the direction of a department faculty member. Students are required to make a final professional report of their findings. Prerequisite: permission of instructor.

**399. Developmental/Educational Internship** (2) requires 80 hours of practical experience and a written report, and is typically completed during the junior year. The internship experience is directed by a departmental advisor and an on-site supervisor. Placements include human services agencies and schools, or the department's Center for Child Development. Prerequisite: permission of instructor.

**407. History and Systems of Psychology** (3) analyzes the more important theoretical systems of behavior study. Attention is given to the forces in history and the individuals contributing to the emergence of trends in psychology. Prerequisite: 101, two additional psychology courses. Offered in alternate years.

**409. Topics in Psychology** (3) deals with selected topical courses offered in a seminar format. Offerings include Developmentally Appropriate Practice, Environmental Psychology and Drugs and Human Behavior.

**419. Readings in Psychology** (1-3) (depending on the semester offering) offers the student an opportunity to read extensively and discuss with department faculty topics not offered as part of the existing psychology curriculum. Prerequisite: junior or senior standing and permission of the instructor; prerequisites may vary for different classes.

**493. Comprehensive Review** (2) is a weekly review of current research and student projects. Students write and present research proposals that serve as the basis for their senior studies project. Required of all senior psychology majors, the course is completed when the student submits an acceptable literature review with a research proposal and passes a standardized, comprehensive examination in psychology.

**495. Senior Studies** (2) continues a weekly review of current research and student projects in addition to an independent study program that provides opportunities to practice inquiry and discovery while intensively researching

some fundamental issue or problem in behavior. The individualized studies culminate in an empirical investigation, a written report, a poster and an oral presentation to the department. The course is an extension of the Comprehensive Review projects which are continually presented during weekly review sessions. Prerequisite: senior standing in psychology and completion of the research proposal for 493.

## **Public Affairs**

Advisor, Assistant Professor HUBER

The interdisciplinary major in public affairs is designed to foster civic education and participation. Students who major in public affairs will be exposed to a plethora of views, insights and theories on government, business and society. This major gives the student the necessary tools for democratic citizenship. The public affairs major helps prepare students for a lifetime of engaged citizenship in the larger world where practical political decision making and democratic deliberation occur.

Career-wise, the program is designed to assist students to work in various agencies and organizations at the national, state and local levels by improving their skills to conduct planning, analysis and evaluation of programs, projects and the functioning of organizations. Additionally, the Public Affairs Major is designed to prepare students for study beyond the bachelor's degree in such areas as Law, Public Administration and Political Science. Students are encouraged to view their undergraduate education as part of a long-range process of rigorous professional education and preparation. Students interested in majoring in public affairs should contact the advisor at their earliest possible convenience.

The public affairs program does not offer a minor; students must either complete the major or simply use public affairs courses as electives or to fulfill requirements within another major or minor course of study.

### **Major (42 Hours)**

The public affairs major exposes students to the analytical study of social issues; it is problem-centered, not focused on the dynamics of any particular academic "discipline." To assist the student, the core ideas covered have been broken into seven distinct learning areas.

*Productivity; money and public finance; investment; and fiscal integrity (9 hours)*

Requirements: Economics 215, 216; Accounting 201

*Guarantees and entitlements; distribution of benefits/subsidies/transfer payments; balance between the public and private sectors; government mandates; regulation; and organizations and bureaucracies (6 hours)*

Requirements: Political Science 321; 322

*Social stability; political process; federalism; law and constitutionalism and political power and corruption (9 hours)*

Requirements: Political Science 111, 211

Electives: one course from Political Science 311, 312, 313, 314; History 383

*Social Perspectives (3 hours)*

Electives: one course from History 212 or Sociology 216

*Problem-solving; inference; and methodological skills* (6 hours)

Requirements: Political Science 341 *Theory and Methods*

Electives: one course from Economics 325; Mathematics 140, 340;  
Psychology 232

*Balance between the individual and the state* (3 hours)

Requirements: Philosophy 203

*Practical experience and development of research skills* (6 hours)

Requirements: Interdisciplinary 300 (*Internship for 3 credit hours*);  
Interdisciplinary 490 *Public Affairs Senior Seminar*

## **Religion and Philosophy**

Professors C. Hanson (leave), NUTT; Associate Professor LEKAN (Sabbatical, Spring) (Chair); Assistant Professor GOSNELL, STOLL; Lecturers BEAVERS, HYLAND (part-time)

Since the beginning of university and collegiate studies in the Middle Ages, the study of religion and philosophy has had a significant place among the Liberal Arts. To be educated is to reflect seriously upon those ultimate concerns that belong to each person.

The departmental studies are enhanced by an excellent library collection, visiting scholars and a variety of extracurricular activities that give an opportunity for the expression of Christian and social concerns. Majors in the department frequently go on to theological seminaries or other graduate schools. They are concerned with professions such as the ministry, law, government and social work. Generally, students aspire to the many opportunities available to help people through their profession or occupation.

For additional information please consult the religion and philosophy web site at [www.muskingum.edu](http://www.muskingum.edu).

**Religion major** (28 hours in addition to the *Moral Inquiry* LAE requirement)

Requirements: Religion 301, 303, 324 or 325 or 326, 393, 495, 496

Electives: Courses from Religion offerings with option of two from  
Philosophy offerings

**Religion minor** (15 hours in addition to LAE requirement)

**Christian education major** (35 hours in addition to the *Moral Inquiry* LAE requirement)

Requirements: Religion 260, 301, 303 or 304, 324 or 325 or 326, 385, 393,  
397, 494

Education 110, 240, 423

Psychology 101

**Philosophy major** (28 hours in addition to the *Religious Understanding* LAE requirement)

Requirement: Philosophy 101, 325 or 326, 327, 353 or 354, 495, 496

Electives: Courses from Philosophy offerings with the option of two from  
Religion offerings, excluding LAE requirement

**Philosophy minor** (15 hours)

15 hours in Philosophy offerings, with option of three hours from Religion offerings

**Religion and Philosophy major** (31 hours)

Requirements: Religion 150, 260, 324 or 325 or 326

Philosophy 101, 325 or 326 or 327, 354

Religion 495, 496 or Philosophy 495, 496

Electives: Remainder of hour requirements from departmental courses

## Course Offerings

### *Religion*

**150. Biblical Theology** (3) surveys the theological paradigms found in the Bible and invites students to consider their own theological commitments. Special attention will be given to such issues as theologies of scripture and the hermeneutic implications of social location.

**250. The Bible and World Religions** (2) surveys in historical context the world's great religions (Hinduism, Buddhism, Chinese Religions and Islam) and the religions and scriptures of the Old and New Testaments (Judaism and Christianity) in more depth. Prerequisite: taken in the sophomore year. [This course will not count for Liberal Arts Essentials credit for students enrolled Fall 2001 or later.]

**251. The World of Islam** (3) studies the central doctrines, historical development, and current practice of Islam.

**252. The Judeo-Christian Tradition** (3) surveys in historical context the western religions of Judaism and Christianity. Special attention is given to modern manifestations of these two great religious traditions.

**253. Biblical Ethics** (3) explores the ethical systems found in the Bible. A significant service learning component will link biblical perspectives on the responsibility of the community and the individual for the welfare of the "least" in society with the students' own experiences working among the poor, the elderly, the disabled, and children.

**254. Christian Ethics in the United States** (3) examines ways Christianity in the United States has been concerned with morals and behavior. This course will study key ethical thinkers such as Jonathan Edwards, Walter Rauschenbusch, Reinhold Niebuhr, and African-American and feminist theology, as well as the Christian response to such problems as slavery, industrialization, and war.

**260. Introduction to Christian Theology** (3) studies the central doctrines of Christianity as they have developed through the history of the church. Key points of discussion and major thinkers will be covered and students will be led to identify and articulate their stance with regard to each doctrine. The contemporary theological scene will be introduced as well. Offered in alternate years.

**261. Women and the Bible** (3) explores the often ambivalent relationship between women and the Bible. It examines what the Bible says about women,

how women are portrayed in biblical texts, and how women readers have broadened our understanding of the Bible.

**262. Global Christianity** (3) surveys the growth of Christianity in the world and treats the church as it exists in Africa, Asia, Latin America, and Pacific Rim. How is Christianity transmitted from one culture to another? How is Christianity in other parts of the world similar to and different from Christianity in the United States?

**301. Old Testament Literature** (3) studies the library of books bequeathed to us in words from ancient Israel. Through literary and historical criticism the message of the Law, the Prophets and the Writings is discovered in the world of biblical literature. Offered in alternate years.

**302. Biblical Archaeology** (3) studies the physical remains that help us understand and interpret Old and New Testament literature. Offered in alternate years.

**303. New Testament Literature** (3) studies the library of books bequeathed to us in words from the early Christian church. Through literary and historical criticism the message of the Gospels, the Acts of the Apostles, the Letters and the Revelation is discovered in the world of biblical literature. Offered in alternate years.

**304. Jesus in the New Testament** (3) studies the person and work of Jesus as presented in the entire New Testament. Offered in alternate years.

**310. Ancient History** (3) studies the origin and development of the Near East, Greece and Rome. See listing under History 310.

**313. Women in Christianity** (3) explores the contributions that women have made to the study of the Bible, theology and Christian life. One of the key themes of the course will be to discover how women's experiences have led to new perspectives on the life of faith.

**324. History of Christianity: Ancient** (3) studies Christianity from its origins in Judaism to the end of the Roman Empire. Key people, events, ideas, and the relationship of the church to the world in which it existed will be examined.

**325. History of Christianity: Medieval** (3) studies Christianity from its origins to the eve of Reformation. Key people, events, ideas and the relationship of the church to the world in which it existed will be examined.

**326. History of Christianity: Reformation and Modern** (3) studies Christianity from the beginning of the Reformation in the sixteenth century to the present. Key people, events, ideas and the relationship of the church to the world in which it existed will be examined.

**329. African-American Religious History** (3) surveys the development of religion among African-Americans. Such topics as the characteristics of African religions retained in the United States, Christianity before and after emancipation, religion and the civil rights movement and Black nationalist religions and movements will be studied.

**330. Christ and the Courts: Religion and Culture in the United States** (3) examines the influences and relationships between religion and culture in the history of the United States. Students address such issues as separation of church and state, manifest destiny, the shaping of American values, religion and politics and social justice and reform.

**360. Topics in Religion** (1-3) allows students to explore special areas of religious study in more depth than regular course offerings can provide.

**365. Religion and Science** (3) investigates the relationship of science and religion. Their differing methodologies, assumptions and structures will be explored. Current issues such as cosmology, evolutionary biology, sociobiology, ecology, neuroscience and theology will be discussed. Prerequisites: 250 and one laboratory science course.

**368. Religion in the United States** (3) studies Protestantism, Catholicism, Judaism and other religious movements. It examines the development and interaction of religion with other aspects of culture in the United States. Offered in alternate years. See listing History 368.

**385. Teaching Christian Education** (3) studies the aims, curriculum, methods and materials of Christian education. Prerequisites: Religion 301 or 303 or 304, Education 240.

**393. Global Issues and Values** (3) surveys selected natural issues (such as energy, population, food supply), political issues (such as human rights, refugees, peace) and particular problems (such as those concerning the Palestinians, South Africa, multi-national corporations) — asking what values are operative and what values are required for responsible citizenship in the global village.

**394. Mythology** (3) studies the classical myths from Greece and Rome. Students identify the gods, survey the stories, read the Iliad and plays by Sophocles and read three modern historical novels which deal with the myths and their times. Offered in alternate years.

**397. Internship in Christian Education** (2) provides the opportunity to work under supervision in a church, school or other agency during one semester or in the summer. Open to juniors and seniors. Prerequisites: two courses in Religion and Education 110.

**398, 399. Internship in Pastoral Care** (2, 2) provides supervised experience in

patient visitation at Guernsey Memorial Hospital as a means of learning appropriate approaches to the care of individuals and families experiencing different degrees of health crises. Prerequisites: 2.5 GPA, junior standing (sophomores by special permission) and approval of the college minister and the hospital chaplain. May not be applied to the religion major or minor. Graded S/U.

**401. Directed Readings in Religion** (1; 2; 3) provides the opportunity for intensive reading in areas of religion selected in consultation with the department.

**450. Faith and Ethics** (2) is designed to encourage student understanding of the human search for the meaning of life and to consider the options and problems of faith for the modern world, to analyze issues, to develop awareness of values and to make informed and responsible ethical decisions. Prerequisite: taken in the senior year or by permission of the department chair, the junior year. [This course will not count for Liberal Arts Essentials credit for students enrolled Fall 2001 or later.]

**451. The Christian Life and Ethics** (3) encourages student understanding of the human search for the meaning of life. Students will consider the options and problems of faith for the modern world, how to analyze issues, how to develop awareness of values, and how to make informed and responsible ethical decisions from the standpoint of a thoughtful and faithful Christian.

**494. Senior Studies in Christian Education** (2) provides the opportunity for study and writing in a major area of religious education.

**495, 496. Senior Studies in Religion** (2, 2) gives an opportunity for independent study in a selected field and includes the writing of a major paper.

### *Philosophy*

**101. Introduction to Philosophy** (3) presents the nature and role of philosophy considering fundamental philosophical topics such as human freedom, personal identity, immortality, the nature and existence of God, the problem of evil, the nature and source of knowledge, theories of truth and the ingredients of a happy life.

**202. Logic and Critical Thinking** (3) examines formal and informal techniques for evaluating arguments in order to improve critical thinking skills. Topics include informal fallacies of reasoning, uses and abuses of language, arguments in context, symbolic logic and validity.

**203. Introduction to Ethics** (3) critically examines ethical theories of the criteria used to make justified and responsible ethical decisions. Considers difficult moral problems connected to topics such as killing, lying, fairness, sexual morality, environmental concerns and professional ethics.

**325. Western Philosophy: The Ancients** (3) investigates Greek and Roman philosophy including figures such as Plato, Aristotle, pre-Socratics, Stoicism, Epicureanism, with a focus on the role of rational inquiry in the quest for human flourishing. Offered in alternate years.

**326. Western Philosophy: The Medievals** (3) studies figures such as Augustine, Aquinas, Abelard, Ockham, with a focus on the methods of the Schoolmen and the relation of philosophy to the tenets of the Christian faith. Offered in alternate years.

**327. Western Philosophy: The Early Moderns** (3) examines philosophies from 1600-1800 such as rationalism (Descartes, Spinoza), empiricism (Locke, Hume, Berkeley) and Kant's critical philosophy. Focuses on this period's response to scientific and political revolutions. Offered in alternate years.

**331. Environmental Ethics** (3) explores the nature and basis of our ethical obligations regarding the natural environment. Considers views of these obligations ranging from the human centered (anthropocentrism), to the moral considerability of animals (animal liberation), to the notion that we have direct obligations to all living things or whole ecosystems (ecocentrism). Provides the opportunity to use these ethical perspectives to evaluate environmental policies, laws, or agendas. Offered in alternate years.

**335. Social and Political Philosophy** (3) considers theories of the nature and legitimacy of the state and its laws. Also deals with topics such as the rights and responsibilities of citizens, ethics in political decision-making, economic justice, punishment, race and gender oppression, political and cultural identity and the value and meaning of democracy. Offered in alternate years. See listings under Political Science 340, Sociology 335.

**340. Perspectives on Political Philosophy** (3) examines the ideas of selected thinkers dealing with fundamental questions which have arisen through history concerning the nature of man, the nature and purpose of the state, the sources of political legitimacy and the nature and source of law. Emphasis will be placed on the European and American philosophical traditions. Such notable theorists as Plato, Aristotle, Augustine, Aquinas, Machiavelli, Mill and Marx, among others will be discussed. See listings under Political Science 340, Sociology 340.

**342. Religions and Philosophies of Asia** (3) deals with the different forms of religious belief around the world—especially Hinduism, Buddhism, Confucianism, Taoism, Shintoism and Islam. Offered in alternate years.

**353. American Philosophy** (3) studies American philosophical movements such as Transcendentalism, Idealism, Pragmatism, Positivism. Some attention is given to the relation of philosophy to characteristic themes of American cultural and intellectual life. Examples include religion in the age of science, Darwinism in social theory, the value and nature of education, social and

political reform movements, changing conceptions of democracy and cultural pluralism. Offered in alternate years.

**354. Philosophy of Existence** (3) studies the situated dimensions of human existence through reflection on phenomena such as death, freedom, responsibility, alienation, consciousness of self and other. Representative figures include Kierkegaard, Marx, Nietzsche, Sartre, De Beauvoir, Camus, Heidegger, Merleau-Ponty and Marcell. Offered in alternate years.

**360. Topics in Philosophy** (1-3) allows students to explore special areas of philosophical study in more depth than regular course offerings can provide.

**361. Topics in Moral Philosophy** (3) provides students the opportunity for advanced study of moral philosophy. Topics range from theoretical questions about the status of morality to practical questions about specific moral problems. Descriptions of the course topic for a given semester are available in the course schedule bulletin and on the Religion and Philosophy Department web site.

**403. Directed Readings in Philosophy** (1-3) gives the student an opportunity to do intensive readings in areas of philosophy selected in consultation with the department.

**495, 496. Senior Studies in Philosophy** (2, 2) provides supervised opportunity to do systematic research on a limited topic and to write a critical paper.

## **Sociology and Anthropology**

Professor McGUIRE (Chair); Assistant Professor TABACHNICK; Visiting Assistant Professor LANGE

Sociology and anthropology are concerned with the social and cultural factors which influence human behavior. Through the systematic study of social order and social change students gain a perspective on the way human beings are shaped by society and culture. They are also able to assess the developmental options which are available to a society and analyze the possibilities and perils of doing social research.

An undergraduate degree in sociology prepares students for a variety of fields. Courses in the department might prepare students for an orientation which focuses on either domestic or international issues or any combination of these. Such professions as social work, teaching, the ministry, police work, criminal justice, law, administration, planning, journalism, research and public health are all possible careers for a sociology major.

Students interested in sociology should contact the department chair at the earliest opportunity to ensure fulfillment of all degree and preprofessional requirements for completing a major in sociology and preparing for a related career.

For additional information please consult the sociology and anthropology departments' web site at [www.muskingum.edu](http://www.muskingum.edu).

**Sociology major** (31 hours)

Requirements: Sociology 101, 360, 422 or 424, 490 (twice), 495, 496

Electives: Remainder of hours from other sociology and anthropology offerings

**Sociology minor** (15 hours)

Requirements: Sociology 101, three hours at 300-400 level

Electives: Remainder of hours from other departmental offerings

**Teacher licensure** — integrated social studies, grades 7-12 (with a sociology major) Contact the education department for specific course requirements.

## Course Offerings

### *Sociology*

**101. The Sociological Perspective** (3) provides an introduction to the traditions, concepts and methods of social inquiry. Students examine such topics as culture, social interaction, deviance, inequality and social change.

**210. Sociology of Education** (3) deals with case studies of educational cultures. The course consists of readings focusing on systems of value, belief and expectation resident in primary, secondary and higher educational settings that affect non-program socialization outcomes, as well as program instructional successes and failures. The course includes frequent reports on the readings. Prerequisite: 101.

**216. Social Problems in Contemporary America** (3) examines the origins and consequences of some of the major social problems and dilemmas facing Americans today. Behavior related to problems such as race, class and gender, chemical dependency, sexual variation, crime and the environmental crisis is studied from the sociological perspective.

**320. Racial and Cultural Minorities** (3) examines the way in which certain groups in society are defined as minorities and subjected to discrimination. The social-psychological, historical, cultural and sociological sources of prejudice and discrimination are covered as well as the dynamics of change in relations between dominant and minority groups. Prerequisite: 101.

**321. Social Psychology** (3) examines psychological principles and concepts involved in causal attribution, social cognition, attitude formation and change, social influence and interpersonal relationships. Prerequisite: Psychology 101 and one additional psychology course. See listing under Psychology 321.

**335. Social and Political Philosophy** (3) considers theories of the nature and legitimacy of the state and its laws, the rights and responsibilities of citizens and groups, ethics in political decision-making economic justice, punishment, race and gender oppression, the nature and value of political and cultural identity, the value and meaning of democracy. Offered in alternate years. See listings under Philosophy 335, Political Science 340.

**340. Perspectives on Political Philosophy** (3) examines the ideas of selected thinkers dealing with fundamental questions which have arisen through history concerning the nature of man, the nature and purpose of the state, the sources of political legitimacy and the nature and source of law. Emphasis will be placed on the European and American philosophical traditions. Such notable theorists as Plato, Aristotle, Augustine, Aquinas, Machiavelli, Mill and Marx, among others will be discussed. See listings under Philosophy 340, Political Science 340.

**341. Sociology of Women and Men** (3) uses a sociological perspective to introduce students to major conceptualizations of gender and examine current sociological research on gender issues and problems. Prerequisite: 101.

**345. Sociology of the Family** (3) examines the various forms and functions of the family in the United States as well as other cultures. The developmental cycle of the family is followed through mate-selection, marriage, parenthood and old age. Family change is also analyzed by covering such topics as industrialization and sex roles. Prerequisite: 101.

**350. Social Change in an International Perspective** (3) focuses on the international aspects of social change such as the gap between the rich and poor countries, social movements in Third World countries and the theoretical perspectives that illuminate and explain such change. Case studies are drawn from current events. Prerequisite: Sociology 101 or Anthropology 201.

**352. Selected Topics in Sociology** (3) presents an opportunity to read and discuss in depth topics not covered or only partially covered in regular courses. Prerequisite: Sociology 101 or Anthropology 201 and permission of the instructor.

**360. Social Research Methods** (4) introduces the student to the research process through the analysis of research designs and the various methods of collecting data and of drawing inferences from that data. Emphasis is placed on practical experience in developing research skills. Prerequisite: 201.

**366. American Corrections** (3) uses a sociological perspective to examine the history, institutions and practice of American corrections; specifically, issues of incarceration, probation, prisoner release and criminal justice. Prerequisite: 101.

**369. Peacemaking** (3) takes a multidisciplinary approach towards peacemaking. Moves back and forth between personal application in one's daily life on the one hand and more academic applications of the social sciences (sociology, anthropology, history, psychology and criminal justice) and humanities on the other. Emphasis on writing and class discussion.

**370. Environmental Sociology** (3) constructs a framework for the study of how cultures and societies influence and in turn are shaped by the natural environment. Prerequisite: 101.

- 401. American Society: Class and Culture** (3) surveys some of the major theories and scholarly studies on social stratification, national power structure and corporate culture. Prerequisite: 101, 216.
- 418. Deviance and Crime** (3) surveys trends and theories of criminal behavior and crime control. Major emphasis is on the relationship between social and cultural patterns and deviant behavior. Prerequisite: 101, 216 recommended.
- 422. Sociological Theory** (3) offers a descriptive and analytical survey of intellectual traditions and trends in the discipline of sociology from its origin to the present. Prerequisite: 101.
- 424. Contemporary Sociological Theory** (3) surveys the major contemporary schools of general theory currently influential in sociology research. Particular emphasis is placed upon early and later sociological theoretical schools, especially structural functionalism, conflict and symbolic-interactionist theories. Prerequisite: Sociology 101; 422 recommended.
- 490. Round Table** (1) encourages free and open conversation between students and faculty on sociological issues and applications. Graded S/U. Prerequisite: 15 hours in Sociology/Anthropology.
- 495. Senior Studies** (2) provides an opportunity for the student to engage in the groundwork for guided independent study on an approved topic. Prerequisite: senior standing or permission of the instructor and Sociology 101 or Anthropology 201.
- 496. Senior Studies** (2) enables the student to complete a guided independent study on an approved topic. Prerequisite: 495.

### *Anthropology*

**201. Cultural Anthropology** (3) is an introduction to the basic concepts, theories and methods of cultural anthropology. It deals with the origin, nature and dynamics of culture and provides a cross-cultural comparison of the ways of humankind.

**352. Selected Topics in Anthropology** (3) (See Sociology 352.)

**365. The American Indian** (3) involves the cross-disciplinary study of Native Americans and their social, political and cultural interaction with each other and with white society during the 19th and 20th centuries. Emphasis is placed on the Trans-Mississippi West. See listings under History 365 and Political Science 365.

### **Speech Communication and Theatre**

Professors HARMAN, J. MARTIN; Associate Professors E. ALESANDRINI, LAUCK (Chair), PHILLIPS, RAO; Instructor MILLSAP; Visiting Instructor BURKE; Lecturers ALFMAN, EARLY (part-time)

### ***Speech Communication***

The study of speech communication is designed to provide the student with an understanding of the communication processes found in contemporary society, an appreciation of the historical, technological, literary and dramatic heritage of communication and an opportunity to improve skills in oral communication.

Students who complete the speech communication major are prepared for a variety of roles in society. They may enter such fields as business, sales, personnel, public relations and secondary teaching. They are also provided with pre-professional background for telecommunications, government service and graduate work in a number of fields such as law and the ministry. Activities related to speech communication are open to all students regardless of major. Students may become involved in intercollegiate forensics as well as have an active role in WMCO, a Class A 1.32 KW FM radio station and Muskingum College Television (MCTV), a television production studio operating on the cable access channel in New Concord.

Students may take a program with a Speech Pathology and Audiology emphasis by completing a speech major at Muskingum College during the first three years followed by a final year of 30 specified hours in the Speech Pathology and Audiology Department at Kent State University, Kent, Ohio. A bachelor's degree from Muskingum with this emphasis provides students the opportunity to enter the graduate program in Speech Pathology or Audiology at Kent State University.

### ***Theater***

The study of theatre combines theory and practice in the classroom with performance in theatre productions which are open to all students. Academic offerings provide students with a complete theatre experience which includes reading, writing, designing, building, acting and directing plays.

Theatre majors may concentrate in one of five areas: acting, technical theatre, directing, dramatic literature, or theatre history and criticism. In addition, students frequently combine theatre with other majors in order to broaden their career choices. Facilities include a new flexible theatre space and a small experimental theatre space. Students may be active in Muskingum Players, an organization promoting interest in theatre.

For additional information please consult the speech communication and theatre department's website at [www.muskingum.edu](http://www.muskingum.edu).

### ***Speech communication major (30 hours)***

Requirements: 210 or 260, 295, 325, 495; one course from 312, 315, 335

Electives: remaining hours may include with departmental approval a maximum of 6 hours in theatre

### ***Speech Pathology and Audiology emphasis***

Requirements include:

Speech Communication 206, 207, 210, 295, 325, 495

Biology 107, 112, 226, 228, 373, 368

Neuroscience 201

Completion of the following courses (31 hours) at Kent State

University: 33101, 33102, 34103, 34104, 34106, 34107, 43402, 43492, 44111, 44310, 44492

**Speech communication minor** (15 hours)

Requirements: three hours at 300-400 level

**Theatre major** (30 hours)

Requirements: Speech Communication 295

Theatre 245, 275, 351 or 352, 375, 451, 495

Electives: remaining hours may include with departmental approval a maximum of 6 hours in Speech Communication

**Theatre minor** (15 hours)

Requirements: 245, 275

Electives: three upper level three-credit hour theatre courses

## Course Offerings

### *Speech Communication*

**101; 201; 301; 401. Communication Practica** (1; 1; 1; 1) provide laboratory or workshop experiences in speech communication, telecommunications or interpretation. Registration is with the department chair at final registration. Restrictions: maximum of two hours per year; maximum of four hours toward major or minor.

**111. Media Writing and Performance** (3) emphasizes the production planning, writing and scripting processes as the necessary first steps in preparing material for radio and television productions. Students write and deliver broadcast news and features, commercials and promotional announcements and longer format programs.

**200. Fundamentals of Speech Communication** (3) develops a knowledge of the basic principles, types and theories of communication. It also provides practice in selecting and evaluating speech materials, organizing and phrasing ideas, controlling voice and body and in critical thinking and listening.

**205. Extemporaneous Speaking** (3) emphasizes the basic principles of this form of speech. The student furthers work in basic public speaking skills while learning to assemble materials efficiently and logically within a limited time period for class presentations. Prerequisite: 200 or permission of instructor.

**206. Voice and Diction** (3) involves intensive drill, on a phonetic basis, in articulating the sounds which make up the English language, with attention to the production of good vocal quality and expression. A study of the history of English sounds gives the student the necessary background to understand how spoken English evolved and develop skills in use of the International Phonetic Alphabet.

**207. Introduction to Speech Pathology** (3) introduces and emphasizes the basic principles of speech language pathologies and audiology. Students learn the causes and origins of speech, language and audiology processes in human communication. Prerequisite: Permission of the instructor. Offered in alternate years.

**210. Mass Communication** (3) surveys the evolution of newspapers, magazines, film, telecommunication and advertising/public relations. The power, impact and roles of these media in today's American society are examined.

**211. Audio Production** (3) introduces basic analog and digital audio recording and editing techniques and their creative applications in electronic media production. Students develop reasonable standards of criticism for their own work and that of others.

**260. Oral Interpretation of Literature** (3) deals with the oral re-creation of literature for a specific audience, placing the interpreter as intermediary between the author's intent and the needs of the listener. The interpreter may choose to work with prose, poetry, non-fiction prose or drama.

**295. Introduction to Communication Research** (3) develops the research skills necessary to complete the senior communication research project. Open to speech communication majors and minors in the spring of their first or second year. Prerequisite: 200.

**311. Video Production** (3) introduces basic video production and editing techniques and their creative applications in various program formats. Single-camera remote and multi-camera studio production are emphasized. Students develop reasonable standards of criticism for their own work and that of others.

**312. Electronic Media Structure and Content** (3) surveys programming, economic and structural issues in contemporary electronic media. The impact of new communication technologies on the traditional radio/television enterprises is also emphasized.

**315. Argumentation** (3) explores the reasoning process in both theory and practice. Students develop both sides of an argument in classroom debates. A written brief is prepared on a contemporary question which has been researched and debated in class. Prerequisite: 200.

**316. Intercollegiate Forensics** (2) teaches various aspects of speech competition. Students learn how to compete in public address, oral interpretation, limited preparation events and debate. Restrictions: may be repeated with a maximum of 6 hours counted toward the major, ten toward graduation requirements. Prerequisite: permission of instructor.

**325. Persuasion** (3) teaches theory and applied use of persuasion and an appraisal of its influences upon modern society. Prerequisite: 200, 295 or permission of department.

**335. Small Group Communication** (3) examines the principles and forms of small group interaction with emphasis on problem solving and cooperative and reflective thinking. Prerequisite: 200.

**345. Interviewing** (3) provides instruction and practice in the forms of communication most often utilized in the business and professional world. Emphasis is divided between eliciting and providing information in settings most common to the business and professional world.

**395. Special Topics in Communication** (3-6) provides the opportunity to study selected areas such as gender, organizational communication and communication technologies. May be repeated once for credit as content changes.

**411. Advanced Video Production and Directing** (3) builds on the knowledge and skills developed in the other electronic media production courses. Students learn how to take an idea from its inception through research, development and production to its finality as a television program series, developing standards of criticism for their own work and that of others. Prerequisite: 311

**446. Interpersonal Communication** (3) explores the processes of daily interaction dealing with all aspects of strength and weakness in communication situations. Emphasis is on significant relationships with groups, individuals and self. Students learn to recognize themselves in interpersonal conflict situations and to cope with those problems through class interaction.

**495. Seminar in Research/Performance** (2) exposes students to an intensive study in a selected area of communication. The first four weeks are devoted to the development of a project prospectus. The remainder of the semester is given to independent study under the guidance of an appropriate instructor. Prerequisite: 295.

### **Kent State University Group**

*For the Speech Pathology and Audiology emphasis these courses are taken at Kent State University through arrangement with the student's Muskingum College advisor.*

#### **Speech Pathology and Audiology (SP&A)**

**33101. Hearing Science** (3) Acoustics, psychoacoustics, bioacoustics, anatomy and physiology of the ear. Prerequisite: None.

**34102. Applied Phonetics** (3) Basic principles of speech production and phonetic transcriptions of English with the International Phonetic Alphabet; emphasis on general American Dialect. Prerequisite: None.

**34103. Anatomy and Physiology of Speech** (3) Functional anatomy and physiology of the respiratory, phonatory, articulatory and neural systems as they are used in speech production by talkers with normal and abnormal speech. Prerequisite; none.

**34104. Speech and Language Development** (3) Normal development and linguistic analysis of language systems including phonology, morphology, syntax, semantics and pragmatics. Prerequisite: SP&A 34102, ENG 35060 or permission.

**34106. Development and Disorders in Articulation and Phonology (3)**

Normal development of the speech sound system, emphasizing articulation and phonology. Introduction of assessment and intervention strategies employed for speech sound disorders. Prerequisites: B average in SP&A 34100, 34102, 34103, and major in Speech Pathology and Audiology.

**34107. Language Disorders in Children and Adolescents (3)** Introduction to assessment and intervention procedures associated with language disorders in children and adolescents. Prerequisites: SP&A 34104 or permission.

**43402. Audiometry (3)** Measurement of human hearing by pure-tone and speech audiometry; evaluation of middle ear function by immittance audiometry; screening techniques; pathologies of the conductive and sensorineural systems. Prerequisite: SP&A 33101 (grade of C or better or equivalent).

**43492. Clinical Preparation in Audiology (3)** Fundamental evaluation and management procedures of hearing-impaired persons, including a minimum of 15 hours of supervised observation. Prerequisite: SP&A 43401 and 43404. This course may be used to satisfy the writing-intensive course graduation requirement with approval of major department.

**44111. Neural Processes (3)** Anatomy and physiology of the nervous system underlying human neuromotor movements. Topics include: definition and fundamental concepts, afferent and efferent systems, cortical anatomy and function, cranial nerves, theories of brain function and neural maturation and learning. Prerequisite: SP&A 34103 or permission of the instructor.

**44310. Clinical Procedures (3)** Examination of evaluative and therapeutic procedures used with communicatively-impaired children and adults. Prerequisite: SP&A 34103 or 34106, or senior standing.

**44492. Clinical Preparation in Speech-Language Pathology (3)** Fundamental evaluation and management procedures of individuals with communication disorders, including a minimum of 15 hours of supervised observation. Prerequisite: SP&A 34106, 44108, 44310. This course may be used to satisfy the writing-intensive course graduation requirement with approval of major department.

*Theatre*

**103; 203; 303; 403. Projects in Theatre (1; 1; 1; 1)** provides laboratory or workshop experiences in technical theatre, design, acting, directing, theatre management history, or criticism. Registration is with the department chair at final registration. Restrictions: maximum of two hours per year; maximum of four hours toward major or minor. Graded S/U. Exception: concurrent enrollment in 403 and 496 requires a letter grade.

**151. Introduction to Theatre (3)** surveys theatre history and the arts of acting, directing, designing, playwriting and criticism for a greater understanding of theatre in the world.

**175. Movement and Voice** (3) develops the ability to communicate physically and vocally. Vocal exercises in breathing, articulation and phonetics develop expressiveness in communication. Improvisations increase efficiency in verbal and non-verbal behavior.

**245. Technical Production** (3) involves students through lecture and laboratory work in the processes of building, painting, handling and assembling stage scenery from design and working drawings through performance and strike. Participation in theatre productions is required.

**246. Light and Sound for Stage and Studio** (3) deals with the physics of light and sound in theatrical terms, with theories studies in the context of practical application. Students learn the mechanical means of reproducing light and sound and the fundamentals of their place in designing the production. Prerequisite: 245.

**275. Basic Acting** (3) examines acting through theories and exercises. Scene study is designed to enable students to create a role for the stage. This is a process oriented course, which provides the student with a foundation of script analysis and creative skill.

**345. Scenic Design** (3) provides the student with the basic design language and the elements of design approaches. Staging types and techniques are examined and evaluated. Prerequisite: 245.

**346. Scenic Arts: Costume and Make-up** (3) encourages a research approach to design. The student begins to develop a methodology for conducting production research.

**350. A History of Film** (3) surveys the history and nature of film with emphasis upon the American contribution to film art, genres, acting, directing and cinematography.

**351. World Theatre and Drama** (3) focuses on the historical development of theatrical production. Examines dramatic tradition from Greek origins, observes its evolution through history and traces the progress of theatrical styles throughout the world.

**352. The Development of Contemporary Theatre** (3) closely examines representative dramatic literary texts. Particular consideration is given to the application of literature on stages and examining principal plays for a better understanding of our vast theatrical and cultural heritage.

**375. Directing** (3) examines the art of directing through theories and procedures of production, including preliminary playscript analysis. Offers introductory experience through the application of the tools of picturization, composition and movement in the production of several in-class scenes. Prerequisites: 245, 275.

**381. Selected Studies in Theatre** (3) introduces a variety of theatre genre. May be repeated twice for credit as content changes.

**383. Professional Studies in Theatre: Shakespeare on Stage; Professional Stage and Study; Summer Theatre** (2; 2; 2) provides field experiences between semesters and during the summer. Offered on demand. Students may take one, two, or all of the courses.

**395. Special Topics in Theatre** (3) focuses upon a variety of subjects in theatre. Topics such as theatre management and playwriting may be offered. May be repeated once for credit as content changes.

**451. Prize Plays** (3) investigates the development of critical thought and its contribution to the development of theatrical production through history. Students will examine the major critics and theorists of theatrical tradition and will begin constructing personal responses to dramatic literature and production. Prerequisite 351.

**475. Advanced Acting and Directing** (3) rigorously studies the arts of acting and directing, both theory and application. Students will undertake sustained collaborative projects, will experience the process of developing personal style and will explore varied techniques and diverse styles of production. Prerequisite 245 or 375.

**494. Methods of Teaching Drama/Theatre** (2) introduces a candidate for teacher certification in drama/theatre to classroom methods and materials necessary for teaching the theatre discipline.

**495. Independent Study in Research** (2) intensively examines a selected theatre area: design, acting/directing, or history/criticism. Students develop a project prospectus in the first four weeks and spend the remainder of the semester in an independent study guided by a staff member. May be repeated once for credit.

**496. Independent Study in Performance** (2) provides students who have developed approved projects in Theatre 495 with an intensive period of production and performance in the areas of design, acting and directing. Prerequisite: 495 and departmental approval.

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Rev. Harold W. Kaser  
Charleen G. Kirkpatrick, M.D.  
George K. Leitch  
Barry Montgomery

Mary Bartlett Reynolds  
J. Merle Rife, Jr.  
Barbara J. Steiner  
Branko Stupar  
Alfred S. Warren, Jr.  
Ruth G. Watermulder  
Carle R. Wunderlich

## **Administration**

### ***President's Office***

**Anne C. Steele**, *President and Professor of Economics, Accounting and Business*, B.A., Reed College; M.S., Ed.D., Lehigh University

**Jennifer A. Anke, Esq.**, *Executive Assistant to the President*, B.A., Mount Holyoke College; J.D., University of Pittsburgh, School of Law

**Margaret E. Brown**, *Assistant to the President*

**Thomas B. Martin**, *Executive Director of the Campaign for the Communication Arts Complex*, B.A., Denison University

### ***Academic Affairs***

**George E. Sims**, *Vice President for Academic Affairs and Professor of History*, B.A., Samford University; M.A., Ph.D., Emory University

**Ruthann Fagan**, *Associate Vice President for Academic Affairs and Dean of Graduate and Continuing Studies and Associate Professor of History*, B.A., M.A., Ph.D., University of Pittsburgh

**Leigh R. Williamson**, *Special Assistant to the Dean and Visiting Assistant Professor of Humanities*, B.S., Texas Woman's University; M.A. Sam Houston State University

**Margaret M. Adams**, *Assistant to the Vice President for Academic Affairs*, B.S., Duquesne University

**Vicki A. Wilson**, *Assistant Dean of Academic Affairs for Teacher Education and Professor of Education*, B.A., University of Dayton; M.B.A., The American University; Ph.D., University of Southern Mississippi

### ***Center for Advancement of Learning***

**Eileen Henry**, *Director*, B.A., University of Pittsburgh; M.S., State University of New York at Buffalo; M.B.A., Waynesburg College; Ed.D. University of Pittsburgh

**Carole L. Kerper**, *Associate Director*, B.A., Muskingum College; M.S., Ohio University

**Cynthia L. Krause**, *PLUS Program Coordinator*, B.A., M.A., University of Michigan

### ***Center for Child Development***

**Aimee M. Weekley**, *Director*, B.S., Ohio University

### ***Computer and Network Services Center***

**Lewis M. Dreblow**, *Director of Computer and Network Services*, B.S., M.S.,  
University of Florida

**Ryan D. Harvey**, *Assistant Director*, B.S., Muskingum College

**John H. Miller**, *Telecommunications Specialist*, B.S., University of Pittsburgh

**A. Beth Meadows**, *Computer Services Coordinator*

**Scott A. Karling**, *Desktop Application Specialist*, B.A., The Ohio State University

**Jadie L. Wheeler**, *Administrative Application Specialist*, B.S. Heidelberg College

**Hong (Carol Sun) Yin**, *User Support Specialist*, B.A., Northwest Normal  
University, Lan Zhou, China; M.A., Xian University of Fine Arts; M.S., East  
Texas State University; Ed.D., Texas A & M University

### ***Graduate Programs and Continuing Education***

**Ruthann Fagan**, *Associate Vice President for Academic Affairs and Dean of Graduate  
and Continuing Studies and Associate Professor of History*, B.A., M.A., Ph.D.,  
University of Pittsburgh

**Rolf G. Schmitz**, *Director of Master of Arts in Education (M.A.E.) and Educating  
Children Summer Training Institute (ECSTI) and Associate Professor of  
Education*, B.A., Ohio Northern University; M.A., D.Ed., University  
Southern California

**Linda E. Morrow**, *Director of Master of Arts in Teaching and Graduate Teacher  
Licensure Programs; Assistant Dean for Professional Service in Education  
and Associate Professor of Education*, B.A., Muskingum College; M.Ed.,  
Ph.D., The Ohio State University

**Mark Sanford**, *Assistant Dean of Graduate Programs and Assistant Professor of  
Modern Languages*, B.A., Indiana University; M.A., Ph.D., University of  
Pittsburgh

**Bryce A. Bronner**, *Graduate Admission Counselor*, B.A. Muskingum College

### ***International Programs***

**Daniel P. Norton**, *Director, International Programs*, B.A., M.A., University of South Florida; Ph.D., Indiana University of Pennsylvania

**Valerie Y. Smith**, *Assistant Director of International Programs*, B.A., Muskingum College

**Kara LaSota**, *International Student Services Specialist*, B.A., University of Alaska

### ***Library***

**Sheila J. Ellenberger**, *Librarian and Director of the Library*, B.S., M.Ed., Slippery Rock University; M.L.S., Kent State University; Ed.D., Nova Southeastern University

**Robin Grollmus Hanson**, *Librarian*, B.A., Florida State University; M.A., Pacific Lutheran University; M.L.S., University of Maryland (Leave 2003-2004)

**Brian Kern**, *Technical Services Librarian*, B.Mu., Grove City College; M.L.I.S., University of Pittsburgh

**Mary M. Williams**, *Technical Services Librarian*, B.A., Cleveland State University; M.L.S., Kent State University

**Marni K. Chidsey**, *Reference and Web Resource*, B.A., M.A., University of Southern Florida

**Zelda Patterson**, *Circulation Supervisor*, B.A., Ohio University

**Vacant**, *Media Specialist*

### ***Registrar***

**Daniel B. Wilson**, *Registrar*, B.S., M.S., Ohio University

**Meri Linn Emerson**, *Assistant Registrar*, B.A. University of West Florida

**Carol A. Arena**, *Assistant to the Registrar*

### ***Administration***

**J. Ransom Clark**, *Vice President for Administration and Associate Professor of Political Science*, B.S., Middle Tennessee State; M.A., University of North Carolina; J.D., George Mason University

### ***Human Resources***

**Beverly Evans Allen**, *Director of Human Resources*, B.A., Muskingum College

**Kerry S. Stahovec**, *Benefits Manager*, B.A., Muskingum College

### ***Intercollegiate Athletics***

**W. Larry Shank**, *Athletic Director*, B.A., Shepherd's College; M.A., Western Michigan University

**Donna J. Newberry**, *Assistant Athletic Director and Professor of Physical and Health Education*, B.A., Glenville College; M.E., Ohio University

**Kenneth J. Blood**, *Head Athletic Trainer and Lecturer*, B.A., Marietta College; M.S., Ohio University

**Keith A. Whitman**, *Head Track and Cross Country Coach and Lecturer*, B.A., M.A., Kent State University

**James F. Burson**, *Head Men's Basketball Coach and Professor of Physical and Health Education*, B.A., Muskingum College; M.A., Ph.D., The Ohio State University

**Beth Fox**, *Head Women's Golf Coach and Assistant Women's Basketball Coach*, B.A., Bluffton College; M.A., Bowling Green University

**Robert A. Fox**, *Equipment Manager and Assistant Wrestling Coach*, B.A., M.A.E., Muskingum College

**Keri Hamsher**, *Head Women's Basketball Coach and Lecturer*, B.A., Marshall University; M.E., The Citadel

**Jeffrey W. Heacock**, *Head Football Coach and Assistant Professor of Physical and Health Education*, B.S., Muskingum College; M.A., University of Dayton

**Daniel L. Inglis**, *Head Wrestling Coach, Assistant Football Coach and Lecturer*, B.A. Youngstown State; M.S., Indiana University

**Brian Jenkins**, *Assistant Football Coach, Assistant Track Coach*, B.A., Youngstown State

**James F. Kaser**, *Assistant Football Coach, Strength Coordinator and Lecturer*, B.A., Muskingum College

**David L. Kirby**, *Head Men's Golf Coach, Assistant Men's Basketball Coach and Lecturer*, B.A., M.S., West Virginia University

**Mary Beth Lengefeld**, *Head Women's Soccer Coach, Head Women's Tennis Coach and Lecturer*, B.A., M.A., Wright State University

**Gregg W. Thompson**, *Head Baseball Coach, Facilities Scheduler, and Lecturer*, B.A., University of Delaware

**Seamus A. Reilly**, *Head Men's Soccer Coach, Head Men's Tennis Coach, and Lecturer*, B.S.; M.S., Walsh College

**R. Tyson Veidt**, *Assistant Football Coach and Defensive Coordinator*, B.A., Muskingum College

**Elizabeth A. Zicha**, *Head Volleyball Coach and Associate Professor of Physical and Health Education*, B.S., Indiana University of Pennsylvania; M.S., Ohio University; Ph.D., West Virginia University

### ***Physical Plant***

**James M. Heidler**, *Director of Physical Plant Services*, B.A., Muskingum College; M.A.Ed., Ohio University

### ***Public Safety***

**Rex A. Newbanks**, *Director of Public Safety/Campus Police*

### ***Business and Financial Affairs***

**James R. Wilson**, *Vice President for Business and Finance*, B.A., Muskingum College; M.B.A., Cornell University

**Philip E. Laube, C.P.A.**, *Controller and Financial Analyst*, B.B.A., Kent State University

**Janet L. Nesselroad**, *Coordinator of Student Accounts*

### ***Bookstore***

**Amy J. Hannahs**, *Manager*, B.A., Muskingum College

### ***Enrollment and Admission***

**W. Jeff Zellers**, *Dean of Enrollment*, B.A., Muskingum College; M.A., Bowling Green State University

### ***Admission***

**Beth A. DaLonzio**, *Director of Admission*, B.A., Muskingum College

**Jennifer L. Bronner**, *Associate Director*, B.A., Muskingum College

**Gary W. Atkins**, *Assistant Director*, B.S., Virginia Tech

**Christy C. Huber**, *Assistant Director*, B.S., Plymouth State College; M.A., Miami University

**Tamara M. Bergert**, *Admission Counselor*, B.A., Muskingum College

**Joy Pittman**, *Admission Counselor*, B.A., Muskingum College

**Sarah Weaver**, *Admission Counselor*, B.A., Muskingum College

### ***Student Financial Services***

**Janet L. Vejsicky**, *Director of Operations*, B.A., Muskingum College

**Amber L. Gump**, *Assistant Director, Student Financial Services*, B.A., Muskingum College

**Amy Bell**, *Counselor, Student Financial Services*, B.A., Muskingum College

### ***Institutional Advancement***

**John B. Shorrock**, *Vice President of Institutional Advancement*, B.A., Tusculum College; M.A., Virginia Polytechnic Institute and State University; Ph.D., West Virginia University

### ***Alumni Relations***

**Vacant**, *Director of Alumni Relations*

### ***Church Relations***

**Vacant**, *Director of Church Relations*

### ***Development***

**Charles A. Walker**, *Director for Development/Planned Giving*, B.S., Muskingum College; M.E., Ph.D., Ohio University

**Susan J. Dannemann**, *Director for Development/Annual Giving and Operations*, B.A., Muskingum College

**Jennifer Lyle**, *Coordinator of Advancement Communication*, B.A., Hampshire College; M.B.A., Columbia University

### ***Public Relations***

**Janice Tucker-McCloud, A.P.R.**, *Director of Public Relations*, B.S., Southern Illinois University–Carbondale; M.B.A, Murray State University

**Roderick W. Lang**, *Assistant Director of Public Relations*, B.A., Ohio Northern University

**Tom A. Caudill**, *Sports Information Director*, B.A., The Ohio State University

### ***Student Affairs***

**Janet Heeter-Bass**, *Dean of Students*, B.A., Anderson University; M.A., East Texas State University

**David M. McMahan**, *Associate Dean of Students*, B.S., University of Houston; J.D., The University of Tulsa College of Law

**Penny L. Selock**, *Assistant to the Dean of Students*, Coordinator of Housing and Director of Volunteer Services

**Kenneth R. Lee**, *Assistant Dean of Students for Campus Programs, Recruitment and Retention*, B.S., Clarke College; M.A., University of Iowa

**Randall S. Price**, *Assistant Dean of Students for Student Services*, B.A., University of Rio Grande; M.A., Marshall University

**Jennifer Tufte**, *Counselor*, B.S., M.S., North Dakota State University

### ***Career Services***

**Vacant**, *Director*

**Jacqueline L. Vascura**, *Assistant Director*, B.A., Muskingum College

### ***College Minister***

**Ashley J. Beavers**, *College Minister*, B.S., U.S. Naval Academy; M. Div., Princeton Theological Seminary; D. Min., Trinity Lutheran Seminary

### ***Health Service***

**Susan D. Fracker, R.N.**, *Director of Wellness Center*, A.S., Ohio University

**Nancy A. Hoffer, R.N.**, *Nurse*, Good Samaritan School of Nursing

## ***Residence Halls***

**Carrie E. Meyer**, *Student Life Coordinator*, B.A., Adrian College; M.A., Western Michigan University

**Kerry Nelson**, *Student Life Coordinator*, B.S.; M.S., Fitchburg State College

**Rebecca L. Delo**, *Student Life Coordinator*, Director of Residence Life, B.A., Indiana University of Pennsylvania; M.A., The Ohio State University

**Vacant**, *Student Life Coordinator*

## **Faculty 2002-2003**

**Abeyaratne, Harsha** (2003), *Assistant Professor of Music*, B.S., B.A. Lewis and Clark College; M.M., D.M.A Ball State University

**Eugene L. Alesandrini** (1987), *Associate Professor of Speech Communication*, B.S., Bradley University; M.A., Eastern Michigan University

**Joyce L. Alesandrini** (1990), *Associate Professor of Music*, B.A., University of Wyoming; M.A., Northwestern University; Ph.D., The Ohio State University

**Shirley Atkinson** (1995), *Instructor in Biology*, B.Sc. (Hons), Plymouth University; M.Sc., University of Zimbabwe

**John E. Baxter** (1985), *Professor of Physics*, B.S., University of Rhode Island; M.S., Ph.D., Purdue University

**Ashley J. Beavers** (1985), *Lecturer in Religion and College Minister*, B.S., U.S. Naval Academy; M. Div., Princeton Theological Seminary; D. Min., Trinity Lutheran Seminary

**Brian P. Bergstrom** (2001), *Assistant Professor of Biology*, B.S., Ph.D., Illinois State University

**Michelle Boomgard** (2003), *Assistant Professor of Political Science*, B.A., Brandeis University; M.A., Boston College; Ph.D., Catholic University of America

**Martin A. Brady** (1985), *Professor of Accounting*, B.A., Westminster College; M.A., University of Missouri-Columbia

**Bettina K. Brown** (2003), *Instructor of Education*, B.A., Hope College; M.A., Ed.S., Western Michigan University

**Russell V. Brown** (1975), *Professor of Spanish*, B.A., Ohio Wesleyan University; M.A., Ph.D., University of Wisconsin-Madison

- Margaret L. Burk** (1993), *Associate Professor of Business*, B.S., Tennessee Technological University; M.B.A., East Tennessee State University
- Robert F. Burk** (1984), *Professor of History*, B.A., University of Kansas; M.A., Ph.D., University of Wisconsin-Madison (Sabbatical, Spring 2004)
- Timothy J. Burke** (2001), *Visiting Instructor of Speech Communication*, B.S., Ohio University; M.A., Eastern Michigan University
- James F. Burson** (1964), *Professor of Physical and Health Education*, B.A., Muskingum College; M.A., Ph.D., The Ohio State University
- Alan J. Chaffee** (1970), *Professor of English*, B.A., Wayne State University; Ph.D., Pennsylvania State University (Sabbatical Spring 2003)
- J. Ransom Clark** (1990), *Associate Professor of Political Science and Vice President for Administration*, B.S., Middle Tennessee State; M.A., University of North Carolina; J.D., George Mason University
- Polly D. Collins** (2002), *Assistant Professor of Education*, B.S., M.Ed., Ohio University; Ph.D., University of Akron
- Joy Cowdery** (2002), *Assistant Professor of Education*, B.A., Marietta College; M.A., Ed.D., West Virginia University
- David L. Craft** (1993), *Associate Professor of Mathematics*, B.S., Illinois College; M.A., Miami University; Ph.D., Western Michigan University
- Richard Daquila** (1995), *Associate Professor of Mathematics*, B.S., Baldwin-Wallace College; M.S., Ph.D., The Ohio State University
- André L. DeCuir** (1997), *Assistant Professor of English*, B.A., M.A., University of Southwestern Louisiana; Ph.D., University of Kentucky
- James L. Dooley, Jr.** (1998), *Assistant Professor of Biology and Conservation Science and Director of Conservation Science*, B.A., M.S., Ph.D., University of Virginia
- A. Charles Drubel** (1986), *Professor of Business*; B.A., Duke University; M.B.A., College of William and Mary
- Donna M. Edsall** (1989), *Professor of English*, B.A., Shepherd College; M.A., Ph.D., Ohio University
- Sheila Ellenberger** (1990), *Librarian and Director of Library*, B.S.Ed., M.Ed., Slippery Rock University; M.L.S., Kent State University; Ed.D., Nova Southeastern University

- Marianne S. Engle** (2002), *Assistant Professor of Psychology*, B.S., University of Wisconsin-Eau Claire; Ph.D., Indiana University
- Ruthann Fagan** (2001), *Associate Professor of History and Assistant Vice President for Academic Affairs and Dean of Graduate Education and Continuing Studies*, B.A., M.A., Ph.D., University of Pittsburgh
- Katherine L. Farnsworth** (2003), *Visiting Assistant Professor of Geology*, B.A., DePauw University; M.S., College of William and Mary, School of Marine Science
- Meghan Fox** (2002), *Instructor of English*, B.S., Pennsylvania State University; M.F.A., The Ohio State University
- Andrew J. Frese** (1984), *Associate Professor of Education*, B.A., Muskingum College; M.Ed., Ph.D., Ohio University (Sabbatical, Spring 2004)
- Anna Castor Glenn** (1998), *Distinguished Alumni Fellow in Speech Communication*, B.A., Muskingum College
- John Glenn** (1998), *Distinguished Alumni Professor in Public Affairs*, B.S., Muskingum College
- Gary E. Golden** (1999), *Assistant Professor of Business*, B.S., Ithaca College; M.B.A., Southern Illinois University
- Peter W. Gosnell** (2002), *Assistant Professor of Religion*, A.B., Princeton University; M.Div., Th.M., Western Seminary; Ph.D., University of Sheffield
- Craig L. Hanson** (1986), *Professor of Religion and Philosophy*, B.A., University of Minnesota; M.A., Iowa State University; Ph.D., University of Washington (Leave 2003-2004)
- Robin G. Hanson** (1986), *Librarian*, B.A., Florida State University; M.A., Pacific Lutheran University; M.L.S., University of Maryland (Leave 2003-2004)
- Jeffrey D. Harman** (1984), *Professor of Speech Communication*, B.A., Grove City College; M.S., Clarion University of Pennsylvania; Ph.D., Bowling Green State University
- Alistair V. Hattingh** (2002), *Assistant Professor of History*, B.A., University of Richmond; M.A., Institute of Latin American Studies
- Jan Heddaeus** (2001), *Assistant Professor of Business*, B.A., Muskingum College; M.B.A., Ohio University
- Laura J. Hilton** (2001), *Assistant Professor of History*, B.A., College of New Rochelle; M.A., Fordham University; Ph.D., The Ohio State University

**Ralph G. Hollingsworth** (1981), *Professor of Computer Science*, B.S., University of Cincinnati; M.S., Ph.D., University of Michigan-Ann Arbor

**Walter R. Huber** (1998), *Assistant Professor of Political Science*, B.A., Plymouth State College; M.A., Ph.D., Miami University

**Richard P. Hydell** (1990), *Associate Professor of Economics*, B.A., Oberlin College; Ph.D., Massachusetts Institute of Technology (Sabbatical, Spring 2004)

**Danny J. Ingold** (1989), *Professor of Biology*, B.S., M.S., East Texas State University; Ph.D., Mississippi State University

**Robert O. Jones** (1983), *Professor of Music*, B.S., Muskingum College; M.S., Juilliard School of Music

**William T. Kerrigan** (1997), *Associate Professor of History*, B.A., Austin College; M.A., Texas Christian University; Ph.D., University of Michigan

**Brian R. King** (2000), *Instructor of Political Science*, B.A., Ohio Northern University

**Steve Kokovich** (1976), *Professor of Education*, B.A., Muskingum College; B.S., The Ohio State University; M.Ed., Ph.D., Ohio University

**Jack Kovach** (1968), *Professor of Geology*, B.S., Waynesburg College; M.S., Ph.D., The Ohio State University (Sabbatical, 2003-2004)

**Robert S. Kuhn** (1998), *Assistant Professor of Chemistry and Computer Science*, B.S., Muskingum College; M.Ed., Ohio University; Ph.D., Columbia Pacific University

**Christopher A. LaSota** (2002), *Assistant Professor of Physics*, B.S., Kutztown University; M.S., Ph.D., The College of William and Mary

**Ronald N. Lauck** (1986), *Associate Professor of Speech Communication and Theatre*, B.S., Bluffton College; M.A., Bowling Green State University; M.F.A., University of South Dakota

**Werner Lange** (2003), *Visiting Assistant Professor of Sociology*; B.A., M.A., The Ohio State University; Ph.D., Johann Wolfgang Goethe University; D. Min., Ashland Theological Seminary

**Eric W. Law** (1984), *Associate Professor of Geology*, B.S., National Cheng-Kung University; M.S., Ph.D., Case Western Reserve University

**Todd Lekan** (1996), *Associate Professor of Philosophy*, B.A., M.A., The Ohio State University; Ph.D., University of Illinois at Urbana-Champaign (Sabbatical, Spring 2004)

- Sandy Long** (2002), *Assistant Professor of Education*, B.S., University of Florida; M.Ed., Ph.D., University of Houston
- Jerry L. Martin** (1981), *Professor of Speech Communication and Theatre*, B.S.E., M.A., Kansas State Teachers College; Ph.D., Texas Tech University
- Kenneth J. McCollum** (2000), *Assistant Professor of Art*, B.F.A., Phillips University; M.A., West Texas State University; M.F.A., Edinboro University of Pennsylvania
- Thomas E. McGrath** (2002), *Assistant Professor of History*, B.A., M.A., University of San Diego; M.A., Ph.D., Cornell University
- Steven J. McGuire** (1988), *Professor of Sociology*, B.A., University of Iowa; M.A., Ph.D., State University of New York-Stony Brook
- Dinah F. Meyer** (2001), *Assistant Professor of Psychology*, B.A., Ohio Dominican College; M.A., Ph.D., The Ohio State University
- Scott A. Millsap** (1997), *Instructor in Speech Communication*, B.A., University of Tennessee; M.A., University of Miami
- Jean Morris** (1994), *Associate Professor of French*, B.A., M.A., University of Iowa; Ph.D., University of North Carolina at Chapel Hill (Sabbatical 2003-2004)
- Linda E. Morrow** (1988), *Associate Professor of Education, Assistant Dean for Professional Service in Education and Director of the Master's of Arts in Teaching and Graduate Licensure Programs*, B.A., Muskingum College; M.Ed., Ph.D., The Ohio State University
- Donna J. Newberry** (1974), *Professor of Physical and Health Education*, B.A., Glenville State; M.A., Ohio University
- Larry Normansell** (1986), *Professor of Psychology*, B.A., Southern Illinois University; M.A., Ph.D., Bowling Green State University
- Daniel Norton** (2002), *Assistant Professor of Modern Languages*, B.A.; M.A., University of South Florida; Ph.D., Indiana University of Pennsylvania
- Joseph M. Nowakowski** (1993), *Associate Professor of Economics*, B.A., Duke University; Ph.D., University of North Carolina-Chapel Hill
- Rick Nutt** (1988), *Professor of Religion*, B.A., University of Missouri—Kansas City; M.Div., Louisville Presbyterian Theological Seminary; Ph.D., Vanderbilt University
- Helen Obenchain** (2001), *Assistant Professor of Education*, B.S., Middle Tennessee State; M.A.T., Rollins College; M.Ed., Mississippi University for Women; Ed.D., University of Southern Mississippi

**Oluwatoyin Osunsanya** (1990), *Associate Professor of Biology*, B.S., M.S., Ph.D., Texas Tech University (Sabbatical, Spring 2004)

**Deepamali V. Perera** (1989), *Associate Professor of Chemistry*, B.S., University of Sri Lanka; Ph.D., University of Pittsburgh

**Doyt L. Perry** (2001), *Assistant Professor of Computer Science*, B.S., Bowling Green State University; M.S., Ph.D., The Ohio State University

**Deborah K. Phillips** (1993), *Associate Professor of Speech Communication*, B.S., Livingston University; M.A., University of Wyoming; Ph.D., Florida State University

**Diane Rao** (1995), *Associate Professor of Theatre*, B.A., Gannon University; M.A., Ph.D., Bowling Green State University

**Raymond D. Rataiczak** (1980), *Professor of Chemistry*, B.S., Waynesburg College; Ph.D., Saint Louis University

**Linda I. Rogness** (2002), *Associate Professor of Education*, B.S., Westminster College, M.Ed., University of Southern Carolina; B.S., Clarion University; Ph.D., Duquesne University

**Louis Sandler** (2002), *Assistant Professor of Education*, B.A., Loyola College; M.S., Ph.D., University of Oregon

**Mark Sanford** (2002), *Assistant Professor of Modern Languages and Assistant Dean of Graduate Programs*, B.A., Indiana University; M.A., Ph.D., University of Pittsburgh

**William F. Schlacks** (1985), *Professor of Music*, B.S., M.M., Northern Illinois University; Ph.D., University of Miami

**Rolf Schmitz** (1997), *Associate Professor of Education and Director of The Master of Arts in Education and ECSTI*, B.A., Ohio Northern University; M.A., D.Ed., University Southern California

**Laura E. Schumann** (1999), *Associate Professor of Music and Director of the Southeastern Ohio Symphony Orchestra*, B.M., University of Colorado; M.A., University of California; D.M.A., Texas Tech University

**George Sims** (2001), *Professor of History and Vice President for Academic Affairs*, B.A., Samford University; M.A., Ph.D., Emory University

**David R. Skeen** (1968), *Professor of Psychology*, B.S., Denison University; M.A., Xavier University; Ph.D., University of North Dakota

**Russell A. Smucker** (1982), *Associate Professor of Mathematics and Computer Science*, B.A., Goshen College; M.A., Kent State University; Ph.D., Indiana University

**Anne C. Steele** (2000), *Professor of Economics, Accounting and Business and President*, B.A., Reed College; M.S., Ed.D., Lehigh University

**Colleen M. Stevenson** (1998), *Assistant Professor of Psychology*, B.A., M.S., University of Wisconsin-Milwaukee; Ph.D., Kent State University

**Mary L. Stoll** (2003), *Assistant Professor of Philosophy*, B.A., Hillsdale College; M.A., Ph.D., Purdue University

**Yan Sun** (1997), *Associate Professor of Art*, B.F.A., Northwest Normal University; M.A., Xi'an University of Fine Arts; M.F.A., East Texas State University

**Paul S. Szalay** (2001), *Assistant Professor of Chemistry*, B.S., Baldwin Wallace College; Ph.D., Michigan State University

**David Tabachnick** (2003), *Assistant Professor of Sociology*, B.A., Hamilton College; M.A., Ph.D., University of Wisconsin-Madison; J.D., University of Wisconsin Law School-Madison

**Stephen R. VanHorn** (1999), *Assistant Professor of Geology*, B.S., Indiana University of Pennsylvania; M.A., University of Missouri-Columbia; Ph.D., University of Connecticut

**Rhoda H. Van Tassel** (1981), *Instructor in English and Art*, B.A., Chapman College; M.A., University of Iowa

**Jane Varley** (2000), *Assistant Professor of English*, B.A., M.A., University of Idaho; Ph.D., University of North Dakota

**Vivian A. Wagner** (2003), *Visiting Assistant Professor of English*, B.A., University of California at Irvine; M.A., The Ohio State University; Ph.D., University of Illinois, Urbana-Champaign

**Franz-Joseph Wehage** (1991), *Professor of German*, B.A., M.A., Ph.D., State University of New York-Albany

**Marla J. Williams** (2001), *Assistant Professor of Spanish*, B.A., M.A., Ph.D., Indiana University

**Richard Williamson** (1996), *Associate Professor of English*, B.A., M.A., Sam Houston State University; Ph.D., University of North Texas (Sabbatical, Spring 2004)

**Leigh R. Williamson**, *Special Assistant to the Dean and Visiting Assistant Professor of Humanities*, B.S., Texas Woman's University; M.A., Sam Houston State University

**Joseph W. Wilson** (1987), *Associate Professor of Accounting*, B.S., Clarion University of Pennsylvania; M.B.A., University of Pittsburgh

**Vicki A. Wilson** (2002), *Professor of Education and Assistant Dean of Academic Affairs for Teacher Education*, B.A., University of Dayton; M.B.A., The American University; Ph.D., University of Southern Mississippi

**Linda D. Yang-Poirier** (2003) *Visiting Instructor of Modern Languages*, B.Ed, M.A, Dalhousie University; B.A. University of Western Ontario - London

**Jeff Yule** (2003), *Assistant Professor of English*, B.A., Colgate University; M.A., Ph.D. The Ohio State University

**Elizabeth Zicha** (1983), *Associate Professor of Physical and Health Education*, B.S., Indiana University of Pennsylvania; M.S., Ohio University; Ph.D., West Virginia University

**Lois Zook** (2002), *Assistant Professor of Chemistry*, B.A., Hiram College; Ph.D., University of Iowa

## **Emeriti Faculty**

**John B. Armstrong** (1965-90) M.A., *Librarian Emeritus*

**J. Edward Barrett** (1964-93) Ph.D., *Professor Emeritus of Religion*

**William Blakesley** (1949-75) M.A., *Associate Professor Emeritus of Art*

**Albert R. Christopher** (1970-93) M.A., *Associate Professor Emeritus of Physical and Health Education*

**Clement E. Dasch** (1953-90) Ph.D., *Professor Emeritus of Biology*

**Joseph B. Elkins** (1962-93) Ph.D., *Professor Emeritus of Philosophy*

**William L. Fisk** (1946-87) Ph.D., *Professor Emeritus of History*

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