

2002-2003 Catalog



HOOD
COLLEGE

Frederick, Maryland

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Hood College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. A number of programs carry specialized accreditation as noted herein.

The provisions of this publication are not to be regarded as an irrevocable contract between the applicant or the student and Hood College. This publication contains updated information that was officially approved prior to March 12, 2002. Additional changes and updates may be obtained from the Hood College Registrar.

Admission to Hood College is without regard to race, color, national or ethnic origin, religion, age, or marital status. Hood College adheres to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and other applicable law (see Students With Disabilities on Page 23) in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. Hood College does not discriminate on the basis of sex in its educational programs, activities, housing or employment policies in accordance with Title IX of the 1972 Education Amendments.

Inquiries about this policy may be directed to Hood's EEO officer.

Undergraduate and Graduate Academic Calendar

2002–2003

FALL 2002

Aug.	Thurs. 22	New students arrive; registration for new students not tested/ registered over the summer
	Fri. 23	Registration
	Sun. 25	Opening Convocation
		100% tuition refund if withdrawal is received prior to first class meeting
	Mon. 26	Classes begin - 1 p.m. 80% tuition refund if withdrawal is received by September 16; 0% tuition refund thereafter
Sept.	Mon. 2	LABOR DAY-No classes
	Tues. 3	Classes resume 8:30 a.m.
	Mon. 9	End drop/add; last day to declare/change SU or audit option
	Mon. 16	End 80% refund
Oct.	Mon. 7	Last day to withdraw from an undergraduate class with grade of W
	Wed. 9	Last day to submit spring internship application form to the Registrar Last day to file for extra credit (X) study
	Mon. 14	Midterm recess - No classes
	Wed. 16	Classes resume 8:30 a.m.
	Mon. 21	Midterm low grades due in Registrar's Office Term II PE begins
Nov.	Fri. 1	Senior applications for graduation due in the Registrar's Office
	Fri. 8	ADVISING DAY - No classes Last day to withdraw from any undergraduate fall semester class
	Sat. 9	Masters' comprehensive examinations
	Mon. 11	Begin spring registration for seniors
	Tues. 12	Begin spring registration for juniors
	Wed. 13	Begin spring registration for sophomores
	Thurs. 14	Begin spring registration for freshmen
	Fri. 15	Applications for withdrawal from College for the spring semester due in the Registrar's Office for housing security deposit refund. Last day to submit petition for spring semester study abroad or study at another institution.
	Mon. 18	Begin spring registration for new/nondegree students
	Thurs. 21	Last day to withdraw from graduate classes
	Wed. 27	Thanksgiving recess - No classes

Dec.	Mon. 2	Classes resume 8:30 a.m.
	Fri. 6	Undergraduate classes end
	Sat. 7	Reading Day
	Mon. 9	Undergraduate exams begin at 9:30 a.m.
	Thurs. 12	Graduate classes end
	Sat. 14	Undergraduate exams end at 11:30 a.m.

Jan. Thurs. 2 Final grades due in Registrar's Office by 9 a.m.

JANUARY TERM 2003

Jan.	Fri. 3	Classes begin
	Sat. 18	Classes end
	Fri. 24	Grades due

SPRING 2003

Jan.	Thurs. 2	Phone/in-person registration begins for Spring 2003 graduate classes
	Mon. 20	New undergraduate students arrive; orientation begins
	Tues. 21	100% tuition refund if withdrawal is received prior to first class meeting
	Wed. 22	Registration Classes begin 5 p.m. 80% tuition refund if withdrawal is received by January 11; 0% tuition refund thereafter

Feb.	Wed. 5	End drop/add; last day to declare/change SU or audit option
	Tues. 11	End 80% refund

March	Wed. 5	Last day to withdraw from an undergraduate class with grade of W
	Mon. 10	Last day to submit fall, summer internship application to the Registrar Last day to file for extra credit (X) study Midterm recess - No classes
	Mon. 17	Classes resume 8:30 a.m.
	Mon. 24	Midterm low grades due in Registrar's Office Term IV PE begins

April	Fri. 4	Advising Day - No classes
	Mon. 7	Begin fall registration for juniors
	Tues. 8	Begin fall registration for sophomores
	Wed. 9	Begin fall registration for freshmen
	Sat. 12	Masters' comprehensive examinations
	Tues. 15	Applications for withdrawal from College for the fall semester due in the Registrar's Office for housing security deposit refund. Last day to submit petition for fall semester study abroad or study at another institution
	Wed. 16	Last day to withdraw from any undergraduate spring semester class
	Mon. 21	Begin fall registration for new/nondegree students
	Fri. 18	Spring holiday - No classes
	Tues. 22	Classes resume 8:30 a.m. Last day to withdraw from graduate classes

May.	Thurs. 1	Registration for summer term undergraduate classes begins
	Mon. 5	Mail/fax registration for summer and fall 2003 graduate classes begins
	Tues. 6	Undergraduate classes end
	Wed. 7	Reading Day
	Thurs. 8	Undergraduate examination period begins at 9:30 a.m.
	Sat. 10	Final exam period for graduating seniors ends at 4 p.m.
	Mon. 12	Final grades for graduating seniors and master's candidates due in Registrar's Office by 9 a.m.
	Tues. 13	Undergraduate exam period ends at 11:30 a.m. Graduate classes end
	Sat. 17	Commencement
	Mon. 19	All other grades due in Registrar's Office by 9 a.m.

SUMMER 2003

May	Mon. 19	Term I begins
June	Sat. 28	Term I ends
	Mon. 30	Term II begins
July	Fri. 4	HOLIDAY - College Closed
	Mon. 7	Term I grades due
Aug.	Sat. 9	Term II ends
	Fri. 15	Term II grades due

Withdrawal/Tuition Refund Policy for Summer Terms

100% tuition refund prior to the first day of class for all sessions
 80% tuition refund within the first two calendar days of 1- and 2-week sessions;
 0% tuition refunds thereafter
 80% tuition refund within the first four calendar days of 3- and 4-week sessions;
 0% tuition refunds thereafter
 80% tuition refund within the first seven calendar days of 5- and 6-week sessions;
 0% tuition refunds thereafter

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Campus Map—Inside Back Cover

A Hood Education prepares students to excel in meeting the personal, professional, and global challenges of the future. Hood is committed to the integration of the liberal arts and technology, to the exploration of values and community, and to the preparation of students for lives of responsibility and leadership.

MISSION

At the heart of the Hood College mission is a century-long commitment to the education and advancement of women and to their preparation for purposeful lives and careers. Continuing this tradition of excellence, Hood College enters its second century preparing all students to meet the challenges of the future. Hood provides a residential experience for undergraduate women, as well as graduate and undergraduate education for both women and men. Hood maintains a vital community that is enriched and energized as it responds to the intellectual, professional, and personal goals of individual students of diverse races, ethnicities, and ages. The Hood environment, both in and out of the classroom, promotes the understanding that learning is interactive among individuals and disciplines, that the exchange of ideas must involve the exploration of values, and that education requires lifelong engagement. The Hood College community at all levels aspires to the highest standards of academic achievement and reaffirms the College's commitment to preparing students for the personal, societal, and global challenges of the future.

THE HOOD COLLEGE ADVANTAGE

A commitment to academic excellence, distinguished teaching, a wealth of academic resources and personal attention all contribute to the Hood College experience. Involvement, friendship and commitment are valued by the Hood community. With an undergraduate population of approximately 900, Hood offers an opportunity for every student to participate and to excel.

Hood's emphasis is on teaching. More than 90 percent of the College's 100 permanent faculty hold an earned doctorate. Hood supplements this core of professors with carefully selected adjunct instructors, many of whom are eminent scientists and professionals in the fields they teach. Hood's permanent master teachers design the curriculum and instruct more than 70 percent of all courses—from first-year undergraduate classes to graduate-level seminars and laboratories.

Involved in professional and research activities off campus, Hood's faculty have strong connections to colleagues in both the academic and the professional worlds. These relationships translate into excellent opportunities for students seeking internship placements, pursuing special academic projects, and moving into graduate study or careers.

Interaction between Hood's faculty and students begins in classes averaging 12 students. Beyond the classroom, students receive guidance, support, and challenge from faculty advisers, collaborate with faculty on research projects, and share meals with faculty in Coblenz Dining Hall.

Academic and social life at Hood are governed by an Honor Code.

Administered by students with the cooperation of the faculty and administration, the Honor Code fosters maturity and leadership and provides many opportunities to exercise responsibility and democratic self-governance on campus.

Hood College is committed to enrolling a diverse student population. Many of Hood's undergraduates are women residential students who live in eight residence halls on campus. Hood also enrolls students who commute to campus from their homes in the area. The College welcomes transfer students from four- and two-year colleges. Agreements with community and junior colleges in Maryland and other areas match earned credits with Hood's Core Curriculum requirements. Hood enrolls international students from 26 countries.

The College has been recognized as a leader in lifelong education and in career development. The Adult Studies Program is uniquely responsive to the educational objectives and aspirations of adults (those age 23 or over).

Hood's Graduate School offers master's degrees in 10 areas. These co-educational programs emphasize professional preparation and are designed primarily for students requiring evening classes.

On campus and off, Hood's academic resources are outstanding. Located less than an hour from Washington, D.C., and Baltimore, the College has strong connections with regional businesses, research laboratories, embassies and international organizations, government agencies, and more than 30 other nearby colleges and universities. Hood offers students the opportunity to study at its center in Strasbourg, France, and in a variety of other international settings.

TRADITION

The Hood community values its distinctive traditions that foster strong bonds of friendship and create enduring memories for alumnae and alumni. Freshmen are greeted on their arrival by upperclass students who help orient them to campus life. The entire student body looks forward to the Freshman Bash, which signals the start of the social year.

Parents, siblings, and other family members are invited to share the spirit of Hood by attending Family Weekend and special events including art festivals, concerts, fairs, and athletics. For many Hood families, the annual performance of Handel's *Messiah* by the Hood and U.S. Naval Academy choirs is the highlight of the holiday season.

Strawberry Breakfast on graduation day, "Give Your Heart to Hood" day, Sophomore Dinner, Junior Ring Dinner, Brodbeck Coffees, and Spring Parties are all part of a legacy that connects Hood students to the thousands of alumnae who have shared these traditions over the past 100 years.

The Academic Community includes dedicated faculty, enthusiastic students, and professional staff who share a deep commitment to academic inquiry.

THE HONORS PROGRAM

For the academically-exceptional student, Hood's four-year Honors Program emphasizes analytical skills, writing and speaking ability, multidisciplinary perspectives, and an understanding of national and international issues. The Honors curriculum includes interdisciplinary study, collaborative learning, and a distinctive sophomore seminar combining scholarly study with an experiential project. The Tom Samet Honors House serves as a center for the program, provides spaces for meetings, student project activity, and a study lounge.

DEPARTMENTAL HONORS PAPER

The Departmental Honors Paper is a senior-year program designed for students who wish to pursue intensive research or special projects in close coordination with faculty advisers. All Departmental Honors Papers are included in the permanent collection of the Beneficial-Hodson Library. For further information, please see page 44.

LEADERSHIP AND SERVICE OPPORTUNITIES

At Hood, students have the opportunity to gain recognition for community service as well as for academic accomplishments. Each year, approximately 30 Hood students are selected for inclusion in *Who's Who Among Students in American Universities and Colleges*, and 21 Hood sophomores are inducted into the Ionic Society, an honorary organization recognizing those

who provide service to the College. Membership in Mortar Board, a national honor society, is accorded to a select group of students who are outstanding academically and are campus and community leaders.

The Catherine Filene Shouse Career Center offers assistance to students wishing to pursue internships or careers in non-profit and service organizations.

COMMUNITY SERVICE AND SERVICE LEARNING

The College's motto, *Corde et Mente et Manu* (With Heart and Mind and Hand), expresses the value placed on service by the Hood community. Opportunities abound for students to engage in service learning that is community-based and enhances the major field of study. Among these opportunities is the Bonner Scholars Program.

The Office of Service Learning, located on the third floor of Alumnae Hall, provides interested students with the opportunity to learn through service to others. Here, student volunteers are matched with local, regional, national, and international community service experiences.

The Bonner Scholars Program supports student community service by providing funds for off-campus work with community agencies in lieu of on-campus employment. Bonner Scholars perform an average of 10 hours per week of community service during the school year, with an emphasis on tutoring and mentoring children; they participate in campus-wide service projects and enrichment activities; and they perform summer internships in community organizations. Earnings are used to pay for the student's education. The Bonner Scholars Program is supported by The Corella and Bertram F. Bonner Foundation, a national philanthropic organization based in Princeton, New Jersey.

The Second Century Foundation encourages academic initiative and public service by awarding up to \$2,000 each year to Hood sophomores, juniors, and seniors conducting independent research or carrying out community service projects.

Center for Community Research Hood's Center for Community Research, housed in a newly renovated facility in the Sociology and Social Work Department on the third floor of Alumnae Hall, gives students the opportunity to work collaboratively with members of the Frederick community to design and carry out research that meets a community need. Students from a variety of fields—including sociology, law and society, environmental studies, chemistry, political science, and social work—apply their research skills to help solve real-life problems while, at the same time, giving organizations and groups in the Frederick area access to some of Hood's resources. The CCR supports community-based research in different courses across Hood's curriculum and sponsors an annual Community Research Workshop that brings together students, faculty, and community members to share ideas, results, and plans for future projects.

INTERNATIONAL OPPORTUNITIES

Hood College at the University of Strasbourg, France, enables students to attend one of Europe's finest universities, while experiencing the languages and cultures of this predominantly French city located at the crossroads of Europe. Situated on the French-German border, Strasbourg is the ideal location for students with intermediate or advanced levels of French (regardless of their majors) or for those interested in a combined French-German major. Qualified students from Hood College and other American educational institutions are admitted to this competitive program. Students may participate in various internships with international organizations headquartered in Strasbourg, with French businesses recommended by the local chamber of commerce, or with nearby museums, banks, hospitals, newspapers, and schools.

Students with appropriate skills in Spanish may study with Hood's consortium programs in Spain or the Dominican Republic. Hood College also has exchange programs with institutions in Europe, Latin America, Asia, and Africa. Other countries and programs may be explored through the Office of Study Abroad and International Exchange Programs. Recent approved sites have included Australia, Chile, England, Greece, Hong Kong, Ireland, Japan, and Mexico.

In addition to year or semester programs, Hood offers short-term summer courses conducted in Europe (selected topics in European issues) and in the Bahamas (marine ecology). Instruction is in English.

ACADEMIC RESOURCES

Hood is particularly well-regarded for its science laboratories, as well as for the strong, collaborative relationships between the College and the nearby Frederick Cancer Research and Development Center of the National Institutes of Health, an internationally renowned research facility. Other specialized resources include art studios, the Onica Prall Child Development Laboratory, the Juana Amelia Hernández Language Technology Center, the Williams Observatory, and music study and performance facilities. These, together with other specialized facilities and opportunities, are described in the Undergraduate Programs and Courses of Study section of this catalog, within academic departmental listings.

The Beneficial-Hodson Library and Information Technology Center is located in a comfortably-appointed, Georgian-style brick building, which was dedicated in 1992. Situated at the College's main entrance, it was named for Clarence Hodson, founder of the Beneficial Finance Company and the Hodson Trust. In addition to its function as a modern academic library, the building houses the Juana Amelia Hernández Language Technology Center, and the Beneficial-Hodson Computing Center.

The 57,000 square-foot structure has a book capacity of 200,000 volumes and a modern telecommunications network infrastructure. Material collections, student reading and study areas, and staff offices are conveniently arranged and beautifully furnished, creating an inviting learning environment.

The library successfully integrates information technology with traditional library services and collections. It currently holds 180,000 volumes and subscribes to over 900 print and microform periodical titles. Nearly 4,000 additional periodical titles can be accessed via the World Wide Web through several subscription databases. These and other computer-based resources may be consulted at any of a number of in-house computer workstations. The library's home page provides links to reference sources around the world. Video and audio collections are stored in the audio-visual center, with playback equipment for student use.

The library houses the Hood College Archives and special collections, using compact shelving in a controlled environment room. There is also a book conservation laboratory where books are repaired and rebound to extend their usefulness.

The Beneficial-Hodson Library's mission is to support the curricular and informational needs of the Hood community by providing appropriate library resources, instruction, and assistance. This excellent library facility and its dedicated staff provide the ideal setting to encourage and nurture academic inquiry and scholarship.

Academic Computing Facilities

Hood offers a student-to-microcomputer ratio of five to one, as well as a high-speed Gigabit ethernet campus-wide network. The communications network is accessible throughout the campus and off-campus via dial-in and Internet connections. The Computing Center, located in the Beneficial-Hodson Library, houses a collection of current generation Digital Equipment Corporation Alpha computers and Intel-based servers running Unix, and Microsoft NT operating systems. These servers provide *Internet* and *Intranet* services, such as access to the World Wide Web and e-mail.

A number of the lecture rooms in the teaching halls are equipped with both computer and audiovisual technology. Most learning spaces have large screen monitors, videotape capability and Internet connections under the control of the professors and students.

Hood has embraced the concept of technology-enhanced Living Learning Centers and placed networked computers and printer resources on each floor of the residence halls. The **Juana Amelia Hernández Language Technology Center** permits creative pedagogical development for faculty and a wealth of learning alternatives for foreign language students. The **Molecular Modeling Laboratory**, funded under a National Science Foundation grant, empowers students to dynamically manipulate, visualize and hypothesize molecular structures at the atomic level. The **Journalism and Communication Arts Lab**, through enhanced hardware, large 21" professional-grade monitors, and the installation of state-of-the-art imaging and desktop publishing software, enables students to create professional, industry standard publications.

The Center for Public Policy and Ethics supports the study of the ethical dimensions of civic life. Encouraging participation across the academic disciplines, the Center seeks to ensure that all Hood students are thoughtful and active citizens, bringing to difficult public questions both an understanding of ethical complexity and developed powers of rational judgment. It seeks especially to prepare women for lives of effective and responsible leadership.

The Center for the Humanities organizes and funds programs and educational opportunities focusing on the Humanities for the Hood community. Students are offered the opportunity to enhance course study with free admission to cultural performances and activities. The Janice E. Cole Writing Prize is awarded by the Center, annually, to the best essay on a subject in the Humanities. Humanities faculty coordinate interdisciplinary studies among the humanities disciplines.

The Center for Science and Mathematics coordinates courses, speakers, and seminars within the scientific and mathematical disciplines. Students are offered the opportunity to collaborate on research projects with science and mathematics faculty, as well as to secure valuable internship positions.

The Tidball Center for the Study of Educational Environments, housed in Alumnae Hall, contains materials accumulated by former trustee Dr. M. Elizabeth Tidball during 25 years of research on collegiate learning environments. These include books, commissioned databases, educational journals, and speeches. Since 1992, Dr. Charles S. Tidball has become a colleague in research on the baccalaureate origins of accomplished graduates. In addition, the Small College Database he has developed is an online resource of the Center.

The Tidballs, professors emeriti at George Washington University Medical Center, are distinguished Research Scholars at Hood College and Co-directors of the Center.

The Whitaker Campus Center, which opened its doors in the fall of 1997, provides a forum and focus for the Hood college community. Housing a Bookstore, Mail Center, Student Government Association Office, and other offices for campus-wide student organizations, the Center also offers a snack bar and the Campus Commons, where residential, commuting, and graduate students can gather with one another and with members of the faculty and staff. This facility is also the new home for the Commuter Center, plus several Student Life Programs including the offices of the Assistant Dean of Students, Multicultural Affairs, Student Activities and Commuter Life, and Residence Life.

The Spirit of Hood is celebrated by the entire Hood community. Students, faculty, and staff share in campus activities and traditions.

COLLEGE LIFE

Hood believes that living as a member of a community provides the best atmosphere for individual growth, so all students are afforded varied opportunities to participate in and lead activities at the College. Because Hood recognizes that students require both challenges and caring guidance to grow, a full range of student services and activities is available. The College is committed to supporting the personal and social development of all students, recognizing that life beyond the classroom walls is a vitally important part of the college experience.

THE HONOR CODE

Academic and social life at Hood is governed by the honor system. The basic aims of the honor system are: to encourage and promote a trustful relationship among all members of the college community, to offer students the opportunity to exercise responsibilities and democratic rule on campus, and to make students more aware of their personal principles of honor.

The Honor Code belongs to and is administered by students, with the cooperation of the faculty and administration. A judicial system of students, faculty, and administrators considers violations of academic integrity (such as plagiarism) as well as social offenses (such as failure to act with maturity toward the College community or property). While Hood's Honor Code contains specific requirements, it is primarily a philosophy to promote mature consideration of and respect for the rights of all members of the College community.

Through the honor system, all members of the College assume the obligation to maintain the principles of honesty, responsibility, and intellectual integrity in all student activities. While much discretion is left to individuals to determine the nature of their own and others' actions, it is nonetheless the responsibility of each student to maintain the Honor Code and to support it with maturity of thought, expression, and action. During orientation, all students must sign a pledge to uphold the Honor Code for the duration of their enrollment at Hood. The Honor Pledge reads as follows: "I pledge that I have neither given nor received any unauthorized aid on this [assignment]."

RESIDENTIAL LIFE

There are five traditional-style residence halls on campus (Coblentz, Coblentz Memorial, Meyran, Shriner* and Smith) that house between 100 and 120 students each. Smaller language residences (housing between five and 25 students each) attract students who are interested in a French, German or Spanish living experience. An experienced faculty member

serves as House Fellow in each of the language houses. A native speaking graduate student lives in the house full time. Two apartments in the Marx Center are available for students to design special living arrangements. (see SDRE below)

**Shriner is currently closed for renovations.*

Traditional-aged freshman and sophomore female students are required to live on campus unless they are commuting from their parent's home. The residential life program provides students with an opportunity to live with students from diverse backgrounds, encouraging them to learn from others' experiences. Living in the residence halls helps students learn communication, negotiation and conflict mediation skills.

During the summer prior to their arrival, freshmen are assigned a roommate based on a lifestyle questionnaire. Freshmen may also request a specific roommate if they know someone else coming to Hood with whom they would like to live. Freshmen select their sophomore year roommates in April of their first year. Members of all classes live in all halls. In their junior and senior years, students may live in private rooms as long **as space is available**.

Hood's residence halls are self-governed and residents elect representatives to the Student Government Association as well as their individual House Councils. Students decide when their quiet hours will be and when visitors may be in the halls (within certain guidelines). In addition, the governing bodies of the halls work to provide educational and social activities for their residents.

Peer Educators (PEs) and Peer Counselors (PCs) live in each hall and assist students with health information and personal concerns. PEs and PCs are selected, trained, and supervised through the Wellness Center. In addition, part-time professional Resident Support Persons (RSPs) are available after hours on an on-call, drop-in basis. RSPs are generally students in one of Hood's Master's programs with backgrounds in psychology and/or counseling, and are available as an additional resource to undergraduates. Student desk-sitters are employed in each building to assure that the buildings are secure and that visitors are escorted. Desk-sitters also take messages and transfer telephone calls to residents. Halls are locked when desksitters are not on duty.

Hood offers students the opportunity to live in special interest housing through the Student Designed Residential Experience (SDRE) program. This program allows students the opportunity to choose a living/learning environment designed around a common goal. Students living on an SDRE floor work closely with a faculty adviser and design and implement programs that relate to their floor's interests. Year-to-year flexibility exists within the SDRE program to allow for a variety of housing options. In 2001, a Sports and Physical Fitness SDRE was available to students. Other specialty housing options include cooking and a "real life" community. The Residence Life Office encourages new and returning students to propose additional living options.

For further information about the residential experience at Hood, please contact the *Residence Life Office*.

The House Fellows Program

The House Fellows program offers residential students in the language houses the opportunity to engage in a living and learning environment designed to enhance the liberal arts educational experience. Students are able to take a course taught in the houses, to get to know a member of the faculty in an informal setting through programs and discussion groups, and to benefit from the guidance of the Fellow regarding academic concerns.

An experienced faculty member serves as House Fellow in each of the language houses. House Fellows offer a course each semester in their particular house. House Fellows also provide special programs for the residence hall and are available for informal advising.

In future years, the HF program may be extended to the traditional residence halls.

COMMUTER LIFE

Commuter students represent a diverse population of traditional-aged students and adult learners, women and men. When not attending classes, many commuters spend time in the Whitaker Campus Center.

The Commuter Student Union, in which all matriculated undergraduate commuting students hold membership, elects its leadership team, the Commuter Council, to govern the Commuter Student Union and administer its programs. Various members of Commuter Council sit on student government committees and boards, giving voice to commuter interests. Programs are open to all commuting students.

Parking—Vehicle registration and the purchase of a parking sticker is required. A parking sticker does not guarantee the holder a parking space, which is on a space-available basis. Parking in the Whitaker Campus Center lot is restricted to commuter students, faculty and staff. When snow emergency is declared by the city of Frederick all parking restrictions, with the exception of parking in a fire lane and parking on the grass, will be suspended for the day, allowing both registered and unregistered vehicles to park on campus. Vehicle registration forms are available in the Office of Campus Safety and at the switchboard.

Fees—All students, full- or part-time: \$50 per two years (\$25 for one year, graduating seniors or students matriculating during the 2nd year of the two-year cycle only). Vehicles registered for the regular academic year do not require a sticker for the summer session. Vehicles parked in violation will be ticketed. Please refer to the student handbook for details, or contact the Department of Campus Safety at ext. 3548.

STUDENT GOVERNMENT

All undergraduate, matriculated students are members of the Hood College Student Government Association (HCSGA). The student government at Hood represents the voice of the student body to the faculty and administration and is responsible for overseeing many vital aspects of student life. The HCSGA consists of a student senate, which takes up issues of importance to the student body and enacts legislation; a judicial branch, which is

responsible for the honor system; and an executive board, which administers the business of the student government and oversees its committees.

Through its Campus Activities Board, which is made up of three sub-committees (Coffee Houses, Mixers, and Movies) the HCSGA provides social activities for students, and through its Finance Committee, it allocates the student activities fees to support the administration and programs of the clubs under its auspices. House Forum oversees the governance of the residence halls, working with the Director of Residence Life to implement policies and procedures, while Commuter Council, working with the Director of Commuter Life, oversees the Commuter Student Union and its programs. The Academic Affairs Committee has members serving on or observing at many academic committees of the College, representing student views. The Parliamentarian reviews the constitutions of all prospective student organizations, ensuring that the Senate and Executive Board follow appropriate procedures in conducting meetings. The Student Rights Committee serves as another voice for students regarding individual and/or group concerns. The Dean of Students serves as adviser to HCSGA.

STUDENT ORGANIZATIONS

Clubs and organizations provide students with opportunities to meet others with similar interests as well as to develop leadership, organizational, and management skills. Under the auspices of the Hood College Student Government Association (HCSGA), a wide variety of clubs and organizations is available. In addition, a number of student groups and honorary organizations are sponsored by departments of the College. Each year, as new students with new interests join the Hood community, new clubs and interest groups are formed.

The following clubs, organizations, and interest groups are currently active on the Hood campus.

Academic Interest Organizations

Art Club
 Education Club
 Environment Club
 Free Radicals (Chemistry Club)
 Health Professions Career Club
 Mathematics Club
 Psychology Club
 Student Social Work Organization

Honor Societies

Alpha Psi Omega
 Beta Beta Beta
 Eta Mu Pi
 Ionic Society
 Kappa Omicron Phi
 Mortar Board
 Omicron Delta Epsilon
 Phi Alpha
 Phi Kappa Phi
 Pi Delta Phi

Pi Mu Epsilon
 Psi Chi
 Sigma Delta Pi
 Sigma Phi Omega

Performing Arts

Chamber Singers
 Choir
 Gospel Ensemble
 Hood Dance
 Hood Theatre
 String Ensemble
 Wind Ensemble

Publications

Hood Today (newspaper)
Wisteria (literary magazine)
Touchstone (yearbook)

Special Interest Organizations

BACCHUS/SAD
 Best Buddies

Special Interest Organizations (con't)

Black Student Union	International Club
Catholic Campus Ministry	Intervarsity Christian Fellowship
Circle K (Kiwanis)	Jewish Student Union
College Democrats	La Union Latina
College Republicans	Literary Club
Commuter Student Union	National Model United Nations
Council for Exceptional Children	PRSSA (Public Relations Society Student Association)
Equestrian Club	Spirit Club
For Goodness Sakes	Student Government Association
Hood Vanguardians	T.E.A. (Tolerance, Education, Acceptance)
House Council	Women's Resource Center
House Forum	
Intercollegiate Athletic Council	

STUDENT ACTIVITIES

Through both classroom and extracurricular activities, Hood stresses the development of leadership skills. Because women play a particularly crucial role in providing community and public service leadership, Hood students are encouraged to develop the skills they need to become effective contributors to their families, professions, communities, and society. Non-credit workshops and programs, in addition to credit coursework, offer strong support for the development and acquisition of leadership skills and knowledge. A training program for club officers is offered annually by the Office of Student Activities, and an intercultural leadership retreat is co-sponsored by the Office of Multicultural Affairs with other nearby colleges. Training is provided for other key leaders by selected offices in the division of Student Life.

COLLEGE ACTIVITIES

Through various programs, departments, and student organizations, a wide variety of special events and lectures is offered every year. In past years, events and speakers have included Joan Biskupic, *Washington Post* Supreme Court reporter; U.S. Supreme Court Justice Sandra Day O'Connor; Jack Kemp, former New York senator and vice-presidential candidate; the Morgan State University Choir; Jonathon Kozol, national education expert; James Billington, Librarian of Congress; Barbara Fields, Civil War historian; Susan O'Malley, president of the NBA Washington Wizards; and Marian Wright Edelman, author and children's rights advocate.

FAITH COMMUNITY AT HOOD

Hood College maintains its historical affiliation with the United Church of Christ. A College Chaplain is available to serve in ministry with students, staff, and faculty. There are abundant opportunities for religious activity and worship in various faith communities in and around Hood College. Each semester there are new possibilities for spiritual nurture and growth. Some of these include Bible study, Communion Group, Retreats, Prayer, Spiritual Direction, Service Projects and Workcamps, Anointing, and Pastoral Counseling and Care.

Fall semester begins with Opening Chapel and Convocation. Catholic Mass is celebrated on Sundays, there is an active chapter of Intersarsity Christian Fellowship, and a Jewish Student Union. Significant worship services and events during the year include the celebration of the Jewish Festival of Booths, Fall Family Worship, Messiah Concerts and Candlelight Christmas Vespers, Holocaust Museum Visit, Ash Wednesday Observance, Liberation of the Black Mind Weekend, Affirmation Service for Gay, Lesbian and Bisexual Students, Healing Service for Survivors of Abuse, Passover Seder, and a Baccalaureate Service at the close of every year.

INTERCOLLEGIATE ATHLETICS

The Athletic Department at Hood College is proud to adhere to the philosophy of the National Collegiate Athletic Association (NCAA), Division III.

Hood College athletics is designed to contribute to the student's overall educational experience. Each athletic program is conducted in a manner designed to protect and enhance the physical, educational, and spiritual well-being of the student athlete.

Those interested in intercollegiate competition can compete in basketball, field hockey, lacrosse, soccer, softball, swimming, tennis, and volleyball. Equestrian and cross country club teams are also offered. To be eligible to participate, a student must be enrolled for at least 12 credits and maintain a cumulative 2.0 G.P.A. Hood College is a member of the Atlantic Women's Colleges Conference and regularly competes against colleges and universities in Maryland, Pennsylvania, Washington, D.C., and neighboring states. A full-time certified athletic trainer works with athletes and coaches in all phases of sports medicine including off-season and in-season strength and conditioning. The intercollegiate athletic program at Hood College complements and enhances the learning experience inherent in a liberal arts education. The program provides the opportunity for women to excel physically, emotionally, and spiritually. Each athlete is challenged to appreciate and respect individual differences, to work collaboratively to achieve a common goal, and to strive for excellence.

RECREATION

The Intramurals and Recreation Department is committed to meeting the needs of resident and commuter students. Recreational activities are provided for members of the Hood community—students, faculty, and staff. A wide variety of activities is offered in response to participant interest. Community and area facilities are used for activities such as skiing, rafting, and golf. On-campus facilities are used for activities such as aerobics, volleyball, and rollerblading. Fitness equipment in the weight room is available for use by all members of the Hood community. The tennis courts, swimming pools, exercise trail, sand volleyball court, softball diamond, and sport practice fields are also available for recreational use.

Hood has a six-acre parcel of land available for use by members of the Hood community. Camp Raudy is suitable for outdoor activities such as hiking and group training programs and retreats. Facilities include a ropes initiative/ risk challenge course and an old-fashioned log cabin.

STUDENT SERVICES

Hood College offers a variety of support services to assist student transition into the college environment. Students enjoy the personal attention that our close-knit community provides.

ACADEMIC AND CAREER SERVICES

Academic Services

Academic Services offers a variety of services and programs to the entire Hood College community to assist students who want to be more effective and efficient learners.

Programs and services include:

- Academic Advising *see below*
- Study Abroad *see page 45*
- Disability Services *see page 23*
- Peer Tutor Writing Lab
- Math Skills Support
- Hood Start *see page 76*
- Placement Testing *see page 23*
- Portfolio Advantage Program (assessment of prior learning) *see page 59*
- English as a Second Language *see page 23*
- Exemption & Challenge Exams *see page 55*
- Tek.Xam *see page 71*
- Tutoring Services
- Reading & Study Skills Courses *see page 22*
- Mathematics, English & Language Placement Testing *see page 23*
- Praxis Series and GRE Subject Testing

Academic Advising

At Hood College, academic advisers offer their vision to the students they counsel and support. Hood's academic advisers are faculty members who provide critical support to new students unfamiliar with the college system and with its policies, programs, and regulations.

Faculty advisers help students recognize how their academic work provides a strong and lasting foundation for their future, either in professional or graduate schools or in their areas of career interest.

The most important thing to remember about a student's own place in the advising system at Hood is that he or she must take ultimate responsibility for academic planning—of each semester, of each academic year, and of degree completion. With the guidance of an academic adviser, a student will construct appropriate and responsible course choices and academic

schedules, adjusting these as necessary over the course of an academic year. In this framework, each student takes responsibility for meeting individual academic goals through short- and long-range educational planning.

At Hood, educational planning is a “real life” learning opportunity that enables students to practice reasoning, to interact with others, to solve problems, to make decisions, and to evaluate the results of those decisions. In this way, a student’s long-term, as well as immediate goals come into clear focus, and the links between the academic program and career and personal aspirations are continually reinforced and strengthened.

All students enrolled as degree candidates are assigned an academic adviser to assist them with their academic plans and progress. Students may not declare a major until the second semester of their sophomore year. Prior to that time they are advised by the Freshman-Sophomore Advising Group, a designated group of faculty members who have expressed interest in working with students before they declare a major. Once a major is declared, students are reassigned to an adviser in the major discipline.

Transfer students who declare their major upon entering Hood are assigned an academic adviser in their major field. Transfer students who have not declared a major are assigned to a faculty adviser in the Freshman-Sophomore Advising Group. The assistant director of Academic Services acts as adviser to Hood Start students (high school students enrolled in a course at the College and Johns Hopkins University Talented and Gifted Scholarship winners).

Students are encouraged to explore various subjects or disciplines during their first year and a half at Hood. In the second semester of the sophomore year (or upon completion of 56 credits and with good academic standing) students declare a major and are assigned an adviser in that field. Juniors or seniors who wish to change advisers should contact the Registrar.

Peer Advisers assist in meeting the academic advising needs of Hood College students. Peer advisers provide critical support to incoming students who may be unfamiliar with the College system and with its policies, programs, and regulations.

Peer advisers supplement faculty advisers. Services include schedule adjustment, pre-registration advising, referrals to appropriate support services, and interpretation of College policies.

Improvement of Basic Skills: Reading, Writing, Mathematics

The Academic Services staff evaluates all new students’ basic skills. The following courses are offered to students who need to improve their skills: General Studies 099 (reading); English 090, and 100; and Mathematics 099. Classroom teaching and laboratory aids such as audio tapes, computer software, and printed materials are used. Tutoring may be recommended to meet specific needs. Students can exempt courses as a result of placement evaluation.

The Office of Academic Services offers specialized workshops upon request or as determined by the office.

The Writing Center is available to students who have questions about the organization and presentation of any written assignments. Daily hours for appointments are posted inside the 24-hour Lab.

Placement Testing

Placement tests, also referred to as the Basic Skills Inventory, are required of all freshmen and are administered by the Office of Academic Services on the Web. All freshmen are required to take placement tests in the following three academic areas:

- Composition (unless English 101 credit is transferred or a score of 4 or 5 is achieved on the AP Composition Test)
- Mathematics (unless calculus credit is transferred or a score of 4 or 5 is achieved on the AP Calculus Test)
- Foreign language* (French, Spanish or German) if the language has been studied at least two years

Reading placement will be determined by the SAT verbal score.

Placement tests are generally not required of transfer students with an A.A. degree. However, if the student does not have the required prerequisites for college level mathematics classes, the Math BSI will be required.

BSI Math placement test scores are valid for a two-year period following the test date. Subsequent to that, a student's math placement will be determined by evaluation of the student's college transcript. A placement retest may be required if the transcript lacks sufficient relevant information.

*Please contact the Office of Academic Services (301-696-3422) if you wish to take a placement test for a language other than French, Spanish or German.

English as a Second Language

International students who have a strong command of English but need additional language enhancement may enroll in ENGL 090/Advanced ESL Skills, which focuses primarily on advanced-level academic writing. Individualized writing assistance for any international student may be provided by Peer Tutors.

Students with Disabilities

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of students with diagnosed disabilities.

Students with disabilities who will need accommodations are asked to notify the Disability Services Coordinator as soon as possible. Early notification prevents delay in initiation of services and ensures the student full access to educational activities. Students should present documentation of a disability from a medical professional, and this documentation should state accommodations the student requires to participate fully in the educational programs at Hood College. The Disability Services Coordinator will meet with the student to prepare an individualized plan for services. The student is then prepared to take on the responsibility of advocating for her/himself.

Lifelong Learning

Committed to lifelong learning, Hood has developed programs to meet the distinctive needs of nontraditional-aged undergraduate students. The Adult Studies Program offers convenient admission services, cooperative transfer arrangements, individual advising, and flexible scheduling.

Through Hood's Portfolio Advantage Program, students can have work experience and other noncollegiate learning evaluated for possible college credit. The portfolio program includes a screening interview, portfolio development workshops, and portfolio assessment. For additional information, please see the *Portfolio Advantage Program* on page 59.

Students may earn advanced placement credits through the College Entrance Examination Board's Advanced Placement and Achievement tests. Students may also earn credits by taking College Level Examination Program (CLEP) tests, DANTES exams, and departmental "challenge" examinations. For additional information, please see *Undergraduate Academic Policies* on page 50.

Hood's Graduate School provides academically rigorous master's programs that are highly regarded by employers and doctoral admission committees. Designed to integrate theoretical knowledge with practical application, the graduate programs are taught by experienced faculty, more than 80 percent of whom hold doctorates and many of whom are distinguished scholars and researchers. Their strong ties to national research institutions, regional businesses, government agencies, and area school systems provide students with many opportunities to conduct research, complete internships, and pursue career-related projects. For additional information on graduate programs, please see *Graduate Studies* on page 269.

Career Services

The Catherine Filene Shouse Career Center provides a range of services and a wide array of resources to members of the Hood Community. The Center offers assistance to students at all stages of the career exploration and decision-making process. All Career Center services are free and available to students and alumnae/i.

Career Development Services

Services include individual career assessment and counseling; preprofessional advising for medical, law and graduate school applicants; groups and workshops on career related topics (e.g., résumé writing, interviewing skills, applying to graduate and professional schools); access to the World Wide Web and other technology based resources; and a large career library that offers several hundred books, periodicals and pamphlets focusing on graduate study, career planning, recruitment, and employment, as well as guides to résumés, cover letters, interviewing, and salary negotiation and mentoring and networking opportunities with Hood alumnae/i.

Internships

Our programs encourage students to explore career fields and specific work environments before graduation, increase skills, and allow students to confirm or change career decisions and plans. Students may obtain

academic credit for internship experience through collaboration with faculty. In any given academic year, 10-15 percent of our students obtain academic credit at one of more than 1,000 internship sites.

Campus Employment

Students receiving financial aid in the form of federal and college employment awards work in academic departments and administrative offices where they perform critical functions, often developing relevant professional experience in the use of technological applications, writing, foreign language, or laboratory procedures, among a host of others.

Recruiting

The Career Center sponsors an extensive on- and off-campus recruiting program, sponsor job fairs and career exploration days, and maintain databases and Web site listings and printed lists of job openings.

MULTICULTURAL ENVIRONMENT

Hood College is committed to enrolling a diverse student population including African-American, Hispanic, Asian-American, Native American, and international students. Through various offices within the education and student life teams, the College provides services to promote understanding among all students. The Office of Multicultural Affairs provides programs for students and supports activities for AHANA-I (African-American, Hispanic, Asian, Native American, and international) students and organizations such as the International Club, Black Student Union, and La Union Latina. The AHANA-I Buddy Program pairs upperclassmen with new students to aid in the transition to campus life. To meet the needs of the growing number of students from other countries, the international student adviser assists these students in making the adjustment to a new country and in achieving their educational objectives, and is available to help with problems. Housing during scheduled breaks in the academic year is available at no cost for international students. Summer housing is available on a priority basis at a nominal cost.

WELLNESS CENTER

Counseling Services

The Counseling Center is staffed by a director who is a licensed psychologist and by a staff counselor who is a licensed clinical professional counselor. Services provided include brief, supportive counseling, psychoeducational and support groups, consulting and referral services, and wellness programming to increase self-knowledge and teach skills that will enhance emotional well-being across the lifespan.

The counseling staff also select, train, and supervise student peer counselors who are available to assist students in the residence halls. In conjunction with the residence life office, counselors provide training in negotiation skills for new students, as well as mediation services to help students resolve roommate concerns.

Health Resources

The Health Resource Center is staffed by a team of health care professionals. The full-time director is a registered nurse. An internist holds a medical clinic twice a week and a nurse practitioner has a weekly gynecological clinic. Matriculated students are eligible for services at the Center. Students are required to have immunization records and medical history forms on file at the Center.

The Center operates on a wellness model, focusing on preventive care and education to help students develop skills to maintain a healthy lifestyle. The Center staff provide outpatient care for illnesses and injuries as well as referrals for services beyond the scope of the Center. Staff members are available for consultation to faculty, staff, and students.

The Center sponsors Health Education and Awareness Programs on campus the Center director trains and supervises undergraduate peer educators. These students provide health education programs for students as well as one-on-one conversations regarding health concerns.

Undergraduate Studies



Undergraduate Majors, Minors, and Certificates

MAJORS

Concentrations within a major are listed in *italics* below the major.

Secondary education certification is available in majors followed by an asterisk ().

Bachelor of Arts

Applied Computing

Art

archaeology

Biochemistry

Biology*

Chemistry*

Communication Arts

broadcast

journalism

public relations

Early Childhood Education

Economics

English*

Environmental Science and Policy

environmental biology

environmental chemistry

environmental policy

French*

French/German

History*

Latin American Studies

Law and Society

Management

accounting

finance

human resource management

individual career interest

marketing

Mathematics*

Music

music history and literature

music performance

Philosophy

Political Science

Psychology

Religion

Social Work

Sociology

social science research

Spanish*

Special Education

Bachelor of Science

Computer Science

Pre-Professional Preparation

Pre-Dental Studies

Pre-Law Studies

Pre-Medical Studies

Pre-Veterinary Studies

THE SINGLE MAJOR

Students enrolled in one major specialize in one of the fields Hood offers. Declaration of major is made during the spring of the sophomore year. The name of the major will appear on the student's permanent record. An academic department may refuse to accept as a major, or may drop as a major a student whose grade point average in the discipline falls below 2.0.

THE DOUBLE MAJOR

As a double major, the student specializes in two of the fields Hood offers. At least one of these fields must be declared during the spring of the sophomore year. Students must identify the second major in the same manner during the spring of the junior year. Students should consult the appropriate department chairperson for assignment to a second adviser in the second major.

Double majors must meet the major requirements of both departments and may apply no more than 90 credits of work in the double major to the 124 credits Hood requires for graduation. All courses offered within the major departments are counted in the maximum, even if the courses are not required for the major; the courses may count for requirements in both majors, but the credits can only count toward one major.

Students must confer with both advisers prior to each registration. In programs where there is great overlapping of requirements, a student may not double major, e.g., law and society and political science or sociology.

THE INTERDEPARTMENTAL MAJOR

An individually designed program, the interdepartmental major is composed of particular courses from two or more related disciplines. To graduate as an interdepartmental major with an individually designed program, a student must have at least 15 credits in one of the areas represented in the major and at least 12 credits in another field. The proposed major must total at least 36, and no more than 60, credits (200-level and above.) 300- and 400-level courses including a capstone course are strongly recommended. Working with the Program Advisory Committee, consisting of faculty members from the represented disciplines, the student submits a petition of interdepartmental major requirements no later than March 15 of the sophomore year to the Committee on Academic Standards and Policies for consideration. As soon as the committee approves the petition, the student may implement the program.

The individualized program is a contract and, as such, is binding. Students may count toward their major only those courses which are included in the program outline. (Courses within the disciplines contained in the interdepartmental major, but not included in the program outline, are considered electives.)

If a student wishes to revise her program, the primary adviser will assist and the Program Advisory Committee must approve the amended outline by majority vote. Any amendments must be submitted to the Committee on Academic Standards and Policies for approval.

MINORS

The following minors are offered at Hood:

African American Studies	Literature
African and Middle Eastern Studies	Management
American Studies	Mathematics
Art History	Medieval Studies
Biology	Music History and Literature
Business Administration	Music Performance
Chemistry	Philosophy
Classical Studies	Physics
Computer Science	Public Relations
East Asian Studies	Religion
Environmental Studies	Renaissance Studies
French	Social Science Research
French/German	Social Work, Pre-Professional Practice
German	Sociology
Gerontology	South and Southeast Asian Studies
Global Studies	Spanish
History	Studio Art
International Economics	Women's Studies
Journalism	Writing

Students may choose from a variety of programs which the College has designated as minor fields of study. The purposes of the program of minors are as follows:

- To provide opportunities for students to pursue in a focused and integrated manner programs of study not currently available as majors.
- To use existing resources to provide distinctive and challenging curricular opportunities.
- To provide an alternative to double majors for students who wish to pursue more than one program of study.
- To integrate further the liberal arts and career preparation through opportunities to combine a liberal arts major with a career-related minor or a career-related major with a liberal arts minor.
- To enable graduates to prepare for careers or further study in more than one area of concentrated knowledge.

The grouping of courses in a minor may be identical to a concentration. However, a concentration is elected by students within a major, while a minor is elected by students majoring in another field. The minor consists of a minimum of 15 credits of course work, forming a coherent program relating to a specific academic objective. Students are allowed to have two majors and a single minor, or a major and two minor fields. Minors are not required of students.

The following are requirements for a minor:

- A minimum of 12 credits in the minor must be taken outside the student's major and may not overlap with the major. If there is additional overlap, the credit must count in the major. The course may be used to fulfill a requirement in the minor, but the credit may count only in the major.
- If a student elects a second minor, a minimum of 12 credits must be taken outside the first minor. Courses may be used to fulfill requirements in both minors, but the credit may count only in one minor.
- Students must have a Grade Point Average of 2.0 and a minimum of 9 credits completed at Hood College for the minor to be listed on the academic record.
- A maximum of 21 credits may be counted in the minor.
- Courses counted in the minor may also count in the Core.
- Declarations of a minor occur during the spring semester of the junior year when students submit the graduation audit, listing their intended minor field, to the Registrar's Office.
- Students may develop their own minor, with the approval of the department or departments that are teaching those classes relative to the student's proposed minor and of the Committee on Academic Standards and Policies, provided they meet the minimum number of credits and course levels required of minors.

SECONDARY EDUCATION CERTIFICATION

Hood offers preparation leading to State of Maryland secondary teaching certification (middle through high school) in seven subjects: biology, chemistry, English, French, history, mathematics, or Spanish. For more information, refer to both Education and the field in which you plan to major, in *Undergraduate Programs and Courses of Study*.

CERTIFICATE OF PROFICIENCY IN FOREIGN LANGUAGES

Students who are not foreign language majors can earn a Certificate of Proficiency, which recognizes performance capability in French, German or Spanish. See French, German, or Spanish in *Undergraduate Programs and Courses of Study*.

Undergraduate Degree Requirements

DEGREES

Hood offers two undergraduate degrees: the Bachelor of Arts and the Bachelor of Science. Candidates for these degrees must complete requirements as outlined below. It is the responsibility of the student to be sure that all degree and major requirements are fulfilled by graduation.

GENERAL REQUIREMENTS

- Demonstration of the ability to write and speak standard English (included in the grade evaluation for every course at Hood College).
- Compliance with all general regulations of the College and of the Student Government Association.

GRADUATION REQUIREMENTS

- Completion of at least 124 credits in courses numbered 100 or above.
- Achievement of a 2.0 cumulative grade point average.
- Completion of major, Core Curriculum, and senior year requirements.

MAJOR REQUIREMENTS

- A 2.0 cumulative grade point average in courses in the major must be maintained.
- For the B.A., a minimum of 24 credits in the major field at or above the 200-level. Some majors require more than the 24-credit minimum; see *Undergraduate Programs and Courses of Study* for specifics.
- For the B.S. major in computer science, a minimum of 57 credits in the major field.
- Of the total 124 credits required for graduation, a maximum of 60 (for the B.A.) or 72 (for the B.S.) may be taken in the major field. All courses including those at the 100-level offered within the major department are counted in the maximum, even if the courses are not required for the major. For double majors (B.A.), the combined major totals may not exceed 90 credits.
- A minimum of 12 credits of course work in the major discipline must be completed at Hood.
- Other requirements may be defined for each major.

SENIOR YEAR REQUIREMENTS

- Enrollment in the final 30 credits on the Hood campus as a degree candidate.

CORE CURRICULUM REQUIREMENTS

- Completion of the College Core Curriculum.

THE SECOND DEGREE

Students who wish to earn any two degrees (B.A. and B.S.) concurrently must accumulate 154 semester hours of credit and fulfill Core Curriculum requirements for both degrees and the requirements for both majors.

Students already holding a bachelor's degree who wish to earn a second bachelor's degree, must accumulate at least 30 credits as a degree candidate at Hood and meet all degree and major requirements. Some departments require more than two semesters of full-time enrollment. A determination of how many credits must be earned at Hood for the second degree is made by the Registrar, based on evaluation of the transcript from the original degree-granting institution.

A second bachelor's degree is offered through the Encore Program to Hood alumnae/i who hold a B.A. or B.S. from Hood. (This program is not available to alumnae/i who have only attended Hood's Graduate School.) The same provisions apply as above, but at one-half tuition. Hood graduates apply for reinstatement as degree candidates through the Registrar's Office.

THE HOOD COLLEGE CORE CURRICULUM

The Core Curriculum is required of all students.

Transfer students who have earned an Associate in Arts (A.A.) degree, an Associate in Science (A.S.) degree, or the equivalent from an accredited school in Maryland are exempt from the Foundations and the Methods of Inquiry sections of the Core Curriculum. (Transfer students who have taken similar courses elsewhere, but have not completed the A.A. degree, may be permitted to use the credits earned to meet core requirements after transcript evaluation by the Hood College Registrar. The Committee on Academic Standards and Policies also may approve requests from enrolled students to fulfill core requirements at other institutions.)

Students pursuing the B.S. degree with a major in computer science must complete 6 credits of the Civilization section, taking courses at Hood from two different categories; all students enrolled in other degree programs must complete the 9-credit Civilization requirement, taking courses at Hood.

The purpose of the Core Curriculum is to provide students with the basic skills needed to pursue a liberal arts education, to expose them to a variety of modes of inquiry in different disciplines, and to help them develop a better sense of historical perspective in both Western and non-Western civilizations.

Following is a listing of the course choices for the Core Curriculum. Courses in the student's major field may be used to satisfy these requirements. Note that some categories require more than one course.

Individual courses in the Foundation and Methods of Inquiry sections of the Core Curriculum may be exempted according to criteria deemed acceptable by the appropriate department.

FOUNDATION (14 credits)

The Foundation section of the core presents the fundamental skills necessary to pursue a liberal arts education. Upon satisfactory completion of this requirement, students should be able to do the following:

- Write with clarity in English.
- Solve basic mathematical problems and demonstrate some ability to interpret and present numerical data.
- Realize the relationship between physical and mental well-being, and perform at least one physical education activity.
- Function successfully using the four skills (listening, speaking, reading, and writing) of a foreign language and develop awareness of a foreign culture.

All students are required to take:

- **Three credits from the following*:**

English 100 Elements of Composition

English 101 The Writing Process

English 110-139 Writing About Literature

**Students who receive a grade below C- in English 100, English 101, or English 110-139 must elect and pass one additional writing-intensive course: English 101, 110-139, or 200-209.*

- **Three credits from the following:**

Mathematics 111 Problem-Solving with Computational Tools

Mathematics 112 Applied Statistics

Mathematics 201 Calculus I

Psychology 211 Elementary Statistics AND

Computer Science 181 Introduction to Computer Programming OR

Computer Science 284 Computer Science I

Sociology 261 Quantitative Methods of Social Research AND

Computer Science 181 Introduction to Computer Programming OR

Computer Science 284 Computer Science I

Students who have transferred Calculus I but have not had substantive use of the computer or who have earned Advanced Placement in Calculus must complete one of the following to fulfill this core requirement:

Mathematics 111 Problem-Solving with Computational Tools

Mathematics 112 Applied Statistics

Mathematics 202 Calculus II

Mathematics 203 Calculus III

Computer Science 181 Introduction to Computer Programming

Computer Science 284 Computer Science I

- **Six to eight credits in an elementary (101 and 102) foreign language course sequence or exemption through a placement test.**

Alternatives to the Foreign Language Requirement

Adult Students (those age 23 and over) may choose one of three options in meeting this requirement: first, to complete the elementary language

course sequence (101, 102); second, to complete the introductory course (101) and three credits from Classical Literature 202 Mythology or Classical Literature 302 Classical Mythology, Foreign Literature 350 International Themes in Western Literature, or English 221 World Literature; or third, to complete 6 credits from among Classical Literature 202, Classical Literature 302, Foreign Literature 350, or English 221. Students also may exempt without credit the 6-credit requirement by placement at the 103- level or above on the foreign language placement test.

International students, for whom English is a foreign language, may meet the requirement by placing into 100-level English.

• **A minimum of two credits from the following:**

Physical Education 100-199 (*At least one activity class must be taken from the conditioning and fitness category.*) *Students who participate in two seasons of intercollegiate sports may be exempted from a maximum of one credit of the physical education activity requirement.*

Physical Education 225 Health Maintenance: Stress Assessment and Control

Physical Education 226 Health Maintenance: Physical Fitness

METHODS OF INQUIRY (21-23 credits)

Different disciplines in the liberal arts have distinct ways of pursuing their inquiries. The five categories in this section require that the student will become acquainted with some of these methods. Each course in this section will do the following:

- Provide opportunities for students to acquire the capacities that enhance all study: intellectual curiosity, critical analysis, and reasoned judgment.
- Focus on methods of inquiry appropriate to the category, including significant achievements in the field.
- Require the practice of writing.
- Be appropriate for first- and second-year students.

Aesthetic Appreciation (6 credits)

Courses in this section introduce students to the analysis, understanding, and enjoyment of artistic expression. They will present significant works, explore the relationship between these works and human experience, and require critical response from students. Students will include one course in literature and one course in art, music, film, or another appropriate field.

Literature (3 credits)

Upon satisfactory completion of the literature requirement, students should be able to do the following:

- Read with perception the literature they have studied.
- Analyze significant aspects of this literature.
- Intelligently discuss relationships between the literature and human experience.

A course may be selected from among the following:

- English 221 World Literature
- English 250-269 Thematic Studies
- African American Studies/English 265 African American Voices Before the 20th Century
- African American Studies/English 266 The Harlem Renaissance and Beyond: 20th Century African American Literature
- English 270-289 Genre Studies
- French 207 Cultural Perspectives on French Literature I
- French 208 Cultural Perspectives on French Literature II
- German 207 Cultural Perspectives on German Literature I
- German 208 Cultural Perspectives on German Literature II
- Spanish 207 Cultural Perspectives on Spanish Literature I
- Spanish 208 Cultural Perspectives on Spanish Literature II

Art, Music, Film, or Other Media (3 credits)

Upon satisfactory completion of the art, music or film requirement, students should be able to do the following:

- Discuss at least one of these media from a critical and aesthetic perspective.
- Analyze the development of different genres or styles of expression in at least one of the media.
- Explain how these media address human values and experience.

A course may be selected from among the following:

- Art 201 Meaning and Method in Art
- Art 220 History of Art I
- Art 221 History of Art II
- Art 275 The Art of Film: History and Technique
- French 215 Women as Heroine in Recent French and American Film
- Music 103 Introduction to Music
- Music 207 The Great Composers I
- Music 208 The Great Composers II
- Music 299 Special Topics in Music (3 credits required)

Scientific Thought (7-8 credits)

Courses in this section promote the student's understanding and appreciation of science, the scientific approach to problem solving, and the importance of science in our society. Courses will focus on the methods of scientific analysis as well as the actual content of the science. Students will take two semesters of introductory science courses, at least one of which will include a laboratory or similar experience.

Upon satisfactory completion of this requirement, students should be able to do the following:

- Understand the introductory content of at least one of the sciences.
- Explain and use the scientific approach to problem solving.
- Understand scientific or technological information written for non-professional audiences.

Courses may be selected from among the following:

Non-Laboratory Courses:

Astronomy 113 Introduction to Astronomy
Astronomy 115 Introduction to Cosmology
Biology 130-139 Biological Inquiry
Chemistry 105 Molecular Basis of Nutrition
Environmental Studies 101 Environmental Problems
Physics 100 The World of Physics

Laboratory Courses:

Biology 110-129 Biological Inquiry
Chemistry 100 The Chemical World
Chemistry 101 General Chemistry I
Chemistry 102 General Chemistry II
Environmental Studies 101 Environmental Problems AND
Environmental Studies 102 Environmental Science Laboratory
Physics 101 General Physics
Physics 102 General Physics
Physics 203 Introductory Physics I
Physics 204 Introductory Physics II

Historical Analysis (3 credits)

Courses in this section introduce students to an analysis of human affairs that goes beyond the mere narration of historical facts. They will acquaint students with the methods historians use to describe, explain, and reconstruct the past.

Upon satisfactory completion of this requirement, students should be able to do the following:

- Make use of historical information found in primary source materials.
- Place significant works in their proper historical and cultural context.
- Assess the complex relationship between historical events and the human condition.
- Chronologically order and explain the significance of major events and the development of key social and political institutions for at least one period of history.

A course may be selected from among the following:

African American Studies/History 250 African American History to the 20th Century
African American Studies/History 251 African American History During the 20th Century
History 200 The Ancient World
History 202 Medieval Europe
History 203 Renaissance and Reformation Europe
History 204 Ancient Rome
History 205 Modern Europe, 1648-1815
History 206 Modern Europe, 1815-1914
History 210 Women in Twentieth Century America
History 217 History of the United States to 1865

History 218 History of the United States since 1865

History 237 Modern China and Japan

Religion 211 American Religious History

Women's Studies 200 Method in Women's Studies

Social and Behavioral Analysis (3 credits)

Courses in this section introduce students to the study of human behavior and/or the structures of society. They will acquaint students with the methods used for solving problems in the social or behavioral sciences.

- Upon satisfactory completion of this requirement, students should be able to do the following:
- Identify the essential features of society and culture or the major factors of human behavior, either in general or as they apply to particular social, political or economic issues.
- Describe the structures and functions of some major social institution or analyze the effect of social structures on their own and others' attitudes and behavior.
- Analyze and synthesize information that deals with social or behavioral issues, distinguish between relevant and irrelevant information and lines of reasoning, and form appropriate conclusions.

A course may be selected from among the following:

Anthropology 201 Introduction to Anthropology

Communication Arts 200 Mass Media and Society

Economics 200 Principles of Economics

History/Political Science 245 Global Perspectives on Women, Power, and Politics

Management 205 Principles of Management—Introduction to Organizations

Political Science/Sociology 201 Urban Life in the Developing World

Political Science 203 Introduction to U.S. Politics and Policy

Political Science 210 Comparative Politics

Political Science 230 Law and Society

Psychology 101 Introduction to Psychology

Sociology 101 Principles of Sociology

Sociology 215 Social Problems

Women's Studies 200 Method in Women's Studies

Philosophical Inquiry (3 credits)

Courses in this section teach students to think in a disciplined and reasoned way about questions of reality, meaning and value. They approach such questions either theoretically or through examples that may be drawn from different disciplines or cultures.

Upon satisfactory completion of this requirement, students should be able to do the following:

- Analyze, in a preliminary way, questions about reality, meaning, or value.
- Discuss some of the traditional views on such questions.
- Develop criteria to arbitrate differences between conflicting normative claims about thought or behavior.

A course may be selected from among the following:

- Philosophy 201** History of Philosophy I: The Ancient World to the Renaissance
- Philosophy 202** History of Philosophy II: The Early Modern Era to the Twentieth Century
- Philosophy 221** Ethics
- Religion 203** Old Testament
- Religion 204** The New Testament
- Religion 212** The Christian Heritage

CIVILIZATION

(9 credits; 6 credits from 2 different categories for students enrolled in the B.S. Computer Science degree program)

This section specifies that students will have some knowledge of the foundations of Western civilization, of at least one non-Western culture, and of the impact of science and technology on the modern world.

All credit taken in the Civilization section of the Core by candidates for all degrees must be completed at Hood College.

Students who study abroad are exempt from the appropriate Civilization category of the Core provided that the student takes at least one course that deals with that country's culture or civilization during their study abroad.

Western Civilization (3 credits)

Courses in this section are numbered at the 300- or 400-level and are usually taken during the junior or senior year. They may come from any discipline but must take as their primary focus the reading and consideration of one or more major works in Western civilization.

Upon satisfactory completion of this requirement, students should be able to do the following:

- Demonstrate how at least one major work influences the values, beliefs and institutions of Western civilization.
- Assess the development of some key Western values, modes of thought, or institutions in their historical context.
- Organize and interpret information found in primary source materials.

A course may be selected from among the following:

- African American Studies 301** African American Political Autobiography
- African American Studies/Political Science 355** African American Political Thought
- Art 308** Myths, Saints, and Symbols
- Art 350** Art of the Classical World
- Art 353** Early Renaissance Art
- Art 357** High Renaissance and Mannerist Art
- Classical Literature 302** Classical Mythology
- Communication Arts 350** Television in America
- Economics/Honors 300** The European Economy
- English 365** The Renaissance Amphibium

English 367 The Modern Temper: Texts and Contexts
English/Honors 350 Medieval Menace
English/Honors 368 American Landscapes
English 414 Shakespeare on Film
Foreign Literature 350 International Themes in Western Literature
German 301 Berlin in the Twentieth Century
German 316 Modern German Literature
History 306 Religion, Family, and Society in Reformation Europe
History 313 Medieval England
Honors 301 Images of Women
Honors 304 Censorship in America
Honors 308 Dante and Giotto
Honors 310 Great Political Trials
Honors 312 Re-visioning Motherhood in Modern Western Culture
Music 300 The World of Mozart
Philosophy 303 Western Philosophy Since 1900
Philosophy 305 Great Figures in Western Philosophical Thought
Political Science 332 Ancient and Medieval Political Thought
Political Science 333 Modern Political Thought
Psychology 441 History and Theories of Psychology
Religion 314 Modern Religious Thought
Sociology 323 Ethnicity in America
Spanish 321 Twentieth-Century Spanish Literature
Spanish 336 Latin-American Fiction
Spanish 343 Spanish Theater
Spanish 440 Heroes and Antiheroes: The Spanish Novel

Non-Western Civilization (3 credits)

Courses in this category are numbered at the 300- or 400-level and are normally taken during the junior or senior year. They may come from any discipline, but must take as their primary focus the study of at least one non-Western culture. They will discuss the development of thought and values in that culture and require close scrutiny of one or more of its major works.

Upon satisfactory completion of this requirement, students should be able to do the following:

- Outline the development of some pivotal values, modes of thought, or institutions in a non-Western culture.
- Show how at least one major work influences the values, beliefs and institutions of a non-Western civilization.
- Place significant works in their proper historical and cultural context.
- Understand something of the relationships among different cultures, societies, and nations.

A course may be selected from among the following:

African American Studies/Art 359 Arts of Africa and the Diaspora
African American Studies/Political Science 350 African Politics
African American Studies/Political Science 353 Contemporary African Political Thought
Art 349 Art of Egypt and Mesopotamia
Art 354 Mesoamerican Art

Art 355 Art of Asia
 Art 356 Art of Japan
 Economics/Honors 330 East Asia: Colonialism Independence, Development, and Democracy
 English/Honors 463 International Currents in Modern Fiction
 French 320 Francophone Women Writers
 History 309 Islam and the Crusades
 Honors 301 Images of Women
 Honors 302 Third World Development: Latin America
 International Studies 300 Cultures of the Middle East
 International Studies 301 Culture of India
 International Studies 302 Culture of China
 International Studies 303 Culture of Japan
 Philosophy/Religion 301 Indian Thought
 Philosophy/Religion 306 Chinese Thought
 Political Science 323 Politics of the Third World
 Religion 302 Judaism and Islam

Society, Science and Technology (3 credits)

Courses in this section are numbered at the 300- or 400-level and are usually taken during the junior or senior year. They may come from any discipline but must focus on selected technological or scientific developments or issues of significance and their impact on human history and society.

Upon satisfactory completion of this requirement, students should be able to do the following:

- Understand, from a non-professional perspective, the scientific concepts, laws, and principles underlying some major technological achievements.
- Assess certain significant scientific or technological achievements and their impact on human society or the natural environment.

A course may be taken from among the following:

Honors 306 Biology: Facts, Future and Fiction
 Honors 307 The Chesapeake Bay: Human Impact on a Natural System
 Honors 309 Mind-Body Medicine: Eastern and Western Approaches to Healing
 Honors 311 The Green Gene Revolution
 Honors 314 The Social Construction of Nature and Environments
 Interdisciplinary Studies 300 The Power of the Nucleus
 Interdisciplinary Studies 301 Shaping the Future: Society, Science and Technology
 Interdisciplinary Studies 302 The Impact of Computers on Society
 Interdisciplinary Studies 304 Reaping the Harvest: Advances in Biotechnology and Global Agriculture
 Interdisciplinary Studies 306 Biomedical Ethics
 Interdisciplinary Studies 307 Hunger, Population and the Environment
 Interdisciplinary Studies 310 Today's Decisions; Tomorrow's Destiny
 Interdisciplinary Studies 311 The Chesapeake Bay: Human Impact on a Natural System
 Interdisciplinary Studies 312 Archaeology: Cultures, Technologies, Methods and Theories

GENERAL EDUCATION REQUIREMENTS FOR THE BACHELOR OF SCIENCE COMPUTER SCIENCE MAJOR

Students who enroll in the B.S. major in computer science must either hold an Associate of Arts degree, or must have completed 40 credits in liberal arts and sciences courses at Hood College or elsewhere, or must have completed the Foundation and Methods of Inquiry sections of the Hood College Core Curriculum. All students must also satisfy the Hood Core Curriculum requirements in the Civilization section.

GENERAL STUDIES

Students who transfer to Hood with an associate degree from an accredited institution in the State of Maryland are considered to have completed the General Studies requirement.

- Students who enter Hood as freshmen and wish to pursue the B.S. in computer science must complete the Foundation and Methods of Inquiry sections of the Hood College Core Curriculum.
- Transfer students who have not earned the A.A. degree must complete 29 credits of arts and sciences courses, including the following:
 - English composition, 3 credits
 - Oral communication, 3 credits (It is recommended that this course emphasize the practice, rather than just theory.)
 - Arts and humanities, 9 credits
 - Mathematics, 3 credits
 - Biological and physical sciences, 3 credits
 - Social and behavioral sciences, 6 credits
 - Physical education or health, 2 credits

Students may satisfy any of the above requirements with appropriate transfer credit.

HOOD CORE CURRICULUM REQUIREMENTS

Students must complete 6 credits in at least two of the three categories of the Civilization section of the Hood College Core Curriculum. These categories include Western Civilization; Non-Western Civilization; and Society, Science and Technology. Refer to the Hood College Core Curriculum for a complete listing of the course offerings. Students may not use transfer credit to satisfy this requirement.

Undergraduate Special Academic Opportunities

ACCELERATED PROGRAMS

Three-Year Bachelor's Degree Program

With careful planning and advising, students entering Hood College as freshmen may be able to complete the requirements for a bachelor's degree in most major areas of study in three years. These students should declare a major and begin working with a major-specific adviser during the first year of college. In most cases, students will exceed the usual 15-credit course load each semester.

Although this program is available to anyone who can sustain the quickened pace, the College advises accelerating students to achieve College Entrance Examination Board Advanced Placement credits prior to admission to the College. Additional credits also may be earned through some combination of the following: College Entrance Examination Board College-Level Examinations Program (CLEP); departmental challenge tests; Hood Start; summer school classes; January term courses; summer term courses; regular term overloads; or credit for prior learning in the portfolio assessment program. Students should check with the academic department offering the major in which they are interested to make certain that it is possible to complete major requirements in three years.

Earn Credits Toward a Graduate Degree

Hood designates some of its graduate courses as appropriate for qualified undergraduates by giving such courses a double number. See *Double-Numbered Courses* on page 59.

Earn a Bachelor's Degree and a Master's Degree in Five Years

Students in Hood's social work program may be admitted to Master's in Social Work (M.S.W.) programs with advanced standing, enabling them to complete graduate degree requirements at a more rapid pace.

2 + 3 PROGRAMS

Hood College and Montgomery College jointly offer a five-year program through which students earn a Bachelor of Arts degree in mathematics/computer science and a Master of Science degree in computer science or information technology. This highly structured program allows students completing two years at Montgomery College to transfer into Hood College and earn a bachelor's and master's degree in three years. For additional information, contact Hood's Department of Mathematics and Computer Science or Montgomery College.

Hood College and Montgomery College jointly offer a five-year program through which students earn a Bachelor of Arts degree in biology or biochemistry and a Master of Science degree in biomedical science. This highly structured program allows students completing two years at Mont-

gomery College to transfer into Hood College and earn a bachelor's and master's degree in three years. For additional information, contact Hood's Department of Biology or Montgomery College.

COASTAL STUDIES SEMESTER

The Hood Coastal Studies Semester is a travel-based, experiential learning program that provides a solid academic framework for the study of environmental science. It encompasses the technological, scientific, historical, and cultural aspects of issues currently challenging our wise use of coastal resources from Florida to the mid-Atlantic region. This is a “study away” semester that enrolls students from Hood as well as a wide variety of other institutions. The Coastal Studies Semester is open to students of at least sophomore status (regardless of major) who have completed a freshman writing class and at least one laboratory science course. Throughout the semester, participants will live, work, and study at marine field stations and environmental centers. Participants will earn 14 to 16 semester hours of academic credit. For Hood College students, the courses taken during the semester will satisfy several college-wide requirements including the *Scientific Thought*, and the *Society, Science, and Technology* courses of the core curriculum. Students from other institutions should plan to transfer these credits to their home college/university. See page 111 for more information on the Coastal Studies Semester.

DEPARTMENTAL HONORS PAPER

The Departmental Honors Paper is a senior-year program designed for students who wish to pursue intensive research or special projects in close coordination with faculty advisers. The course number 499 designates this type of study. Students writing Departmental Honors Papers are known as The Christine P. Tischer Scholars.

Departments identify potential Christine P. Tischer Scholars from junior majors with a 3.0 overall grade point average and a 3.5 in the major, and invite students from that list to participate in Departmental Honors. Students who accept then choose topics in consultation with a departmental honors adviser. Students, in consultation with their advisers, select an advisory committee of two additional faculty members—one of whom must be outside the student's major department—who will advise the student as needed and serve as readers. During the senior year, The Christine P. Tischer Scholars are expected to work closely with their departmental honors advisers and, where needed, their other readers. They are also required to maintain a B average in the major and present a completed paper or project by the date set by the Honors Committee in order to qualify for departmental honors at Commencement. The Christine P. Tischer Scholars receive 6 credits, which may be applied to the major or considered as electives. A grade of B- or below for the departmental honors project results in conversion of the project to 6 credits of independent study. Withdrawal from the Departmental Honors Program requires the permission of the department chair, the departmental honors advisers, and the Honors Director.

All Departmental Honors Papers are included in the permanent collections of the Beneficial-Hodson Library.

Honors Program Thesis

As an alternative to a Departmental Honors Paper, students in Hood's Honors Program may elect to complete a three-credit interdisciplinary paper or project during the fall or spring semester of the senior year.

EVENING DEGREE PROGRAMS

Evening degree programs are available in computer science or management. Students who transfer to Hood with an A.A. degree (or its equivalent) from an accredited school in Maryland will be able to complete the requirements for the B.S. major in computer science or the B.A. major in management by attending classes in the evening. For additional information, contact the Adult Studies Program.

STUDY ABROAD PROGRAMS

Hood students may study abroad in many countries. Opportunities are available to students from all major fields; study abroad is required of language majors unless they reside in one of the language houses.

Foreign language majors who are studying at Hood-sponsored, affiliated, or approved programs may receive quality points for grades and credits earned while abroad. Hood students participating in the University of Strasbourg Program, the University of Seville program and the consortium program in the Dominican Republic may receive quality points for grades and credits earned, regardless of major.

Hood College at the University of Strasbourg—French, German

The Strasbourg Program enables students from Hood and other American colleges to enroll in classes at one of Europe's most outstanding institutions.

All Strasbourg participants must have completed two or more years of work at an accredited college or university. Applicants must be in good academic standing; have an above-average cumulative G.P.A. in liberal arts; and by the close of the sophomore year, complete four semesters (or equivalent) of college French with at least a B average.

Participants may be French majors, French/German majors, or majors in other areas of study as long as they have a substantial background in French.

Intensive language instruction at the *Institut International d'Etudes Françaises* (IIEF) in Strasbourg precedes the opening of the academic year at the University of Strasbourg. Students then take courses at both the IIEF and the University, where they study in their field of interest along with French students.

A unique feature of Hood's Strasbourg Program is the opportunity to have an internship in a field related to career goals. Qualified students may participate in this internship program, which enables them to learn vocabulary specific to their field of study, to integrate more fully into the life of Strasbourg, and to obtain useful job experience in their chosen field.

Cultural and social opportunities, arranged by the Hood College resident director, include homestays and visits to places of interest in Strasbourg and nearby regions. The resident director provides academic guidance, and arranges student lodging in dormitories, independent rooms, or private homes.

The program fee covers tuition, university fees, room, and board. Hood students receiving financial aid are encouraged to contact the Office of Financial Aid about applying their financial aid to the program costs.

Hood students participating in the University of Strasbourg Program, the University of Seville program and the consortium program in the Dominican Republic may receive quality points for grades and credits earned, regardless of major. For more information, contact the Director of Study Abroad.

Spanish Study

University of Seville. Hood students with at least two years (or the equivalent) of college Spanish may study at the University of Seville through the College consortium with the Council on International Educational Exchange (CIEE). Two five-month sessions include intensive language training, special courses for CIEE students, and course work at the University of Seville. Application is made through the Director of Study Abroad. A single fee, payable to Hood, covers tuition, room, and board.

University of Alicante. Hood is a member of the CIEE consortium sponsoring a semester of study at the University of Alicante, Spain. In order to qualify, students must have at least one semester of college-level Spanish. Students are housed in private homes and take courses conducted in Spanish and English.

Dominican Republic. Hood students may spend a semester at the Universidad Católica Madre y Maestra in Santiago, Dominican Republic, a consortium program offered through CIEE. Because the political and economic history of the Dominican Republic parallels that of other Latin American and Third World countries, it is a model microcosm of a developing country. This program is for students of advanced Spanish language ability interested in Latin American studies. Spanish language and Caribbean area studies courses are included as well as voluntary service projects. Students are housed with Dominican families.

German Study

Students interested in spending the junior year or one semester studying at a university in a German-speaking country should contact the Department of Foreign Languages and Literatures and the Director of Study Abroad. The Committee on Academic Standards and Policies approves petitions for

study abroad in Germany; students may earn quality points and credit for study approved by this committee.

Other Study Abroad

Hood College participates in reciprocal student exchange programs with institutions around the world: the University of Strasbourg in Strasbourg, France; Aoyama Gakuin University in Tokyo, Japan; Seoul Women's and Sookmyung Women's Universities in Seoul, Korea; Pontificia Universidad Católica del Perú; the University of Chile in Santiago, Chile; and Rhodes University in Grahamstown, South Africa.

Students may also study abroad in short-term summer programs: Special Topics in European Issues, Strasbourg, France (topics vary each summer and are taught in English at the Hood College facilities); Social Work Field Experience in Ireland (co-sponsored by Hood College and Frostburg State University); and Bahrom International Program in Seoul, Korea.

Other study abroad may be pursued with the approval of the Director of Study Abroad and International Exchange Programs, the student's adviser, department chairs, and the Committee on Academic Standards and Policies. All students (except those participating in the Strasbourg, Seville, or Dominican Republic programs) must file a petition to study abroad at least one semester in advance of the planned semester away.

THE HOOD COLLEGE HONORS PROGRAM

A limited number of academically exceptional students are invited to enroll in the Hood College Honors Program. Combining classroom instruction and co-curricular activities, the Honors Program offers a challenging academic experience and encourages both independent and collaborative learning. The program requirements are discussed in *Undergraduate Programs and Courses of Study*.

INDEPENDENT STUDY AND X-CREDIT

Independent study includes directed readings, conferences with a supervising instructor, and papers, reports, and/or exams. Two kinds of independent study are available at Hood: regular (designated by the course number 375) and X-credit.

Regular independent study consists of a project designed by a student and approved by a faculty adviser with whom the student will work closely during the semester. The number of credits may vary from 1 to 3 according to departmental policies and the design of the independent study. The subject chosen may not duplicate any course offered during the period of the student's enrollment at Hood. Registration procedures and deadlines for regular independent study are the same as for all departmental courses.

X-credit independent study also is designed by the student and approved by a faculty adviser. However, the subject matter must be related to a class in

which the student is enrolled. X-credit independent study is therefore added to the student's schedule after the beginning of the semester (but no later than the sixth week) and is limited to one credit. The grade for the X-credit is independent of the grade for the course to which it is related.

Before registering for regular or X-credit independent study, students should refer to the statement on credit limits for self-directed study in *Undergraduate Academic Policies* on page 50.

INTERNSHIP PROGRAM

Hood encourages qualified students in every academic discipline to take an internship, earning academic credits by working in their field, under the supervision of a professional. Internships of 3, 6, 9, 12, or 15 credits are available. The number of credit hours allowed for a summer internship is limited to 12 and is limited to 3 credits in January term. While some programs require majors to pursue at least one internship, students in all programs are eligible to do so. Internships generally require the basic skills and understandings of theories and practices of particular professions required for entry-level positions. Students are encouraged to visit the Catherine Filene Shouse Career Center to explore internship opportunities at least two semesters prior to the semester planned for an internship. Thus, most students plan internships for the junior or senior years. See page 66 for more information on internships.

TEACHING ASSISTANTSHIPS

Many departments offer students the opportunity to serve as teaching assistants, for which academic credit is awarded. Serving as a teaching assistant affords a student the opportunity to understand the materials of a course or of a laboratory from the perspective of the teacher. The course number 335 designates this type of study.

Limits/Restrictions:

- 1.) A total of 4 credits of Teaching Assistantship may be counted towards the degree. The course may be taken for 1-3 credits and may be repeated once at the discretion of the department. Departments have the right to limit the number of credits granted per semester and may or may not allow students to repeat the course.
- 2.) As a general guideline, a student should work at least three hours per week for each credit granted in the assistantship.
- 3.) The course will be graded on an S/U basis.
- 4.) The prerequisites for the course include the permission of the department.

OFF-CAMPUS PROGRAMS AND COURSES

Engineering: Dual Degree Program

Hood College and The George Washington University jointly offer a five-year program through which students earn a Bachelor of Arts degree with a

major in mathematics from Hood and a Bachelor of Science in engineering degree from The George Washington University specializing in civil, electrical, or mechanical engineering, operations research or computational science. For additional information, contact Hood's Department of Mathematics and Computer Science.

PLEN

Hood College is a member of The Public Leadership Education Network (PLEN), a national consortium of women's colleges working together to educate students for public leadership. PLEN offers exciting programs that allow Hood students to gain firsthand experience shaping public policy in communities, the nation, and the world. Students who enroll in PLEN's *Women and Public Policy Internship Program* live in Washington, D.C., for a semester and learn about policy, research, or social advocacy by working alongside women leaders in the Congress, courts, executive agencies and non-governmental advocacy groups. PLEN also offers three-day to three-week seminars on topics such as *Women and Congress*, *Women and International Policy*, and *Women, Law and Public Policy*. PLEN also has internship programs outside of the United States, including the Hansard Scholars Programme, a semester-long program in London, which places students in internships in the British Parliament as they complete coursework at the London School for Economics.

Students may earn from 3 to 15 Hood College credits for participation in PLEN programs. Interested students complete an application for PLEN. Those who wish to complete a PLEN internship must also meet Hood's requirements for internship eligibility.

Washington Semester Program

Hood College cooperates with The American University's Washington Semester Program, an arrangement which provides priority access to Hood students, who join 300 to 400 other students from across the country. Students may enroll in any of the units of the program: American National Politics Semester, Foreign Policy Semester, Justice Semester, Public Law Semester, Economic Policy Semester, Peace and Conflict Resolution Semester, Journalism Semester, Museum Studies and the Arts Semester, International Business and Trade Semester, and International Environment and Development Semester. The director and academic advisers of each unit help students plan their programs, including a seminar, an independent research project, and either an internship or a course at The American University. Entrance requirements include a grade point average of 2.5, second-semester sophomore status, a recommendation from the Hood faculty adviser to the program, and selection by the director at The American University. Credits (but not quality points) are transferable to Hood. Because financial arrangements for room, board, and tuition differ from those at Hood, students are urged to consult with the Hood financial aid officer well in advance. Hood students need not file a petition with the Committee on Academic Standards and Policies to participate in the Washington Semester.

Community College Exchange

Full-time Hood students may take one course each semester at Carroll Community College, Frederick Community College or Hagerstown Community College without charge, provided that the course chosen is not offered at Hood that semester. See *Academic Policies*, page 72, for more information on this program.

Undergraduate Academic Policies

ACADEMIC INTEGRITY

All Hood undergraduates affirm on each class assignment that they “have neither given nor received any unauthorized aid.” Cheating or plagiarism—any unacknowledged use of another person’s language or ideas—is thus both an affront to the general standards of conduct on which an intellectual community depends and a specific violation of the Honor Code. As such, these offenses are treated seriously and may lead to severe disciplinary action, including dismissal from the College.

Students wishing advice on the proper use and acknowledgement of scholarly materials should consult their individual instructors, the library staff and any of the several reliable guides to scholarly writing that these sources may recommend.

ACADEMIC STANDING AND CLASSIFICATION

Students are in good academic standing when both the semester and cumulative Grade Point Averages are at least 2.0. Hood makes every effort to assist students to maintain this academic standard. It is the student’s responsibility to take advantage of the College’s academic, health, and psychological counseling services as a means of overcoming problems impeding progress.

COMMITTEE ON ACADEMIC STANDARDS AND POLICIES

At the end of each semester, the Committee on Academic Standards and Policies considers the records of those students who are not in good academic standing. The student’s G.P.A. determines her/his placement into one of the following categories:

Academic Warning for the following semester, if the current semester G.P.A. is less than 2.0;

Academic Probation for the following semester, if the current cumulative G.P.A. is less than 2.0; or if the student continues on Academic Warning for a second semester;

Academic Dismissal at the end of the probationary semester if the cumulative G.P.A. has not risen to at least a 2.0 AND the current semester G.P.A. is less than 2.0.

If at the end of the probationary semester, the cumulative G.P.A. has not risen to at least a 2.0, BUT semester G.P.A. indicates significant improvement, the Committee might consider a second probationary semester.

Students in poor academic standing can be dismissed at any time.

Students whose record indicates potential for academic difficulty, e.g., two or more Incomplete grades, might be required to carry a reduced credit load for the following semester.

Students who are placed on Academic Probation will be required to sign the Contract for Students on Academic Probation. This contract requires students to assume responsibility for their academic status by attending classes regularly, completing assignments on time, using the Writing Center & Math Skills Center as well as tutoring services, and/or doing whatever is appropriate to resolve their specific academic problems. At the end of the semester on Probation, students must submit documentation of their efforts to improve their G.P.A. to the Academic Standards and Policies Committee. The Registrar's Office will not permit students to register for a subsequent semester until the Academic Standards and Policies Committee has approved the student's documentation of efforts to improve.

SATISFACTORY ACADEMIC PROGRESS REQUIREMENTS FOR FINANCIAL AID RECIPIENTS

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress toward their degree requirements. Satisfactory academic progress, as described below, is evaluated at the end of the fall and spring semesters. Failure to maintain satisfactory progress, as described below, may result in the cancellation of financial aid eligibility. The Office of Financial Aid will notify students, by mail, who do not meet the satisfactory academic progress standards.

Satisfactory Academic Progress for financial aid eligibility should not be confused with the college's academic policy.

Grade Point Average Requirements

Undergraduate students receiving financial aid must maintain a minimum cumulative grade point average of 2.00

Students enrolled at the graduate level must maintain a 3.0 grade point average during their entire course of study.

Progress Requirements

Students are required to make steady progress toward the completion of their degree. Progress will be evaluated at the end of the fall and spring semesters based on credits attempted and credits earned for all semesters attended at Hood College, regardless of whether the student received aid in those semesters. Students must complete 75 percent of all hours attempted.

Students who have not completed their undergraduate degree after 165 attempted hours will no longer be eligible for financial aid. Transfer courses accepted by Hood College will be included in the total hours attempted and total credits earned evaluation.

Treatment of W, INC, AU, F, S & U Grades and Repeated Coursework

1. Course withdrawals (W) after the drop/add period are not included in the GPA calculation, but are considered a non-completion of attempted coursework.
2. Incomplete (INC) grades are not included in the GPA calculation but are considered a non-completion of attempted coursework until the incomplete grade is replaced with a permanent grade and academic progress can be reevaluated.
3. An audit (AU) grade is not considered attempted coursework. It is not included in the GPA calculation or completion rate determination.
4. A satisfactory (S) grade is treated as attempted credits earned, but it is not included in the GPA calculation.
5. An unsatisfactory (U) grade is treated as attempted credits that are not earned, but it is not included in the GPA calculation.
6. A failing grade (F) is treated as attempted credits not earned. It will be included in the calculation of the GPA and the minimum completion rate.
7. All grades earned for a repeated course will be included in the calculation of the GPA and every repeated attempt will be included in the completion rate determination.

Financial Aid Probation

Students who fail to meet the minimum 2.00 cumulative GPA standard or fail to meet the 75 percent completion rate will be placed on financial aid probation for the next semester of enrollment. Financial aid can be received during the semester of probation.

Financial Aid Suspension

Students who, while on financial aid probation, fail to maintain the 75 percent completion rate and/or fail to maintain a minimum cumulative GPA of 2.0 or better, will have their financial aid cancelled.

Students who fail to complete their degree within 165 attempted credits will have their financial aid cancelled.

Appeals Process

Students who are determined to be ineligible for aid due to failing to maintain satisfactory academic progress may submit an appeal requesting consideration for probation status. Appeals are made in writing to the Director of Financial Aid. Documentation of extenuating circumstances must be included. All appeal decisions are final and not subject to further review.

If a student is deficient in credits and/or GPA at the end of the academic year, summer school classes may be used to eliminate the deficiency. No financial aid (including the loan programs) will be provided to help defray these summer costs. Students must notify the Office of Financial Aid if they are planning to take summer courses.

CLASSIFICATION

Classification standards are as follows:

- Freshman:** fewer than 25 credits earned.
- Sophomore:** 25-55 credits earned.
- Junior:** 56-86 credits earned.
- Senior:** 87 or more credits earned.

To graduate, the student must have at least 124 credits at the 100-level or above, a 2.0 cumulative G.P.A. and, a 2.0 G.P.A. in the senior year.

ATTENDANCE AND ABSENCE

The College does not set a maximum number of absences permissible in any course. Students accept full responsibility for seeing that work does not suffer from excessive absence. Individual faculty members have the prerogative to establish a maximum number of absences at the beginning of the semester, and are encouraged to include a written statement of their attendance policy on the course syllabus. Instructors may refuse students permission to make up work missed through absence not caused by illness or emergency.

The College recognizes that there are other justifiable reasons for class absence: observance of religious holidays, or participation as a representative of the College in athletic contests or cultural performances. Such absences are acceptable only if previous absences are not excessive and if the student has made arrangements with the instructor, prior to the day of the absence, for the work missed.

Limits/Restrictions:

- 1.) Enrollment in a course constitutes an informal contract with the instructor, and a student who violates an instructor's attendance policy, or who is dropped from the class for failing to appear at the first class meeting, risks dismissal from the course and a grade of W, WS, WU, or WF.
- 2.) Students must attend the first class meeting of each of their courses, or notify the instructor or the Registrar's Office of their absence, or they will be dropped from the class.
- 3.) A student who is dismissed from a course for excessive absences or who is dropped from the class for failing to appear at the first class meeting may be reinstated only by the joint consent of the course instructor and the Registrar.
- 4.) Classes are held up to the date and hour preceding vacations and they resume promptly after the recess in accordance with the academic calendar. Students are expected to attend classes meeting just prior to and immediately following holiday periods.
- 5.) The College requires instructors to inform the Executive Director of Academic and Career Services of students who demonstrate erratic attendance patterns. This is not done to penalize the student but rather to assure that College officials can assist students in making consistent progress toward the degree.

- 6.) Students are fully responsible for making up work missed due to class absence. When students are absent, they are responsible for obtaining lecture notes from reliable sources. Assignments and projects are to be delivered to the instructor on the assigned date, even when the student does not attend class. All exams are to be taken at the scheduled time. Having another exam scheduled on the same day is not considered sufficient justification for rescheduling the exam.

AUDITING

A student may enroll in most lecture courses as an auditor. As the term implies, auditors listen rather than engage in class discussions and projects. Auditors attend class regularly but do not write papers or take exams or quizzes.

Limits/Restrictions:

- 1.) The College requires a fee of \$280 per credit hour for each audited course.
- 2.) There is no limit on the number of courses that a student may audit during a semester. Full-time students do not need to pay extra for audited classes, as long as the total number of audited credits and graded coursework credits do not exceed 18.5 credits. If the audited course or courses cause a student to exceed 18.5 credits, the excess credits will be billed by the per-credit fee rather than the auditor's fee.
- 3.) It is not possible to audit courses such as creative writing, painting, drawing, and other courses where the nature of the activity requires the participation of the student. Students may enroll on a non-credit basis in such courses by paying the current per-credit-hour fee.
- 4.) Audited courses must be included on the student's schedule and approved by the instructor. No changes to or from the audit option may be made after the end of drop/add period.
- 5.) The student receives neither a grade nor grade points for an audit; however, the audit does appear on the transcript.
- 6.) A student may take for credit, at a later time, a course that was previously audited.

CANCELLATION OF COURSES

A course is subject to cancellation when fewer than eight students are enrolled. The College reserves the right to cancel the course as late as the first day of classes each semester. Every effort will be made to work with students regarding program planning and placement in alternate courses which would be compatible with the cancelled course.

CLASS SCHEDULES

Classes usually meet on a Monday-Wednesday-Friday or a Tuesday-Thursday schedule. Except for lab sessions, Monday-Wednesday-Friday classes generally convene for 50 minutes and Tuesday-Thursday classes for 75 minutes. Most evening classes meet once a week for 2-1/2 hours or twice a week for 75-minute periods. Classes are held between the hours of 8:30 a.m. and 10 p.m.

Hood also has blocked courses. These are courses which meet for double periods during a portion of the semester. Blocked courses are primarily studio art and education courses in the student-teaching semester.

COURSE LOAD AND STATUS

A credit hour usually represents one hour of class work and at least two hours of preparation in a given subject per week throughout the semester.

Full-time status requires 12 credit hours or more per semester. A typical semester program consists of 15 or 16 credits except in the freshman year when it may be 12-15 credits. If the Admissions Committee decides that a student's skills in writing, math, and reading need strengthening and the Basic Skills Inventories further support this decision, the student's adviser will help develop a program of 12-15 credit hours, including General Studies 101 and basic skills courses offered through the Office of Academic Services.

Part-time status is accorded students taking 11.5 credit hours or fewer per semester.

Limits/Restrictions:

- 1.) Enrollment in more than 18.5 credits in one semester requires a 3.0 cumulative average and permission from the Committee on Academic Standards and Policies. Enrollment in credits beyond 18.5 requires additional tuition for each hour or fraction above that number.
- 2.) A student may not enroll in two courses which meet at the same hour.

CREDIT FOR PRIOR LEARNING

Hood awards credit for prior learning through Advanced Placement exams, CLEP and DAN TES exams, departmental challenge exams, portfolio work, International Baccalaureate, military training, and noncollegiate programs approved by the American Council on Education. These alternative modes of learning are evaluated separately from transcripts of traditional transfer credit from other accredited schools. See *Transfer Credit* on page 71.

Limits/Restrictions:

- 1.) Credit for prior learning is awarded only to students admitted as degree candidates.
- 2.) A maximum of 30 hours of credit may be earned through any combination of examinations and portfolio work and courses elected on the Satisfactory/Unsatisfactory basis.
- 3.) Students may not receive credit by examination for any course that they have previously audited, failed, received credit, or from which they have withdrawn.
- 4.) Credit through examination or portfolio may not be attempted during the final 15 hours of credit
- 5.) Credit through examination or portfolio may not count in the minimum of 30 Hood credits required for the degree.
- 6.) The requirement of 12 credits of coursework at Hood in the major cannot be fulfilled by portfolio credit or through credit by examination.

ADVANCED PLACEMENT

Credit is awarded only upon receipt of the official AP Grade Report.

Unless otherwise noted, Hood College awards credit for AP scores of 4 or 5 for the following tests:

ART:

Art History, 3 credits for ART 220, and exemption for ART 221
Studio Art, 3 credits for ARTS 101 or 123 (score of 3 is acceptable). The Department of Art will determine for which course credit will be awarded after portfolio review.

BIOLOGY:

Biology, 4 credits for BIOL 110-139 with a score of 4 or 5

CHEMISTRY:

Chemistry, 4 credits for CHEM 101. *Four additional credits are awarded upon completion of CHEM 209 or 215 with a grade of C- or better during the first term of enrollment.*

COMPUTER SCIENCE:

Computer Science Test A, 3 credits for CSCI 284
Computer Science Test AB, 3 credits for CSCI 287

ECONOMICS:

Macroeconomics, 3 credits
Microeconomics, 3 credits

ENGLISH:

English Language/Composition, 3 credits for ENGL 101
English Literature/Composition, 3 credits for ENGL 221

ENVIRONMENTAL SCIENCE AND POLICY:

Environmental Science, 3 credits for ENSP 101 for score of 5

GEOGRAPHY:

Human Geography, 3 credits for GEOG 101

HISTORY:

European History, 3 credits each for HIST 205, 206
United States History, 3 credits each for HIST 217, 218
World History, 3 credits, no Hood equivalent

MATHEMATICS:

Calculus AB, 3 credits for MATH 201
(No exemption from Core Computation requirement)
Calculus BC, 3 credits each for MATH 201, 202
(No exemption from Core Computation requirement)
Statistics, 3 credits (No exemption from Core Computation requirement)

MUSIC:

Music Theory, 3 credits for MUSC 101

PHYSICS:

Physics B, 4 credits for PHYS 101 with score of 4; 4 credits each for PHYS 101, 102 with score of 5
Physics C, 4 credits for PHYS 203 with score of 4; 4 credits each for PHYS 203, 204 with score of 5

POLITICAL SCIENCE:

Comparative Government, 3 credits for PSCI 210
 United States Government, 3 credits for PSCI 203

PSYCHOLOGY:

Psychology, 3 credits for PSY 101

CLEP (\$71 per test for Hood students; administered through the Office of Academic Services 301-696-3569):

Unless otherwise noted, Hood College awards credit for scores of 50 on the following CLEP examinations:

BIOLOGY:

Biology, 4 credits for BIOL 110-139 for score of 52

ECONOMICS:

Principles of Macroeconomics, 3 credits
 Principles of Microeconomics, 3 credits

EDUCATION:

Human Growth and Development, 3 credits for EDUC 223 for score of 52.
Students who transfer credit for a similar human growth and development course must take the departmental test to qualify for courses for which EDUC 223 is a prerequisite. No additional credit is earned for this test.

ENGLISH:

American Literature, 3 credits for ENGL 322
 English Literature, 3 credits for ENGL 221

HISTORY:

History of the United States I, 3 credits for HIST 217
 History of the United States II, 3 credits for HIST 218

MANAGEMENT:

Principles of Management, 3 credits for MGMT 205
 Principles of Accounting, 6 credits for MGMT 281, MGMT 284

MATHEMATICS:

Calculus with Elementary Functions, 6 credits. No Hood equivalency
 College Algebra/Trigonometry, 3 credits for MATH 120

POLITICAL SCIENCE:

American Government, 3 credits for PSCI 203

PSYCHOLOGY:

Human Growth & Development, 3 credits for PSY 237
 Introductory Psychology, 3 credits for PSY 101

SOCIOLOGY:

Introductory Sociology, 3 credits for SOC 101 with a score of 52

DANTES (\$90 per test for Hood students; administered through the Office of Academic Services 301-696-3569):

Hood offers the following DANTES examinations:

Geography 101
 History - *No Hood course equivalency*
 History 234
 Mathematics 112
 Religion - *No Hood course equivalency*

DEPARTMENTAL EXAMINATIONS (\$125 per test for Hood students; administered through the Office of Academic Services 301-696-3569):

Departmental examinations may not be repeated. Credit is awarded for grades of A, B, or C on the following departmental examinations:

ART 220, 221 – 3 credits for ART 220, and exemption for ART 221
 ARTS 101 – 3 credits
 BIOL 110-139 – 4 credits. Includes a laboratory test
 CHEM 101 – 4 credits
 CHEM 102 – 4 credits
 CSCI 181 – 3 credits
 ENGL 101 – 3 credits
 ENGL 110-139 – 3 credits
 HIST 200, 201, and 202 – 3 credits each
 HIST 205, 206 – 3 credits each
 MGMT 205 – 3 credits
 MATH 120 – 3 credits
 MATH 201 – 3 credits if Level III has been earned on the BSI
 MATH 201, 202 – 3 credits each if credit has been earned for MATH 201
 MATH 207 – 3 credits if Level III has been earned on the BSI
 MUSC – 3 elective credits
 PHIL 207 – 3 credits
 PE 110-199 – 0.5-2 credits
 PE 225, 226 – 3 credits each
 PHYS 101, 102 – 4 credits each
 PHYS 203, 204 – 4 credits each

FOREIGN LANGUAGE PLACEMENT EXAMINATIONS:

The Office of Foreign Languages and Literature administers the departmental placement examination. Additional credit in French, German, Latin, and Spanish is awarded at the end of the first semester with grades of A, B, or C earned for the following placements:

3 credits – Placement in and completion of a 103-level course
 6 credits – Placement in and completion of 203, 204 or civilization course
 9 credits – Placement in and completion of 207 or a 300-level course

Students are exempt from the Foreign Language Core requirement if placed by exam, but choose not to enroll, in a 103 or above foreign language course. No credit is earned.

INTERNATIONAL BACCALAUREATE:

Credit is awarded only upon receipt of the official IB transcript. Students who have received an IB Diploma, with a score of 30 or higher and with no score less than 4 in any one of the six examination groups, may be awarded up to 30 credits toward an undergraduate degree at Hood College. Students who have not completed the full IB Diploma will receive 3 credits for non-science courses and 4 credits for science courses for examination results of 5, 6, or 7.

HOOD'S PORTFOLIO ADVANTAGE PROGRAM

Students who have acquired college-level learning through work or other noncollegiate activities may want to try to earn Hood credits for these experiences by developing a portfolio. Students should do so, however, only if the learning cannot be assessed through standardized or departmental measures.

Limits/Restrictions:

- 1.) Students must apply to the Hood Portfolio Advantage Program through the Adult Studies Program.
- 2.) After acceptance into the Portfolio Advantage Program, students are required to attend portfolio development workshops led by the Director, Learning Enhancement Services.
- 3.) The portfolio must be submitted within one year of completing the workshop.
- 4.) Students must complete a 3-credit course as a degree student before the credits earned through portfolio may be entered on the academic record.
- 5.) Portfolio credit may be awarded only if the learning is appropriate to Hood's general education requirements, electives and/or specific programs; is college level; and is equivalent to a grade of C or better, based on the quality of writing and construction of the portfolio, as well as the content.

MILITARY EXPERIENCES

Hood recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits and crediting learning from appropriate military training and experiences. Students need to provide a copy of their DD214 and/or ACE/AARTS transcripts. One credit in physical education is awarded for military basic training. First Aid Certification will receive elective credit for PE 214, 215, or 216.

DEAN'S LIST

Qualifications for the Dean's List for degree seeking students who are enrolled (*or who have received permission to study abroad or away for a semester*) include the following:

- Full-time enrollment in at least 12 semester hours or part-time enrollment of at least 6 semester hours of Hood work on letter-grade basis, *excluding courses not carrying graduation credit.*
- No outstanding incomplete grades.
- 3.5 G.P.A.

CONVOCATION HONORS

Eligibility for Convocation Honors in September include sophomore, junior, or senior status and achievement of a 3.6 or above G.P.A. for the preceding year. The College bases this G.P.A. on at least 12 semester hours of Hood work (or approved study away) *on letter-grade basis, excluding courses not carrying graduation credit* each semester. Students who have received incomplete grades for the year are not eligible.

HOOD COLLEGE SCHOLAR

A Hood College Scholar, named at the beginning of the junior or senior year, is the student who received Convocation Honors for at least two consecutive years (may include approved study away). A student who has graduated from the College is not eligible to become a Hood College Scholar.

DISMISSAL AND REINSTATEMENT

If a student is dismissed for academic reasons, the following is the procedure for possible reinstatement:

- 1.) The student writes to the Registrar to request permission to return to Hood.
- 2.) The student provides transcripts of work attempted elsewhere or other pertinent information.
- 3.) The Committee on Academic Standards and Policies reviews the request and makes a decision regarding reinstatement.

A student who is reinstated will be placed on academic probation. Reinstatement does not automatically reinstate financial aid. The student must notify the Office of Financial Aid.

If a student is dismissed for nonacademic reasons, the student must request in writing to the Dean of Students permission to return to Hood. The Dean of Students decides if the student may be reinstated.

DOUBLE-NUMBERED COURSES

Certain courses have been designated as appropriate for both graduate students and undergraduates. These “double-numbered” courses are identified by numbers in both the 400 and 500 range. Undergraduate students enroll in a double-numbered course at the 400-level and receive undergraduate credit. Graduate students enroll at the 500-level and receive graduate credit.

Undergraduate students must meet different performance standards from the graduate students. These differences may relate to the quality and/or quantity of work required, and may also involve measures of grading. Final examinations for graduate students are normally administered at a regularly scheduled class meeting. Undergraduates may take their final examinations during a period set aside especially for these exams.

To be eligible to take a 400-level course, undergraduate students must:

- 1.) have earned at least 56 credits, including 12 credits or more at the 200-level or above in the course discipline;
- 2.) have a cumulative grade point average of 2.0 or better.

To be eligible to take a 500-level graduate course and receive undergraduate credit, Hood undergraduate students must:

- 1.) have earned senior status (87 credits) including 12 credits or more at the 200-level or above in the course discipline;
- 2.) have a cumulative grade point average of 3.0 or better;
- 3.) have a grade point average of 3.0 or better in the major area of study; and,
- 4.) complete a petition, verified by the Registrar and approved by the Graduate School, the adviser, and the instructor.

Credit will count only toward the undergraduate degree.

To be eligible to take a 500-level graduate course and receive graduate credit, Hood undergraduate students must:

- 1.) have earned at least 109 credits including 12 credits or more at the 200-level or above in the course discipline;
- 2.) have a cumulative 3.0 grade point average, and
- 3.) have a grade point average of 3.0 or better in the major area of study.
- 4.) complete a petition, verified by the Registrar and approved by the Graduate School, the adviser, and the instructor.

Credit will not apply toward the 124 credits required for the undergraduate degree.

ENCORE PROGRAM

The Hood Encore Program enables Hood alumnae who hold a B.A. or B.S. from Hood to enroll for a second undergraduate degree or take undergraduate courses on a non-degree basis at one-half tuition. For more information, see *The Second Degree* on page 33.

EXAMINATIONS

Instructors give final examinations in all courses except those in which special assignments are more appropriate. Instructors inform students of final examination policy at the beginning of the term. Hood has a self-scheduled exam policy whereby students set the dates and times of their examinations within the examination period designated by the Registrar. There are a few situations where final examinations are scheduled by the Registrar; some courses because of their nature may require all students to take the exam at the same time during the exam period.

In accordance with the Hood College Honor Code, the student may not discuss any final examination (self-scheduled or Registrar-scheduled) in any way with anyone during the final examination period. Final examinations may not be given prior to the start of the designated examination period. No final examination may be taken from the building in which the exam is given without the approval of the course instructor.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) of 1974 (PL. 93-380) extends to students the right of access to their education records maintained at the College. The Vice President for Academic Affairs, the Dean of the Graduate School, and the Registrar maintain these records for enrolled

and former students. Information and notification as to the type of record; the accessibility of and policies for maintaining, reviewing, and expunging the record; and the procedures for inspecting, reviewing, obtaining copies of, or challenging the record are established by the appropriate offices.

STUDENT RIGHTS AND PUBLIC INFORMATION

In accordance with College policy and FERPA, the following items are considered *Directory Information* and will be released in response to any inquiry, **unless the student notifies the Registrar in writing that she/he does not wish this information released**: class level, major, dates of attendance, name and dates of attendance at other institutions, degrees and dates awarded.

FINANCIAL OBLIGATIONS

Grades, transcripts, future registrations, and diplomas will be withheld until the student has paid all tuition, fees, and other bills incurred at the College, and has returned all library books.

GRADES

Hood issues final grades to the student and the student's adviser. Final and midterm grades will be forwarded to parents/guardians of freshmen who have signed a release form sent to them the summer before they enter Hood. The College issues final grade reports in December and May and in July and August after the end of each summer session. Grade reports also are issued at the end of special sessions.

MIDTERM LOW GRADES

Students who earn a low grade at mid-semester (C-, D+, D, D-, F, U, or INC) receive a notice of low grade(s). The low grade report does not become a part of the student's permanent record, but is, instead, an indication of the need for corrective action.

GRADING CRITERIA

Hood's faculty uses uniform criteria in determining grades. Demonstration of the ability to write and speak standard English is included in the grade evaluation of every course. The criteria upon which students will be evaluated is included on every course syllabus.

A, A- (90–100) indicates general excellence; the student displays initiative, independence, and often originality in the course.

B+, B, B- (80–89) indicates an unquestioned grasp of the subject's fundamental facts and principles, an understanding of their significance, and an ability to use them effectively; work is logically organized and technically correct; the student often shows initiative and independent work.

C+, C, C- (70–79) indicates the student has a fairly accurate knowledge of the subject's fundamental facts and principles, and is able to apply them reasonably well; work is fairly logical in organization and technique but it is incomplete; there is evidence of growth in handling the coursework.

D+, D, D- (60–69) indicates work is of inferior quality yet deserving of credit; there is some acquaintance with basic facts and principles but work is

poorly organized and technically faulty; the student frequently fails to complete assignments.

F (0-59) indicates work shows no grasp of basic facts and principles and is not deserving of credit; it is poorly organized and technically faulty; the student frequently fails to complete assignments.

S indicates satisfactory completion of work done on a Satisfactory/Unsatisfactory basis; performance is at a C- level or better.

U indicates unsatisfactory completion of work done on a Satisfactory/Unsatisfactory basis and not deserving of credit; performance is at a D+ level or lower.

INC indicates incomplete work in a course because of illness or serious emergency beyond the student's control; students must arrange to finish assignments in accordance with the College's incomplete grade policy.

Instructors have the right to change a grade if they have made an error in computing or recording a student's grade. Students or instructors may notify the Registrar's Office of the error within three weeks after the grades have been issued. Grade changes due to a computational or recording error discovered after the deadline, and requests for grade changes for any other reasons, must be submitted by the instructor in writing to the Committee on Academic Standards and Policies.

INCOMPLETE GRADE PROCEDURE

When serious illness or emergency prevents a student from completing the work for a course, instructors may allow additional time to finish assignments. Incompletes are not substitutes for failure to attend classes or to complete assigned work.

Limits/Restrictions:

- 1.) The student must file an application for an incomplete grade with the Registrar's Office.
- 2.) An incomplete may not be granted unless a student has completed at least half the work of the course.
- 3.) The student's progress in the course must be satisfactory at the time the incomplete is requested.
- 4.) The Registrar must approve a notation of incomplete and record an INC on the student's permanent record. After the instructor assigns a grade, an "I" remains permanently on the record with the final grade earned beside it.
- 5.) The date agreed upon for completion of all assignments may not be later than March 15 for fall semester and October 15 for spring or summer semester. Any request for extension of an incomplete grade must be submitted by the student to the Committee on Academic Standards and Policies.
- 6.) Work not completed by the deadlines stated above will convert to a grade of F unless an extension is approved by the Committee on Academic Standards and Policies.
- 7.) Students who register for a subsequent semester with more than three credits of incomplete outstanding will have their schedules reviewed and their enrollment registration potentially restricted by the Committee on Academic Standards and Policies. As a result of this review, the Committee may limit the course load that a student is permitted to undertake in the subsequent semester.

SATISFACTORY/UNSATISFACTORY GRADE PLAN

Hood provides an alternate grade plan as a means of encouraging intellectual curiosity. Under the satisfactory/unsatisfactory option, students receive a grade of S and credit for work of C- caliber or better or a grade of U and no credit for work of D+ or lower quality. Neither grade is computed in the cumulative grade point average.

Limits/Restrictions:

- 1.) A student may repeat the course if the original grade was U. The original grade of U remains on the student's permanent record.
- 2.) Students may not take any course in the Core, in the major field, the minor field, or an independent study or internship under the satisfactory/unsatisfactory option.
- 3.) Students may take a maximum of 12 satisfactory/unsatisfactory credits, whether elected by the student or if the course is offered only on a satisfactory/unsatisfactory basis, within the total 124 credits Hood requires for graduation. (Note: Social Work majors completing SOWK 445 and SOWK 446 are exempt from the 12-credit maximum.) Students spending three years at Hood may take only 9 satisfactory/unsatisfactory credits to meet graduation requirements; two years, 6 credits; one year, 3 credits.
- 4.) At registration, students indicate their intent to take a course on the satisfactory/unsatisfactory plan on the course and schedule card. Change from one grading plan to another must have the adviser's approval and must occur before the end of the drop/add period. No changes to or from the satisfactory/unsatisfactory grading system may be made after the drop/add period.
- 5.) Faculty are required to furnish a letter grade on the final grade roster for all students who have elected a course on a satisfactory/unsatisfactory basis. The Registrar will convert that letter grade to S or U.
- 6.) Students are cautioned that some graduate and professional schools and employers look negatively at satisfactory/unsatisfactory on transcripts because actual performance or mastery of the subject has not been demonstrated.

GRADE APPEAL

Grade appeals must be filed in a timely manner. Students should contact the faculty member involved within the first week of the semester following the filing of the disputed grade. If the issue is not satisfactorily resolved, the department chair must be contacted within thirty days. Appeals to the Committee on Academic Standards and Policies must be initiated before the end of the semester following the filing of the disputed grade. Except in very unusual circumstances, a delay in the filing of a grade appeal constitutes sufficient reason for denial of the appeal by the Committee.

If a student receives a final grade in a course that she/he believes is incorrect or unfair, the student should first contact the faculty member involved. If, after hearing the professor's explanation, the student still wishes to appeal the grade, she/he should talk with the department chairperson. The student may file a petition with the Registrar, to be taken to the Committee on Academic Standards and Policies, if talks with the faculty member and chairperson have not resolved the matter.

The student must prepare a confidential written petition, outlining the specific grievances about the grading procedure, and attach relevant documentation (syllabus, guidelines for papers or presentations, etc.). The faculty members of the Committee on Academic Standards and Policies will decide if the petition merits an official review. If so, the faculty committee will forward a copy of the petition to the instructor involved and will consult separately with the student and the instructor to gather pertinent information. After careful review of the relevant materials, the committee will make a recommendation to resolve the grade dispute.

All parties to the grade appeal (student, instructor, chairperson, registrar, committee members) are to maintain strict confidentiality until the matter is resolved.

For other problems related to a course, the student should first talk with the instructor. If still not satisfied, the student should contact the Office of the Dean of the Faculty. The department chairperson and the Dean of the Faculty may make recommendations to the student or instructor, and will try to find an equitable solution to the problem.

GRADE POINT AVERAGE AND QUALITY POINTS

The Hood Grade Point Average

The average that appears on all transcripts and grade reports is the average of all grades earned at Hood. Accepted transfer credit is included in the earned credit total and is applied toward the 124-credit degree requirement, but the quality hours and quality points earned at another institution are not calculated in the Hood average. Foreign language majors and students participating in the University of Strasbourg, the University of Seville, or the Dominican Republic programs may earn quality points for work accomplished with a passing letter grade while on a Hood-sponsored, affiliated or approved semester or year abroad program.

Each grade received at Hood on the A-F grading scale has a corresponding grade point.

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

Grades of S or U do not receive quality points. By computing the quality points received for each letter grade, students can ascertain their average or grade point average. For example, a grade of C in a 3-credit course earns 6 quality points. Add the number of quality points earned in each course to learn the quality point total. Divide the quality point total by the total number of credits (in courses which have letter grades) and the result is the Grade Point Average (G.P.A.).

The Composite Grade Point Average

The composite Grade Point Average is the average of all college work attempted. All grades earned at Hood and those completed at other institutions are calculated, regardless of whether the course credit was accepted for transfer. The composite average is used to determine eligibility for various honor societies as well as determining Commencement honors.

Maintaining a 2.0 Average in the Major

An academic department may refuse to accept as a major a student whose G.P.A. falls under 2.0 in the discipline. The department may require a student who has declared a major to drop the major if the student's G.P.A. falls below 2.0.

GRADUATION

In the spring of the junior year, rising seniors are sent a graduation audit form to complete, indicating their plans to fulfill degree requirements by January, May or September of the following year. The graduation audit form is due in the Registrar's Office during fall registration held in April, and begins the process of graduation clearance which continues through the senior year. In October of the senior year, seniors are sent an Application for Graduation form to complete and return to the Registrar's Office by November 1. Bachelor degrees are awarded in January, May, and September.

COMMENCEMENT HONORS

Students qualify for Commencement Honors if they have achieved the following composite average (see *Grade Point Average and Quality Points* on page 65):

Summa Cum Laude: 3.95–4.00

Magna Cum Laude: 3.85–3.94

Cum Laude: 3.70–3.84

COMMENCEMENT PARTICIPATION

Students who have completed all degree requirements by the date grades are due for the second semester may participate in the May commencement.

Students graduating in January participate in the May commencement ceremony. Students completing degree requirements in September participate in the May ceremony the following year.

Students may not participate in commencement until all financial obligations to the College have been met.

INTERNSHIP PROGRAM**Requirements for 3- to 9-credit Internship**

- Enrollment at Hood as a degree candidate (non-degree or non-matriculated students are ineligible for internships).
- A minimum 2.0 cumulative G.P.A. and 2.5 G.P.A. in the major.
- Completion of a minimum of 45 college-level credits prior to the beginning of the internship.
- Completion of at least 9 credits or 3 courses at the 200-level or above at Hood in the major. (See additional department requirements.)

Additional Requirements for 12- to 15-credit Internship

- Completion of 75 college-level credits prior to the beginning of the internship.
- Students may enroll for 15 credits during the spring or fall only. Students wishing to complete an internship outside of the regular semesters may enroll for a maximum of 12 credits of internship during the summer and 3 credits in the January term. See *Spring enrollment* on page 75.

Applying for an Internship

Students considering an internship should pick up a copy of the Internship Handbook at the Career Center. After reading the handbook, students should make an appointment with a career counselor. The career counselor will explain the application process, give the student all of the necessary paperwork, and answer any questions the student may have. The student takes the application to the Registrar for approval (the Registrar requires a five-day turnaround time), then meets with the faculty internship adviser to complete The Learning Agreement. The academic adviser, faculty internship adviser, the department chairperson, and the on-site supervisor must review and sign all of the internship application forms, including the Learning Agreement. After receiving all of the necessary signatures, the student returns the completed forms to the Career Center. The application, learning agreement, and student waiver form are due completed and signed to the Career Center by the last day of classes in the semester prior to the one in which the internship will be completed. The Career Center will sign the application and permit the student to proceed to add the internship to his/her academic schedule through the Registrar. The student uses the approved application to register for the internship.

Responsibilities

The student, the faculty internship adviser, and the on-site supervisor each have specific responsibilities for ensuring the integrity and success of the internship experience. Please refer to the Internship Handbook distributed by the CFS Career Center for additional details.

Student Responsibilities

- To follow the internship process, gaining the necessary approvals and registering for the internship.
- To fill out and obtain all necessary signatures on the Learning Agreement.
- To meet with the faculty internship adviser as scheduled and fulfill all requirements for the internship as set by the faculty internship adviser and the on-site supervisor.

Faculty Responsibilities

- To decide whether to accept a student for an internship.
- To assist a student in selecting a faculty internship adviser.
- To work with the Career Center staff identifying appropriate internship sites.
- NOTE: The faculty internship adviser may not also serve as the on-site supervisor.

Faculty Internship Adviser Responsibilities

- To meet with the intern and establish the internship's objectives requirements, and evaluation procedures in writing in the form of the Learning Agreement. (A copy of this document is retained by the faculty internship adviser, the on-site supervisor, the Career Center, and the student.)
- To establish the criteria for evaluating the internship.
- To communicate periodically with the intern and the on-site supervisor to see that the student is meeting the internship evaluation criteria.
- To submit a final grade to the registrar in accordance with policies governing submission of other grades.

The Faculty Internship Adviser meets with the intern at the beginning and end

of the internship and in between, in accordance with the following guidelines:
 3-credit internship: 3 meetings per semester
 6-credit internship: 4 meetings per semester
 9-credit internship: 5 meetings per semester
 12-credit internship: 6 meetings per semester
 15-credit internship: 7 meetings per semester

The general objectives of the meetings are to clarify goals and activities, to make a general assessment of work done, and to make a final evaluation. If distance makes it impossible for such meetings, phone calls and letters may be substituted for meetings.

On-site Supervisor Responsibilities

- To agree to the terms established in collaboration with the intern and the faculty internship adviser.
- To contact the faculty internship adviser periodically to report on the intern's progress.
- To submit two written evaluations (midterm and final evaluations) of the intern's performance, in accordance with the terms of the internship evaluation criteria.

Career Center Responsibilities

- To identify and recruit potential internship sites.
- To maintain lists, databases, Web sites and printed information on internship sites.
- To assist the faculty in identifying internship sites.
- To send evaluation forms to the internship site and to forward evaluations to the faculty internship adviser.
- To develop and maintain procedures for internship application and evaluation. (See the Internship Handbook.)
- To assist the intern and the faculty internship adviser as required.

SUPPLEMENTAL EXPENSES

In fulfilling the expectations of the internship, the intern may incur expenses in addition to the usual tuition and fees (for example, money for food, clothing, and travel). Students who enroll in an internship that is located a distance from the College must plan to provide their own transportation or use public transportation.

Transportation assistance to the D.C. metro area may be available. Please contact the Coordinator of Student Activities and Campus Events at 301-696-3966 to discuss this possibility.

PLACEMENT IS NOT GUARANTEED

Interns are not placed in sites. The Career Center provides many resources to the student to assist in locating a suitable internship. A phone, fax machine, and copier are available to students seeking internships. A list of regional internship sites sent to Hood is entered into a database and kept in paper files in the office. Books of national and international internships are also available in the Career Center library. In addition, the Career Center maintains a database of alumnae/i in various fields who have volunteered to help current students get information about their companies, including internship opportunities. The Career Center also offers cosortia-related real-time and virtual fairs and events to assist students in locating internship sites.

If a student is interested in an internship with a certain organization or in a particular field and is not able to find any established internship program, he or she should consult with a member of the Career Center staff, or a faculty member to identify possible internship sites.

The College does its best to assist qualified students in finding a suitable internship placement. However, because Hood conducts this program in cooperation with other organizations, agencies, and individuals, it is unable to guarantee a placement for every request. It is ultimately the student's responsibility to find a suitable internship site.

TERMINATION OF INTERNSHIP

Under unusual circumstances, the intern, the faculty internship adviser, or the on-site supervisor may terminate the agreement. Because the internship is essentially a professional commitment, Hood strongly encourages students to fulfill their obligations to complete their full term of service at the site.

The student may terminate the internship before the last date to withdraw from classes for the semester in which the internship is being performed. The student should have already notified his or her faculty internship adviser verbally of the problem, and steps should have been taken by both to rectify the situation. These steps could include:

- 1.) A meeting between the student and the on-site supervisor, with or without the faculty internship adviser present, to discuss the issues;
- 2.) A plan written together by the intern, the on-site supervisor, and the faculty internship adviser to outline the issues and propose workable solutions;
- 3.) Or a discussion between the on-site supervisor and the faculty internship adviser about how to better meet the objectives of the internship.

If all remedies have been exhausted and the student wishes to withdraw from the internship, he or she must notify his or her faculty internship adviser, the on-site supervisor, and the Career Center in writing of this decision, as well as complete all necessary paperwork with the Registrar to withdraw from the internship. Please remember that terminating the internship before its completion is a very serious matter. If an organization feels it has had a bad experience with one Hood intern, it may not give other Hood students an internship opportunity. Further, if a student withdraws from an internship, another suitable internship may not be available; it may be too late to work the required number of hours, or a class that must be taken in lieu of the internship could be closed.

The faculty internship adviser may terminate the internship if the intern's performance is clearly substandard or if the placement obviously does not serve the intern's interests. The faculty internship adviser should terminate an internship only after efforts to improve the situation prove futile (see above). The faculty internship adviser must inform the Career Center, the student, and the on-site supervisor in writing of the termination. If a faculty internship adviser chooses to terminate an internship without student consent, she or he must provide written documentation of the student's substandard performance or the unsuitability of the internship site. In the case of an unsuitable internship site, the faculty internship adviser should also provide suggestions as to how the student can still earn the credits originally intended for the internship.

The on-site supervisor may request the termination of an internship if he or she finds the intern's performance unacceptable and all efforts to improve the situation fail. The on-site supervisor must notify the faculty internship adviser of

the reasons prompting the request in writing. The faculty internship adviser is responsible for taking any administrative action required to terminate an internship, and for informing the Career Center of the termination.

In all cases, a career counselor is available to provide mediation or assistance if necessary. If the site has been found unacceptable by either the intern or the faculty internship adviser, please notify the Career Center so that site information can be removed from the internship listings.

TIME REQUIREMENTS

A student must work a minimum of 40 hours at the internship site for each credit earned. In a fifteen-week semester, this translates to one eight-hour day a week for every three credits.

Credits	Hours Per Semester	Hours Per Week in a 15 Week Semester
3	120	8
6	240	16
9	360	24
12	480	32
15	600	40

LEAVE-OF-ABSENCE POLICY

Students who need to be away from the College for one or two semesters, but who wish to maintain ties to the College and to resume their studies at a later time, may take a leave-of-absence instead of withdrawing. Students who do not return from a leave-of-absence after two semesters will be withdrawn. A leave-of-absence is arranged with the Office of the Registrar.

Students do not file a leave-of-absence in order to study abroad or at another institution in the U.S. Instead, they must file a petition with the Committee on Academic Standards and Policies for approval for study elsewhere. The refund policy regarding leave of absence follows the withdrawal refund schedule on pages 72-73.

REPEATING COURSES

A student may repeat a course under the following circumstances:

- Failure (F, U) in the course previously.
- Enrollment in a course on a credit basis after previously auditing the course.
- Course description states that a course may be repeated, e.g., Math 335.
- Grade of C- or below has been earned in a 100- or 200-level course.

Students are limited to one (1) repeat of any given course. All grades earned for a given course will remain on the academic record and be computed in the grade point average. Credit will be awarded only once. Students must complete a Course Repeat Form when they register for a repeat course.

Students may not repeat a course at Hood for which transfer credit has been awarded.

SELF-DIRECTED STUDY

Hood defines self-directed study as: 1) regular and X-credit independent study; and, 2) internships, field work, and other courses similar to internships in that they do not have a classroom component.

- 1.) Students may take a maximum of 27 credits (excluding an honors paper) in self-directed study in the total 124-credit program. A combination of internships and independent study must not exceed 15 credits of internship or 12 credits of independent study.
- 2.) Students may take a maximum of 18 credits (excluding an honors paper) in self-directed study in the major program. A combination of internships and independent study must not exceed 15 credits of internship, 12 credits of independent study, or more than 1/4 of the major program (whichever is less).
- 3.) Students may not add independent study credits to internships to fill a complete semester program. An exception to this rule is independent study that students take at the Washington Center for Learning Alternatives or through a similarly structured program. Petition the Committee on Academic Standards and Policies for approval to exempt this rule.
- 4.) Internships and independent studies are granted to non-degree students under only exceptional circumstances.

TECHNICAL CERTIFICATION

Tek.Xam is an assessment examination measuring problem-solving skills within the technology environment. It provides a credential for college students and those already in the workforce to demonstrate their mastery of technology applications and problem-solving tools. It allows employers to recognize students' mastery of computer applications that might not be reflected by their college degree or former work experience. For Hood College students, the fee is \$100. Contact Academic Services for more information.

TRANSCRIPTS

In compliance with the Family Education Rights and Privacy Act of 1974, transcript requests must be in writing. Forms are available in the Registrar's Office.

TRANSFER CREDIT

See pages 55-59 for information on credit for Advanced Placement and for information on the International Baccalaureate.

Hood welcomes transfer students from four-year and two-year colleges. We have articulation agreements with many community colleges to encourage and assist students in their efforts to take appropriate courses prior to transfer. Contact the Adult Studies Program for specifics.

The Registrar evaluates transcripts of coursework completed at other schools and through alternative methods, and generally awards credit for courses that are clearly applicable to a baccalaureate degree and for which the student received a grade of C- or above. A maximum of 70 credits may be awarded for freshman/sophomore level work completed elsewhere. There is no limit for junior/senior level coursework.

The final 30 hours of the degree must be taken on the Hood campus (see *Undergraduate Degree Requirements*). In addition, the College requires transfer students to take a minimum of 12 credits of classroom instruction in the major discipline at Hood, regardless of the number accepted in transfer. Transfer students must submit their transcripts to the Registrar prior to enrollment. All transfer documents must be filed within the first semester of enrollment. The Registrar may refuse to award credit if students fail to meet this deadline.

All grades earned at Hood and those completed at other institutions are calculated in the composite grade point average, regardless of whether the course credit was accepted for transfer. The composite average is used to determine eligibility for various honor societies as well as determining Commencement honors.

CURRENT HOOD STUDENTS

Students may receive credit for coursework successfully completed at another accredited institution during the academic year or the summer with prior approval. Students may petition to take a course from another college during any semester or session provided the course is not offered at Hood during that semester/ session. Petitions are available in the Registrar's Office. The maximum number of credits that can be taken during the summer session is one credit more than the number of weeks in the summer session. For instance, in a four-week summer session, a student may enroll in courses totaling five credits.

COMMUNITY COLLEGE EXCHANGE

Full-time Hood students may take one course each semester at Carroll Community College (CCC), Frederick Community College (FCC), or Hagerstown Community College (HCC) without charge, provided that the course chosen is not offered at Hood that semester. Exceptions may be made for students who experience schedule conflicts between Hood courses. CCC and FCC also offer the exchange to Hood students during their summer sessions. To register, students obtain the consent of their advisers and the Hood Registrar. The Registrar will provide a statement of enrollment for registration at CCC, FCC, or HCC. Grades and credits earned are transferable, but no quality points are given; thus, grades earned on this exchange program are not computed into the cumulative average, but are calculated in the composite G.P.A.

WITHDRAWAL FROM THE COLLEGE

A student may withdraw from the College for medical reasons at any time during the semester after providing the necessary verification, and with the approval of the instructor, the adviser, and the Executive Director of Academic Services. The following refund schedule applies:

FALL AND SPRING SEMESTERS

Students who withdraw from Hood will have their fall and spring semester charges adjusted according to the schedule on the following page.

	Tuition	Board
Prior to first meeting of class	100%	<i>pro rata</i> weekly
Within the first 21 calendar days from the first day of the semester	80%	<i>pro rata</i> weekly
22nd calendar day and thereafter	no refund	<i>pro rata</i> weekly

(See the current college calendar for the actual dates.)

There are no refunds on the room fee after the first day of classes. After the 21st day from the first day of the semester, there are no refunds on tuition. Refunds on the board fee are continued on a *pro rata* weekly basis throughout the semester. The refund policy regarding withdrawal applies also to students who take a leave-of-absence during the semester.

Withdrawal refunds are determined by the effective date noted on the change of status or leave of absence form filed with the Registrar's Office for undergraduate students and the written withdrawal filed with the Graduate Office for graduate students.

There are no refunds of any fees (comprehensive, academic records, course audit, student teaching, parking, or student health insurance) once the semester has begun.

In order to qualify for a refund of the housing security deposit, the student must file a Change of Status Form with the Registrar's Office indicating the appropriate change in status no later than November 15 for a change occurring for the spring semester and April 15 for a change affecting the fall semester.

Calculation of Title IV Refunds for Students Who Withdraw

The 1998 Reauthorization of the Higher Education Act requires Hood College to calculate a Return of Title IV Funds on all federal financial aid students who withdraw (officially or unofficially) from all classes on or before the 60% attendance point in the semester. Aid eligibility is based on the percent of earned aid using the following formula:

Percent earned = number of days completed up to the withdrawal date divided by the total days in the semester.

Aid to be returned = 100 percent minus the percent earned multiplied by the amount of federal aid disbursed toward institutional charges.

The Office of Financial Aid will review all students who officially or unofficially withdraw from all classes and calculate their eligibility for Title IV financial aid. Students will receive written notification of their eligibility to receive all or a portion of the financial aid awarded. Students should be aware that after their eligibility is determined they may owe a balance to the college that is not covered by financial aid.

Students receiving financial aid are encouraged to contact the Office of Financial Aid prior to withdrawing to discuss their eligibility for the aid they have received.

Students may contact the Office of Financial Aid to request more information on the federal requirements for Return of Title IV Funds calculations and examples of such calculations. All students subject to the Return of Title IV funds regulations will receive a detailed explanation of their Return of Title IV calculation.

SUMMER TERMS

One- and two-week terms

Prior to first meeting of class

Tuition

100%

Within the first 2 calendar days from the first day of the term

80%

3rd calendar day and thereafter

no refund

Three- and four-week terms**Tuition**

Prior to first meeting of class

100%

Within the first 4 calendar days from the first day of the term

80%

5th calendar day and thereafter

no refund

Five- and six-week terms**Tuition**

Prior to first meeting of class

100%

Within the first 7 calendar days from the first day of the term

80%

8th calendar day and thereafter

no refund

WITHDRAWAL POLICY FOR A FULL SEMESTER CLASS

If a student withdraws from a course after the end of the drop/add period, but within the first six weeks of the semester, a W (indicating withdrawal) will be noted on the transcript. This notation will not be computed in a student's grade point average.

After the sixth week of classes up to the end of the eleventh week of classes, one of the following will be noted on the transcript.

- WS if the grade average for the course at the time of withdrawal is C- or above
- WU if the grade average for the course at the time of withdrawal is D+, D, or D-
- WF if the grade average for the course at the time of withdrawal is F

These notations will be indicated by the instructor on the withdrawal form and will not be computed in a student's grade point average.

A student may not withdraw from a class during the last three weeks of classes.

Undergraduate Admission to Hood

Admission to Hood College is offered on the basis of a student's academic preparation, demonstrated commitment to personal and educational development, and potential for intellectual growth as a college student. These qualities are assessed through evaluation of the student's application for admission.

APPLYING FOR ADMISSION

The application requirements outlined below pertain to traditional-aged students. Requirements for adult students (those 23 and older), applying through the Adult Studies Program, differ and are discussed later in this chapter. An applicant for admission to Hood must submit the following materials:

- 1.) A completed Hood application form or Common Application.

- 2.) The School Report, completed by the student's guidance counselor and Teacher Recommendation, completed by a teacher who has taught the student in an academic subject within the past two years.
- 3.) Transcript of high school record.
- 4.) SAT or ACT scores.
- 5.) A \$35 application fee. *Applicants who, because of financial need, are not able to pay the application fee may request a fee waiver by having their high school guidance counselors submit an official ATP Fee Waiver on their behalf.*

Personal interviews and campus visits are recommended strongly, especially if the student wishes to be given serious consideration for the scholarship evaluation process. An interview with a member of the admissions staff and any optional material applicants choose to include with their applications often help the admissions office learn more about an applicant's potential for a successful educational experience at Hood.

The academic record from the high school or previously attended college and the completed essay section of the application form are the most important elements of the application. While there are no arbitrary grade point average requirements, Hood normally expects applicants to have completed at least 16 academic credits in high school, including credits in English, social sciences, natural sciences, foreign languages, and mathematics. Verbal and mathematics SAT or ACT scores are considered in relation to an applicant's overall record. Taken together, these measures of achievement and aptitude can be valid predictors of success at Hood. In some cases the committee may decide that certain of the applicant's college-level skills need strengthening. Hood's Office of Academic Services will assist the student in developing these skills.

For information regarding advanced placement and credit by examination, or information on transfer credits, see *Undergraduate Academic Policies*.

Hood admits students without regard to race, religion, marital status, national or ethnic origin, or disability.

EARLY ADMISSION

A superior student who wants to enter college after completing her junior year in high school may apply for admission to Hood as an Early Admission candidate. An Early Admission candidate must follow the procedure for regular admission and is required to have a personal interview with a member of the staff of the Admissions Office.

APPLICATION DEADLINES AND REPLY DATES

Deadlines and reply dates for application to Hood are as follows:

APPLICATION DEADLINE	REPLY DATE
Fall entry	
<i>Early reply:</i> December 1	December 15
<i>Final deadline:</i> February 15	March 15
Spring entry	
December 31	On rolling basis

Early reply deadlines and reply dates allow students to receive an early reply on their applications. It is a non-binding process, meaning that there is no special obligation to Hood on the part of the student.

SPECIAL ADMISSIONS PROGRAMS

Hood Friday Programs

During the summer, prospective students can explore Hood College through small group information sessions. Professors and current students will be available to discuss academics, the honor code, and treasured traditions at Hood.

Open Campus Day Programs

During a Hood Open Campus Day, prospective students and their parents attend presentations on the College. They also may have one-on-one discussions with faculty and tour Hood's campus and facilities.

Hood Start

The Hood Start program offers half-tuition scholarships to exceptional high school students who are interested in taking college courses while completing their high school education. Qualified high school students have the opportunity to become familiar with academic work at the college level, to work with the Hood College faculty, and to earn college credits which may give them advanced standing as college freshmen. Students may enroll in a maximum of two courses per semester. Special application is required.

ENROLLMENT DEPOSIT REQUIREMENTS

To confirm enrollment at Hood, new students are required to pay a one-time enrollment deposit fee of \$250. For non-residents, the total fee is applied to first semester charges. For residential students, \$150 is held as a housing security deposit. The deadline for payment of these deposits is May 1 for fall entry and January 15 for spring entry. These fees are not refundable after those dates. The housing security fee is held by the College until students graduate or leave Hood.

DEFERRED ADMISSION

Accepted applicants who cannot attend the term for which they are admitted may request to have admission deferred for up to one year. This request should be made in writing to the Director of Admissions. If the admission deferral is granted, applicants must make the appropriate enrollment deposit (as specified under *Enrollment Deposit Requirements*) within 30 days of the notification in order to hold a place in the class for which they are admitted.

For additional information on admission requirements, procedures, and programs, contact the *Office of Admissions*.

ADMISSION REQUIREMENTS FOR INTERNATIONAL STUDENTS

In order to receive consideration for admission to Hood, a student who has received her education outside the United States in a non-American school must have a certificate indicating that she has the equivalent of a high

school education. She also must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL) and/or satisfactory scores on the Scholastic Aptitude Test (SAT).

ADMISSION REQUIREMENTS FOR ADULTS

All adult students (those age 23 or over) apply for admission through the Adult Studies Program office. Adult learners may wish to begin a college program, complete an interrupted education, refresh and update a former education or enrich their cultural and intellectual lives.

The Adult Studies Program office, located in Alumnae Hall, provides admissions services, academic advising, and general advice. Adult learners are not required to submit certain documentation required of traditional-aged students.

The basic entrance requirements include a personal interview and a high school diploma (or certification of an equivalent education).

Those who have earned college credits elsewhere and wish to have credits transferred must submit an official copy of the transcript for evaluation from each college or university previously attended. Adult students with no prior college experience may be asked to submit high school transcripts. The application process also includes a completed Hood College Adult Studies Application or an online application from our Web site, www.hood.edu and a \$35 application fee.

Academic requirements are the same, except that adult learners have some special options (see *Undergraduate Degree Requirements page 32*). Because older students often have gained extensive and valuable experience outside a classroom, the College grants credit for certain prior learning (see *Undergraduate Academic Policies page 50*).

TRANSFER ADMISSIONS

Traditional-aged transfer students apply for admission through the Hood College Admissions Office.

TRANSFER CREDIT

The Registrar evaluates each course students seek to transfer to Hood and transcripts of coursework completed at other schools, and generally awards credit for courses that are clearly applicable to a baccalaureate degree and for which the student received a grade of C- or above. A maximum of 70 credits may be awarded for freshman/sophomore level work completed elsewhere. There is no limit for junior/senior level coursework.

TRANSFER WITH EASE

Hood welcomes transfer students. Our transfer agreements with other colleges help ease the admission process and guide students in their efforts to take appropriate courses prior to transfer. Students transferring from a community college are encouraged to enroll in courses which meet requirements for an associate of arts or associate of science degree.

Community college students are urged to consult with their transfer counselors concerning transfer agreements and course equivalencies or contact

the Hood College Office of Admissions. For detailed information on transfer credit, see *Undergraduate Academic Policies*.

EQUAL ACCESS FOR STUDENTS WITH DISABILITIES

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the Office of Academic Services as soon as possible. Early notification prevents delay in initiation of services and ensures the student full access to educational activities. The Disability Services Coordinator and/or the medical staff, in consultation with the student, prepares a plan for services and forwards authorization for specified services (such as note-taking, interpreting, special housing) to the appropriate offices on campus.

Undergraduate Tuition and Financial Aid

A Hood education is an investment with a lifetime of rewards. Substantial financial assistance and help in financial planning are available to all students and their families. Hood's comprehensive financial assistance program includes convenient payment plans, long-term, low interest loans, scholarships, grants, and an extensive campus employment program.

COSTS

The following cost-of-education table will help students and their families plan for a year at Hood.

COST OF EDUCATION TABLE FOR ACADEMIC YEAR 2002-2003

Full-Time Undergraduate	Resident	Commuter
Tuition	\$19,360	\$19,360
Room*	3,800	0
Board (19 meals)**	3,500	0
Comprehensive Fee	335	335
Total	\$26,995	\$19,695

Part-time students are charged \$560 per credit hour and a \$105 comprehensive fee per term.

*Premium for a single room is \$400 for a total of \$4,200.

**Sophomores, juniors, and seniors may choose a 15-meal plan at \$3,300.

THE NEED-BASED FINANCIAL AID SYSTEM

Financial Aid Procedures

For students whose personal and family resources are insufficient to meet their total educational expenses, Hood College administers programs of

both need-based and non-need-based financial aid and offers personalized assistance in obtaining other educational resources from outside sources.

Hood College determines the type and amount of aid students may receive by evaluating the student's financial need and availability of funds. Eligible students receive awards on a first-come, first-served basis.

Financial Need

To determine a student's financial need, the student must complete the Free Application for Federal Student Aid (FAFSA). Need for financial aid is determined by the following calculation:

Cost of Attendance

<i>Less</i>	Expected Family Contribution
<i>Equals</i>	Financial Need

To determine the Expected Family Contribution (EFC), the calculation formula used is the Federal Need Analysis set by the U.S. Department of Education. Factors that are taken into consideration include: family size, number of students in college, income and assets of both the student and parents, and the age of the oldest parent.

The Free Application for Federal Student Aid (FAFSA) may be completed on the Web at the following address: www.fafsa.ed.gov. Paper applications are available from most high school guidance offices, from Hood College, and public libraries.

Complete the FAFSA fully and carefully to avoid delays in processing. FAFSA forms should arrive at the Federal Processor no later than February 15 to receive full consideration for all types of need-based aid. For Hood College to receive your FAFSA results, you must list our school code: 002076.

Financial Aid Package

After your financial need is determined, the Office of Financial Aid can begin to put together a financial aid "package." Each student's financial situation is different, so each financial aid package is unique. A financial aid package will include one or more types of financial aid. The most common types of financial aid include: scholarships, grants, loans, and work-study.

All need-based financial aid awards are made in accordance with three criteria: enrollment in a degree-granting program at Hood College, demonstrated financial need and the student's ability to maintain satisfactory academic standing. For many of the need-based financial aid programs, students must be enrolled for at least 6 credits. In addition, for a student to be eligible for any federal financial aid, the student must be a U.S. citizen or permanent resident of the United States; have a high school diploma or equivalent; not be in default on a Federal Perkins Loan or Federal Stafford Loan; and be registered with Selective Service (if required).

Completed files are acted upon on a first-come, first-served basis. Some types of aid have limited funding.

Students who qualify for financial aid are notified in the form of a financial aid award letter. This award letter is sent to admitted students in the spring prior to the academic year for which financial assistance is sought. Continuing students will receive their award letters beginning in April prior to the fall semester.

FINANCIAL AID PROGRAMS

Federal Pell Grants—Awarded to undergraduate students with demonstrated financial need. Annual awards may range up to \$4,000 depending upon need; prorated awards may be made to eligible part-time students. Students must be pursuing their first baccalaureate degree.

Federal Supplemental Educational Opportunity Grant (FSEOG)—These federal funds are awarded to undergraduate students with the greatest demonstrated financial need. Students must be pursuing their first baccalaureate degree.

Hood Grants—Need-based, non-repayable grant assistance. Students must be pursuing their first baccalaureate degree.

Housing Grants—Need-based, non-repayable grant assistance. To be considered for this grant, students must be residing in on-campus housing and pursuing their first baccalaureate degree.

Federal Perkins Loans—Loans for undergraduate students demonstrating financial need are made at 5 percent simple interest. No interest accrues while in school, and repayment does not begin until nine months after the recipient leaves Hood College. Loans are dependent upon financial need.

Federal Work Study Program—This federally-funded employment program enables eligible undergraduate students to earn money to meet college expenses while gaining practical experience in on- and off-campus jobs.

Campus Employment—Awarded to students who are not eligible for federal work-study. Funded and administered by Hood College. Limited number of positions are available.

Federal Direct Subsidized Stafford Loan—A need-based student loan program offered to undergraduate and graduate students. The interest rate is offered at a competitive variable rate with a cap of 8.25 percent. No interest accrues and generally no payments are due while a student is enrolled on at least a half-time basis. Repayment generally begins six months after leaving Hood College.

Federal Direct Unsubsidized Direct Stafford Loan—A non-need-based student loan program offered to undergraduate and graduate students. The variable interest rate has a cap of 8.25 percent. The six-month deferment applies only to repayment on the principal. Student must begin payment of interest within 60 days of disbursement or allow it to accrue and be capitalized as it becomes due.

OTHER CAMPUS AID PROGRAMS

Federal Direct PLUS Loan—Parents may borrow up to the cost of education, minus any financial aid received, for each dependent undergraduate student. The variable interest rate cap is 9 percent. Repayment on principle and interest begins when the loan is disbursed.

Private Payment Plan—A monthly payment plan that allows families to budget educational expenses over a specified period of time. Administered by Academic Management Services.

Maryland State Scholarships—These scholarships are administered by the Maryland State Scholarship Administration for Maryland residents. The largest program, the Educational Assistance Grant, is awarded by the agency and is

based on financial need. Students must apply every year by completing the FAFSA prior to March 1.

The Maryland Guaranteed Access Grant is a sizable need-based grant awarded to students graduating from high school. Students are required to meet family income guidelines and must graduate from high school with a 2.5 grade point average in a college preparation program.

Maryland Senatorial Scholarships are awarded by state senators and range from \$200 to \$2,500 and are renewable. Members of the House of Delegates have a limited number of scholarships as well.

Maryland Hope Scholarship Program consists of four awards that provide financial assistance to Maryland students who plan to attend an eligible institution in Maryland and work in Maryland upon completion of their education.

For more information about these programs, call the Maryland State Scholarship Administration at (410)974-5370 or Hood College's Office of Financial Aid.

Veterans' Educational Benefits—Hood College serves as a liaison/informational resource to veterans by providing Veterans Administration forms and certifying eligibility status. To initiate or continue benefits, veterans must contact the Registrar's Office at the beginning of each semester and comply with the policies and procedures established by the Registrar and the Veterans Administration. Information and application forms may be obtained from the Registrar's Office located in the Joseph Henry Apple Academic Resource Center. All students, including veterans, are required to pay the usual fees to the College at the time of registration.

MERIT SCHOLARSHIPS

Hood College has developed an extensive merit scholarship program that recognizes outstanding achievement and/or demonstrated talent and accomplishment in leadership, research, community service, or writing. Students admitted to Hood are considered for merit scholarships at the time of admission. Some scholarships, however, are awarded through an interview process involving our Faculty Scholarship Committee.

Each year, Hood College awards more than \$5 million in merit-based scholarships. Merit-based scholarships range from \$2,000 to full-tuition.

From time to time, an individual student-applicant may qualify for consideration in more than one scholarship category. In such a case, the highest scholarship amount will take precedence in Hood's awarding process. All scholarships are limited up to eight semesters.

Students are notified of yearly renewal criteria, including minimum grade point average, upon receipt of their financial aid award letter.

Hodson Trust Academic Scholarship—awarded to incoming freshmen and transfer students who have the highest academic profiles and have shown leadership in school and community activities. A separate application and interview are required.

Hodson Scholarship—awarded to incoming freshman from ethnic backgrounds traditionally underrepresented in higher education. Applicants must have demonstrated high academic achievement. A separate application and interview are required.

Project Excellence Scholarship—awarded to outstanding Project Excellence students who are admitted and enroll at Hood.

Trustee Scholarship—awarded to incoming freshmen who have demonstrated academic achievement and have shown outstanding leadership in school and community activities, commitment to community service, and/or demonstrated talent.

Achievement Award—awarded to incoming freshmen who have the potential to succeed academically and have demonstrated leadership, commitment to community service, and/or demonstrated talent.

Brodbeck Scholarship—awarded to incoming transfer students age 23 or older with a cumulative GPA of at least a 3.0.

Hood Scholarship—awarded to incoming transfer students under age 23 with a cumulative GPA of at least a 3.0.

Hood Transfer with Honors Scholarship—awarded to graduates of Maryland community colleges who have earned the highest GPA in their class.

OTHER SPECIAL SCHOLARSHIPS AND AWARDS

The College awards numerous other scholarships and awards, for which students may be eligible, in addition to their merit-based scholarship. Students may be considered for only one additional scholarship or award.

Legacy Scholarship—awarded to children of Hood College graduates.

Alumnae Scholarship—awarded to incoming freshman/transfer students who are referred to admissions by a Hood College Alumnae/i.

Frederick County Valedictorian Scholarship—awarded to incoming freshmen who are class valedictorians from the Frederick County, Maryland, public school system.

Maryland Distinguished Scholar Award—awarded to incoming freshman who have been accepted to the College and who have been identified as a Maryland Distinguished Scholar Finalist or Semi-Finalist prior to enrolling at Hood.

Phi Theta Kappa Scholarship—awarded to incoming transfer students who are Phi Theta Kappa members and have earned an A.A or A.S. Degree. Must be a Phi Theta Kappa member at the time of admission.

Bonner Scholars—Awarded to students who are committed to community service and have graduated in the top 20% of their high school classes. In addition, the student must demonstrate substantial financial need as determined by the Free Application for Federal Student Aid (FAFSA).

Presidential Leadership Scholarships—awarded to entering transfer students who have above-average academic records, and who have demonstrated leadership or social responsibility through extracurricular or community service efforts in their schools and communities. Funding for the awards is provided by the gifts from a number of regional businesses and individuals.

Aircraft Owners & Pilots Association

Alcoa Eastalco Works

Allegheny Energy, Inc.

Alumax Inc.

Antique Imports

Avemco Insurance Corporation

Bach & Associates, Inc. Realtors

BB&T Bank

BB&T Frederick Underwriters

Bechtel Power Corporation of Maryland

Best Plumbing Specialties, Inc.

BioWhittaker, Inc.

Citicorp Credit Services, Inc.

CitiFinancial

Coca-Cola Enterprises, Inc.
 Ferris, Baker Watts, Inc.
 F&M Bancorp
 FPC Food Services, Inc.
 The Frederick Brick Works, Inc.
 The Frederick Gazette
 The Frederick Motor Company
 Fredericktown Bank & Trust Company
 Graphics Universal, Inc.
 Hagerstown Bookbinding and Printing
 Hagerstown Trust Company
 H. L. Hartz and Company, Inc.
 Hood Club of Frederick
 Key 103.1 – Frederick Broadcasting LLC

Legg Mason Wood Walker, Inc.
 Linton, Shafer and Company, PA
 Manpower
 Morgan-Keller, Inc.
 Charles F. Murphy, Inc.
 Perini Construction, Inc.
 RSM McGladrey, Inc.
 Service Glass Industries, Inc.
 Sharrett, Inc.
 The Solution Works, Inc.
 State Farm Insurance Companies
 R.W. Warner, Inc.
 Washington Gas - Frederick Division
 Willard Agri-Service of Frederick, Inc.

Endowed Scholarships—Each endowed scholarship has its own unique selection criteria. In many cases, student who have received a Trustee Scholarship, Achievement Award, Brodbeck Scholarship, or Hood Scholarship will have their award redistributed to an endowed scholarship.

The Allegheny Power Scholarship *
 The W.A. Lantz and the Bertha McCall Alumnae Scholarship
 The H.K. Alwine Scholarship
 The Alice McCusker Barnard Scholarship
 The Roscoe G. Bartlett Scientific Scholarship Fund
 The Mary Hendershot Bastian Scholarship
 The Mariana Main Beachley Scholarship
 The Dr. Regina C. Beck Scholarship
 The Sue and Ross Benitez Scholarship
 The Bennett/Wiegand Scholarship Fund
 The Nettie C. Bentley Music Scholarship
 The BioWhittaker Scholarship Fund
 The Christine Moyer Bloom Scholarship
 The Betty Bruce Borgerding Scholarship Fund
 The Olive L. Bowlin Endowed Scholarship
 The Dr. Martha M. Briney Honor Scholarship
 The Martha E. Church Scholarship Fund for International Students
 The Julia C. Clark Resident Assistant Grant
 The Class of 1932 Endowed Scholarship
 The Class of 1948 Endowed Scholarship
 The Class of 1976 Endowed Scholarship
 The Class of 1977 Endowed Scholarship

The Class of 1978 Endowed Scholarship
 The Class of 1979 Endowed Scholarship
 The Class of 1980 Endowed Scholarship
 The Class of 1982 Endowed Scholarship
 The Class of 1984 Endowed Scholarship
 The Class of 1985 Endowed Scholarship
 The M. Virginia Coblentz Scholarship
 The Janice E. Cole Honor Scholarship
 The Edison H. and Daphne B. Cramer Scholarship
 The Virginia M. Crist Scholarship
 The Katharine E. Cutshall Scholarship
 The Laura and Theodore Deforest Scholarship Fund
 The Judge Edward S. Delaplaine Scholarship
 The Robert E. and Ruth M. Delaplaine Scholarship
 The William T. and Janie Quynn Delaplaine Scholarship
 The Helen Kirk Deputy Ellis '27 and Mary Ellen Deputy Fowler '33 Foreign Language Scholarship Fund
 The Dona Ditty Memorial Scholarship
 The Nancy Hill Drew '58 Scholarship*
 The F. Virginia Ellis '39 Scholarship Fund
 The Esselen Family Scholarship Fund

- The Evangelical and Reformed Church Scholarships
- The Sally Conrad Fauntleroy Scholarship
- The Alden E. and Harriet K. Fisher Scholarship
- The Karen Louise Fisher Scholarship
- The Stella Elizabeth Ziegler Foley '28 Scholarship
- The Margaret P. Ford Honor Scholarship
- The Jennifer Frantz Scholarship Fund
- The Frederick Female Seminary Scholarship
- The Susan McAlpine Garrett '47 Scholarship Fund
- The Margaret R. Geiser Memorial Scholarship Fund
- The General Endowed Scholarship
- The Frederica Godshalk, M.D. Scholarship*
- The Giles Scholarship
- The Griesemer Scholarship
- The Ann Coulter Hancock '40 Scholarship Fund
- The Julia Etchison Hanna Scholarship
- The Ann Keet Hanson Scholarship
- The Arthur H. Long, Sr. and Lois Long Harley Family Scholarship*
- The Eleanor Harper Music Scholarship*
- The William Randolph Hearst Scholarship
- The Lizzie S. Heckle Scholarship
- The Carol Schulthess Hires '68 Scholarship
- The Nettie McCardell Hoffmeier Scholarship
- The H.G. and Lula K. Hoke Scholarship*
- The Arlene Utz Hollinger Scholarship
- The Carolyn Tillou Holran Scholarship
- The Hood College Fathers' Club Scholarship
- The Margaret E. S. Hood Scholarship
- The J. Harold Hooper Scholarship
- The Sharon I. Hooper Scholarship
- The Nancy Hoskins Houston Scholarship
- The Richard Hudnut Scholarship
- The Josephine Thompson Hunger Scholarship
- The Huttle Scholarship
- The Janice R. Hylen Memorial Scholarship
- The James M. Johnston Trust Fund
- The Dorothy Richardson Jones Scholarship Fund
- The Dean Mary Frear Keeler Scholarship*
- The Miriam W. Kelly Scholarship
- The Joan Kempthorne Scholarship
- The Carrie M. Kerschner Memorial Scholarship
- The George Kleinspehn Scholarship
- The John N. Land Scholarship Fund
- The Hilda C. Landers Scholarship
- The Elizabeth Ruth Langert Scholarship
- The Louis A. Langie, Jr. and Sally Weaver Langie '51 Scholarship*
- The Latrobe-Westmoreland County, Pennsylvania Scholarship
- The Charles A. & Helen Titzel Lauffer Scholarship
- The Lillian Zeigler Lavetan Scholarships
- The John J. Leidy Foundation Scholarship
- The Adele Edmunds Levering Scholarship
- The Frederick Weir Levering Scholarship
- The Alexander D. and Dorothy Warehime Lewis Scholarship
- The Bert S. and Mary H. Lewis Memorial Scholarship
- The Frank H. Lewis Endowment
- The Charles J. Little Scholarship
- The Loats Foundation Scholarship
- The Loats Foundation Yearly Scholarship
- The Mary and Daniel Loughran Scholarship
- The Lowe-Bitler Scholarship
- The Caroline Finkenbinder Lumb '30 and Carol Lumb Allen '59 Scholarship
- The William Markow Music Scholarship Fund
- The Timothy S. May Scholarship
- The McCardell Family Scholarship Fund
- The McCurdy Scholarship
- The McCullagh McCutcheon Scholarship Fund
- The John D. Meyer Scholarship
- The Nettie Morton Miller Scholarship*
- The Lorie Harris Morrell Scholarship
- The Morrow Scholarship Endowment
- The Margaret J. and John C. Motter Scholarship
- The Charles F. Murphy Scholarship
- The Eleanor MacMillan Nelson Scholarship
- The New York Times Scholarship
- The J. Edward and Jessie Spielman Omwake Scholarship

- The Innes and Carsten Oertel Fund*
- The George W. and Edith Osmun Scholarship
- The J. Elyse Pade '54 Scholarship*
- The Elizabeth Walton Paiste & Ethel Hobson Auf Der Heyde Scholarship Fund
- The Nancy Freeman Patterson '53 Scholarship Fund
- The Elizabeth Peters - Barbara Michaels Scholarship
- The Shirley D. Peterson Scholarship
- The Philadelphia Hood Club Scholarship
- The Margaret Jones Pollack Scholarship
- The Sylvia F. Porter Scholarship
- The Octavia M. Power '30 Endowed Scholarship
- The Dorothy E. Pugh Scholarship
- The James B. Ranck Memorial Scholarship
- The Vincent and Alice Riordan Scholarship*
- The Harry A. Rosenfeld Scholarship
- The Rouse Graduate Scholarship
- The Charlotte Snyder Rupner Scholarship
- The Margaret Russell Scholarship
- The Myrtle Annis Scott Scholarship
- The Kimberly Ann Servedio Memorial Scholarship
- The Helen Burton Shelton '40 Scholarship
- The Alfred P. and Patricia A. Shockley Scholarship
- The F. Lawrence & Shirley J. Silbernagel Scholarship
- The Alice Smith Scholarship
- The M.E. Smith Scholarship
- The Ruth Yost Snyder and Lehman J. Snyder Scholarship
- The Dr. and Mrs. Alexander Solosko Scholarship
- The John G. Sommer and Beulah Munshower Sommer '44 Computer Scholarship
- The William Sprigg Applied Music Scholarship
- The Henry I. Stahr Scholarship
- The Glenna May and John Hedges Staley Scholarship
- The Frances Steckel Scholarship
- The Virginia Geddert Stone Scholarship
- The Helen Kelly and Edith M. Kelly Terwilliger Scholarship
- The Clyde E. and Julia E. Thomas Scholarship
- The G. Frank Thomas Foundation Scholarship
- The Thomas and Mullen Scholarship
- The Dr. William H. Thomas, Jr. Scholarship
- The Andrew G. Truxal Scholarship in Sociology Fund*
- The Mr. and Mrs. William H. Vanderford Scholarship
- The L. Marie VanHise Scholarship
- The Mariamne Claggett Vickery Scholarship
- The Oliver C. and Carrie E. Warehime Scholarship
- The Louise A. Weagly Scholarship Fund
- The Wehler Family Scholarship
- The Alyce T. Weinberg Honor Scholarship
- The Sarah Patton Weinberger '32 Scholarship
- The Olive Wagner Wilt Memorial Scholarship
- The Women's Guild Scholarship
- The Nora E. Yost Scholarship
- The Raymond R. and Margaret M. Zimmerman Music Scholarship

Prizes and Awards

- Leah B. Allen Prize in Astronomy
- Blue and Grey Editorial Award
- Elizabeth B. Bower Prize
- Grace N. Brown Prize
- The Patricia Bucheimer Piano Prize
- Larry T. Campbell Memorial Prize
- Julia Holzapfel Prize in Mathematics
- Martha E. Church Center of Leadership and Service Award
- Class of 1988 Volunteer Behind the Scenes Award
- Janice E. Cole Writing Prize
- Emily Myers Davis Prize
- The Dyer Work Award
- Raymond L. and Louise K. Gillard Endowed Prize Fund
- Edenia Guillermo Prize
- Maureen Kelly Hess '81 Prize Fund
- Hood College Retailing Club Prize
- C. May Hudson Prize
- Francis G. Hugo Prize in Psychology
- Margaret Louise Kleist Prize

Henry P. and Page Laughlin Awards Trust Fund

E. Louise Leonard Prize

Marion MacPhail Prize

The P. Buckley Moss Award for Special Education
at Hood College*

Betsy Radey Pancelli Memorial Research Fund

Florence A. Pastore Memorial Award

George C. Pearson Prize

Mary Ellen Randolph Prize

Anna Louise Remsen Prize in Art

The Margaret Condron Sterner Creative
Writing/Journalism Award

Charles E. Tressler Outstanding Student Award

* *Not currently available for award*

REDUCED TUITION OPPORTUNITIES

Hood offers several opportunities for reduced tuition, including programs for older citizens and Hood alumnae.

EMPLOYER TUITION REIMBURSEMENT

The Employer Tuition Reimbursement Contract allows a student whose employer is reimbursing the tuition, to defer payment. Based on the amount to be deferred, a 10 percent deferral fee will be charged for the semester. Grades, transcripts and future registrations are held until the account balance is paid in full.

ENCORE PROGRAM

The Encore Program enables Hood alumnae who hold a B.A. or B.S. from Hood to take undergraduate courses at one-half tuition.

FAMILY TUITION PLAN

The Family Tuition Plan enables two or more members of the same family to pay reduced tuition costs. For these purposes, a family is defined as mother, father and dependent children. Under the Family Tuition Plan, one member of the family enrolls as a full-time undergraduate student and pays full-time undergraduate tuition. Other family members enrolling at the College will receive a 25 percent reduction in tuition, graduate and undergraduate, whether they are full-time students or part-time students.

All students admitted under the Family Tuition Plan must meet the regular admissions standards of the College, as appropriate. The Family Tuition Plan applies to tuition only and does not apply to board or other fees. As long as one member of the family is paying full undergraduate tuition, the Family Tuition Plan is in effect. The Plan is also applicable to the Summer Session if one member of the family is enrolled for at least 6 credits of undergraduate study.

RENEWAL NOT RETIREMENT

Hood's Renewal Not Retirement (RNR) program offers persons 60 years of age or older the opportunity to audit undergraduate courses. Studio and lab courses, practicums, and self-directed study courses may not be taken on a audit or RNR basis. The cost is \$560 per course.

Undergraduate Programs and Courses of Study

KEY TO PROGRAMS

Concentrations are listed below majors; asterisk (*) indicates secondary education certification is available.

Bachelor of Arts:

Applied Computing 132

Art 94

archaeology 97

Biochemistry 104

Biology* 106

Chemistry* 118

Communication Arts 126

broadcast 127

journalism 127

public relations 127

Computer Science 130

Early Childhood Education 146

Economics 139

Engineering 156

English* 158

**Environmental Science and
Policy 165**

environmental biology 166

environmental chemistry 166

environmental policy 167

French* 171

French/German 176

History* 184

Latin American Studies 202

Law and Society 204

Management 206

accounting 207

finance 207

human resource management 207

individual career interest, 207

marketing 207

Mathematics* 211

Music 218

music history and literature 219

music performance 219

Philosophy 225

Political Science 234

Psychology 242

Religion 248

Social Work 252

Sociology 256

social science research, 257

Spanish* 261

Special Education 150

Bachelor of Science:

Computer Science 130

Pre-Professional Preparation:

Pre-Dental Studies 240

Pre-Law Studies 239

Pre-Medical Studies 240

Pre-Veterinary Studies 241

ABOUT COURSE OFFERINGS

Practical Learning Courses

Practical learning courses include internships, directed projects, field work and practicums. These courses are directly supervised by faculty at Hood College, are graded in a similar manner and awarded credit in the same unit as resident courses, are part of an approved curriculum, and meet a requirement for graduation. Students are expected to spend at least as much time in preparation and training as is normally required for resident courses; each course has an assigned instructor; and interaction between instructor and student is regularly scheduled. The planned program of activities is controlled by the school, not by officials of the external agency.

Independent Study and Teaching Assistantships

Independent study and teaching assistantships are not conventional classroom/laboratory experiences but are an integral part of Hood's programs. A Hood faculty member is required to supervise and schedule regular interaction with students involved in these learning experiences.

Core Curriculum

Course titles followed by (CORE) indicate courses included in the Core Curriculum. Refer to *Undergraduate Degree Requirements*.

Course Numbering System

100-499 Courses numbered in this way designate undergraduate courses.

299 Special topics courses are offered in many departments or on an inter-departmental basis. The content and methods of such courses vary with the interest of students and faculty members, emerging knowledge or issues, and opportunities for field experience. A special topics course may or may not count toward the major.

499 Designates Departmental Honors Paper, a two-semester senior-year program designed for students who wish to pursue intensive research or special projects in close coordination with faculty advisers. Departmental honors students are known as The Christine P. Tischer Scholars and receive 6 credits for this work.

Cross-Listing

Those courses offered by two or more departments are described under the heading of the originating department and then cross-listed. For example, history and economics both list the 323 Economic History of the U.S. It is fully described under the Economics courses; under the History courses, it is cross-listed.

AFRICAN AMERICAN STUDIES MINOR

Coordinator: Hoda Zaki

The African American Studies program, an interdisciplinary minor of 18 credits, is designed to prepare students for graduate study in this and related areas. Firmly based in the liberal arts, the minor's curriculum provides students with the opportunity to study in a systematic fashion the lives and contemporary experiences of African American men and women. The program focuses primarily on African Americans in the United States, but includes a series of courses on African culture, history, and politics. The curriculum is structured to give students the opportunity to examine the interrelated dynamics of class, gender, and race.

The minor requires that each student complete 9 hours in African American history, literature, and politics, and choose the remaining 9 hours from a broad array of courses in cognate fields. At least two of the six courses selected must be at the 300- or 400-level.

Required in the minor (9 credits):

- 3 credits in African American history (either AF/HS 250 *or* AF/HS 251)
- 3 credits in African American literature (AF/EN 266 *or* AF/EN 265)
- 3 credits in African American or African politics *or* political thought (AF/PS 240 *or* AF/PS 350 *or* AF/PS 353 *or* AF/PS 355)

9 credits in related areas:

AFAM	301	African American Political Autobiography
AFAM	470	African American Feminist Thought
AF/AR	359	Arts of Africa and the Diaspora
AF/EN	265	African American Voices Before the Twentieth Century
AF/EN	266	The Harlem Renaissance and Beyond: Twentieth Century African American Literature
AF/HS	250	African American History to the Twentieth Century
AF/HS	251	African American History During the Twentieth Century
AF/PS	240	African American Politics
AF/PS	350	African Politics
AF/PS	353	Contemporary African Political Thought
AF/PS	355	African American Political Thought
AF/PY	270	African American Psychological Perspectives
FREN	320	Francophone Women Writers
HIST	225	Civil War/Reconstruction
HIST	246	Introduction to Africa
HIST	324	Racism in North America
PSCI	307	American Constitutional Law
SOC	300	Social Inequality
SOC	323	Ethnicity in America
SOWK	301	Social Policy and Human Service Programs

AFRICAN AMERICAN STUDIES COURSES

AF/PS 240 African American Politics

Prerequisite, PSCI 203. (First semester—2002, 2004/3 credits)

An examination of African American political activity in the twentieth century. African American participation in the U.S. electoral process and the power structure in African American communities.

AF/HS 250 African American History to the Twentieth Century

(CORE—Historical Analysis) *(First semester/3 credits)*

A chronological and thematic survey of African American history from pre-colonial Africa to the twentieth century. Focuses on the economic, political, social, and cultural context in which a uniquely constituted African American culture developed. Themes include African American women and working-class African Americans.

AF/HS 251 African American History During the Twentieth Century

(CORE—Historical Analysis) *(Second semester/3 credits)*

Examines African American history in the twentieth century with emphasis on cultural and intellectual contributions and the struggle to achieve human rights. Emphasis on African American women and working-class African Americans.

AF/EN 265 African American Voices Before the Twentieth Century

(CORE—Literature) *(First semester—2002, 2004/3 credits)*

A study of how early African American literary traditions have been formed not only by slavery, but also by community, geography, orality, politics, and literature itself. Works may include slave narratives of Olaudah Equiano, Frederick Douglass, and Harriet Jacobs, as well as nineteenth century fiction by Harriet Wilson, Frances Harper, Harriet Beecher Stowe, and Charles Chesnut.

AF/EN 266 The Harlem Renaissance and Beyond: Twentieth Century African

American Literature (CORE—Literature) *(First semester—2003, 2005/3 credits)*

Beginning with the energetic era of the Harlem Renaissance, this course studies African American writings in the twentieth century. Themes discussed include the influence of folk elements and music, the appearance of the trickster and masking techniques as both means of survival and art forms, the issue of audience address and language choices, and the subject of dual consciousness. May include works by DuBois, Johnson, Toomer, Larsen, Hurston, G. Jones, Baldwin, Walker, Reed, C. Johnson, and Morrison.

AF/PY 270 African American Psychological Perspectives

Prerequisite, PSY 101. (Second semester/3 credits)

This course will explore the theories, research, and practices of African American psychology. Focuses on understanding the forces that have influenced this unique, coherent, and persistent psychological perspective. Themes include definition and development of African American psychology; issues related to identity and personality development of African Americans; and evaluation of psychological principles, theories, and assessment techniques in relation to the personality and behavioral development of African Americans.

AFAM 301 African American Political Autobiography (CORE—Western

Civilization) *Prerequisite, 3 hours in African American history or literary criticism.*

Open to juniors and seniors only. (Either semester/3 credits)

This course examines the connections between autobiography, political philosophy, utopian thought and politics in African American autobiographies. Selected African American political autobiographies will be analyzed to determine the criticisms authors launched against their societies, the social and political alternatives suggested, and the agencies they suggested be mobilized to institute change.

AF/PS 350 African Politics (CORE—Non-Western Civilization)

Prerequisite, HIST 246, PSCI 210, or permission of the instructor. (First semester/3 credits)
 An introductory survey of post-independence political patterns and processes in Africa. Emphasis will be given to current political dynamics such as democratization and state-society relations. Case studies in Southern and Eastern Africa will be used.

AF/PS 353 Contemporary African Political Thought (CORE—Non-Western Civilization)

Prerequisite, HIST 246 or AF/PS 350 or completion of the Philosophical Inquiry section of the Core. (Second semester—Course is offered as needed/3 credits)
 An introduction to African political thought from the pre-colonial period to the present. Emphasis will be given to the impact of Islam, cultural nationalism, nationalism, revolutionary theories, democracy, African socialism and Marxism of major African political theorists.

AF/PS 355 African American Political Thought (CORE—Western Civilization)

Prerequisite, Junior or senior standing only, or permission of the instructor. (Second semester—2003, 2005/3 credits)
 The course examines African American political thought in the eighteenth, nineteenth, and twentieth centuries within the parameters of Western political discourse. Topics include the changing definitions of African American conservatism, neoconservatism, nationalism, liberalism, radicalism, and feminism.

AF/AR 359 Arts of Africa and the Diaspora (CORE—Non-Western Civilization)

Prerequisite, Completion of the Aesthetic Appreciation section of the Core. (Second semester/3 credits)
 The course introduces the visual arts of sub-Saharan Africa and explores the artistic heritages of Africans and their descendants in the Americas. Beginning with an overview of African art from antiquity to the present, linkages between African and Diasporan artistic production will be explored and consideration given to the construction of “black” identity in African-American art of the twentieth century.

AFAM 375 Independent Study in African American Studies

Prerequisite, 6 credits in African American Studies and permission of the instructor. (Either semester/1, 2, or 3 credits)
 Independent reading and/or research in a selected field of African American studies. Conferences.

AFAM 470 African American Feminist Thought

Prerequisite, Junior or senior standing and 3 hours in African American history or African American literature. (Second semester—2003, 2005/3 credits)
 An examination of African American feminist scholarship in the nineteenth and twentieth centuries, as African American women grappled with the issues of gender, race, and class. Focus on African American women’s perspectives and diverse experiences within the context of changing political, economic, and social structures. Primary and secondary writings by African American feminists in various disciplines will be used to understand the issues, agendas, contending philosophies, organizational strategies and alliances proposed.

AFRICAN AND MIDDLE EASTERN STUDIES MINOR

The minor in African and Middle Eastern Studies offers the opportunity to put together an interdisciplinary program that surveys Africa and the Middle East. The minor is offered jointly by the Departments of History and Political Science, of Religion and Philosophy, and of Economics and Management. The program offers students a basic understanding of the traditional cultures and an introduction to the contemporary situation.

REQUIREMENTS FOR THE MINOR

HIST	242	The Middle East in Modern Times
HIST	246	Introduction to Africa
ITLS	300	Cultures of the Middle East
REL	302	Judaism and Islam

One of the following:

ECON	324	International Economics
PSCI	323	Politics of the Third World

AMERICAN STUDIES MINOR

Coordinator: Carol Kolmerten

A minor in American Studies allows a student to focus on American culture from a variety of perspectives. This minor helps students to understand the relationships between ideas, institutions, and aesthetic forms. Using the tools of several disciplines, students can better understand the symbols, myths, and values that pervade American culture. The minor is jointly offered by the Departments of English, History and Political Science, and Sociology and Social Work.

Fifteen credits are required. Students must take the following:

HIST	218	History of the United States since 1865
ENGL	322	American Literature from 1776
SOC	215	Social Problems

Choose two electives from the following:

AF/EN	266	The Harlem Renaissance and Beyond: Twentieth Century African American Literature
AF/PS	355	African American Political Thought
ANTH	299	Special Topics: Cultures of Native America
EC/HS	323	Economic History of the United States
ENGL	251	The American Dream
ENGL	275	American Novel
ENGL	280	Twentieth Century Ethnic Narratives
HIST	210	Women in Twentieth Century America
HIST	217	History of the United States to 1865
HIST	327	America in the Twentieth Century, 1945 to the Present
PSCI	203	Introduction to U.S. Politics and Policy
PSCI	307	American Constitutional Law
REL	211	American Religious History
SOC	323	Ethnicity in America

ANTHROPOLOGY COURSES

ANTH 201 Introduction to Anthropology (CORE–Social and Behavioral Analysis) *(Either semester/3 credits)*

The study of human beings and their cultures. While the primary emphasis is on cultural anthropology, the related disciplines of physical anthropology, archaeology, linguistics, and ethnology constitute an integral part of the course. The course is designed to develop meaningful insights into diverse cultures and introduce students to anthropological ways of thinking.

ANTH 299 Special Topics: Cultures of Native America

(Second semester—Course is offered as needed/3 credits)

An ethnological and archaeological survey of Indian cultures in the Americas from the earliest prehistoric period to the twentieth century. Special focus on the Indians of North America; Aztec, Maya, and Inca civilizations.

AN/HS 299 Special Topics: Women in Developing Nations

Prerequisites, 3 credits in anthropology or non-Western history.

(Second semester—Course is offered as needed/3 credits)

An investigation into the roles of women in Third World countries with special emphasis on the interplay between the forces of tradition and modernity in the development process. How do Third World women deal with the tension between preserving their cultural authenticity while meeting the challenges of the modern age? The course directs attention to this question.

ANTH 302 Cultural Anthropology

Prerequisite, Sophomore standing. (Second semester—2003, 2005/3 credits)

An examination and analysis of one or more of the major cultural areas of the world (e.g., Sub-Saharan Africa, Southeast Asia, India, South America, Meso-America and North America). Anthropological, historical, archaeological and linguistic data will be used to explore such topics as social organization and structure, kinship, political and economic institutions, aesthetic forms, and the religious beliefs and values that give meaning to human activities.

Art Department

Professor: Anne Derbes (co-chair); *Associate Professor:* Frederick Bohrer (co-chair); *Assistant Professors:* Joyce Michaud (Curator of Hodson Gallery and Director of the Ceramics Program), Jennifer Ross

The department of art offers a range of studio art, art history, and archaeology courses that prepare the student for graduate study or for a career in various professions. In addition to the B.A. degree in art, the department also offers two minors.

Art faculty are active professionals who frequently participate in conferences, symposia, archaeological projects, and regional, national, and international exhibitions. The department is closely linked to the community of Frederick and to the cultural centers in Washington, D.C.,

Baltimore, and New York. Invitational art exhibits are held throughout the year in Hood's Hodson Art Gallery, bringing to campus professional work from a variety of artists, and representing a wide range of media from fine arts to communication arts to computer-generated art.

Facilities: Art classes are held in the Tatem Arts Center, which houses studios for drawing, painting, ceramics, printmaking, serigraphy, and crafts. There is also a darkroom with color and black and white developing equipment. The Hodson Art Gallery is also housed in the Tatem Arts Center.

Programs offered:

- Art Major (B.A.)
- Archaeology concentration
- Art History Minor
- Studio Art Minor

ART MAJOR, B.A.

The art major introduces students to significant works of painting, sculpture, and architecture, and helps them develop creativity, critical judgment, and historical awareness. The major stresses art history, which places works of art in their historical, cultural, and artistic contexts. It also offers the student experience in the concepts, methods, and materials of archaeology. Studio art, providing direct experience with design, drawing, painting, and other media, enriches the student's understanding of the creative process and is also an important component of the curriculum.

For art majors, Hood's location near Washington, D.C., and Baltimore is especially valuable. Field trips to the National Gallery of Art, the Smithsonian, the Hirshhorn Museum and Sculpture Garden, Dumbarton Oaks, the Walters Art Gallery, and other collections allow students to study major works of art firsthand. Internships are available with most of these museums and with advertising agencies, design studios, and cultural institutions, such as the Library of Congress and the National Trust for Historic Preservation. In Hood's Hodson Art Gallery, students may participate in the planning and installation of exhibitions by serving as gallery assistants.

The major offers students a broad perspective on themes fundamental to the humanities. It also prepares students to pursue careers in museums, galleries, and other cultural institutions, and provides a basis for graduate work in art history, museum studies, conservation, archaeology, and other fields. Students are encouraged to take related courses in history, literature, foreign languages, music, religion, and philosophy. Those who plan to earn an advanced degree in art history or archaeology should take French or German in preparation for graduate school. The department strongly suggests that majors spend a semester or year abroad.

REQUIREMENTS FOR THE MAJOR

The art major requires a minimum of 30 credits in art with 24 credits at the 200-level or above. Students may take a maximum of 60 credits including 100-level courses.

The following are required:

ART	220	History of Art I
ART	221	History of Art II
ART	470	Seminar: Topics in Art History
ARTS	101	Design I
One additional course in studio art		

Any five of the following art history courses:

ART	201	Meaning and Method in Art
ART	230	Introduction to Archaeology
ART	304	American Art
ART	308	Myths, Saints, and Symbols
ART	340	Art of Prehistory
ART	349	Art of Egypt and Mesopotamia
ART	350	Art of the Classical World
ART	351	Medieval Art
ART	352	Northern Renaissance Art
ART	353	Early Renaissance Art
ART	355	Art of Asia
ART	356	Art of Japan
ART	357	High Renaissance and Mannerist Art
ART	358	Baroque Art
AF/AR	359	Arts of Africa and the Diaspora
ART	360	Nineteenth Century Art
ART	361	Twentieth Century Art
ART	371	Themes in Art History

While the major emphasizes art history, studio art supports and contributes to the curriculum. Hood offers introductory courses in design, drawing, painting, photography, and ceramics and intermediate courses in drawing, painting, photography, and ceramics. Advanced instruction in these areas, and introductory and intermediate work in printmaking and sculpture, are available through the Artist-in-Residence program, which allows students to study with talented artists individually or in small groups. There is a modest fee for participation in the program. A list of offerings by Artists-in-Residence will appear in the fall and spring schedule of classes.

The study of studio art is important for students interested in art therapy. Students planning careers in art therapy should take a minimum of 15 credits in studio art and 15 credits in psychology in preparation for graduate school. Course work in studio art, as well as in art history and chemistry, is also essential for students considering a career in conservation.

ART MAJOR WITH ARCHAEOLOGY CONCENTRATION

ART	220	History of Art I
ART	230	Introduction to Archaeology
ART	340	Art of Prehistory
ART	349	Art of Egypt and Mesopotamia <i>or</i> ART 350 Art of the Classical World
ART	370	Fieldwork in Archaeology <i>or</i> ART 399 Internship in Archaeology
ART	470	Seminar
INST	312	Archaeology: Cultures, Technologies, Methods and Theories

Two of the following electives:

ART	201	Meaning and Method in Art
ART	349	Art of Egypt and Mesopotamia
ART	350	Art of the Classical World
ART	354	Mesoamerican Art
ART	355	Asian Art
ARTS	203	Ceramics
ARTS	211	Photography

One of the following:

ANTH	201	Introduction to Anthropology
ANTH	302	Cultural Anthropology
CL	202	Mythology
CL	302	Classical Mythology
HIST	200	The Ancient World
HIST	204	Ancient Rome
HIST	311	Women in the Ancient World

ART HISTORY MINOR

Coordinator: Frederick Bohrer

Students majoring in one of the humanities—history, literature, foreign languages, philosophy, or religion—will find that the art history minor complements and enhances their area of study. The minor is also worthwhile for students considering careers in arts administration, conservation, interior design, and similar fields. The required courses offer both chronological breadth and the opportunity to study a period in depth.

REQUIREMENTS FOR THE MINOR

ART	220	History of Art I
ART	221	History of Art II
ART	350	Art of the Classical World <i>or</i> 351 Medieval Art
ART	352	Northern Renaissance Art <i>or</i> 353 Early Renaissance Art <i>or</i> 358 Baroque Art
ART	360	Nineteenth Century Art <i>or</i> 361 Twentieth Century Art

STUDIO ART MINOR

Coordinator: Joyce Michaud

The minor in studio art exposes students to fundamentals of design, drawing, and painting, and develops visual and creative thinking skills.

The studio art minor combines well with a variety of fields. For example, it provides a firm foundation for students interested in art education, art history, medical illustration, interior design, illustration and computer-aided design, fashion design, and restoration.

REQUIREMENTS FOR THE MINOR

ARTS	101	Design I
ARTS	123	Drawing I

Three of the following:

ARTS	203	Ceramics I
ARTS	211	Photography I
ARTS	237	Painting I

Any 3-credit course offered through the Artists-in-Residence program or special topics in studio arts.

ART COURSES

ART 201 Meaning and Method in Art (CORE—Art, Music, Film, or Other Media)

(First semester/3 credits)

An analytical inquiry into the modes and media of visual representation. Drawing upon examples from ancient building to oil painting to television, the focus will be on the nature and variety of expression and interpretation. Active looking, reading, and discussion will be paramount.

ART 220 History of Art I (CORE—Art, Music, Film, or Other Media)

(First semester/3 credits)

An introduction to painting, sculpture and architecture from ancient Egypt to the beginning of the Renaissance. Both the art of Western Europe and the art of Asia (India, China, and Japan) will be included. Emphasis on major artists and movements, the cultural context of art, changes in modes of artistic expression over time, and issues of gender in art.

ART 221 History of Art II (CORE—Art, Music, Film, or Other Media)

(Second semester/3 credits)

An introduction to painting, sculpture, and architecture from 1400 to the present: Renaissance, Baroque, and modern art. Emphasis on major artists and movements, the cultural context of art, changes in modes of artistic expression over time, and issues of gender in art.

ART 230 Introduction to Archaeology

(First semester/3 credits)

This course consists of an introduction to the methods and theories that underpin the discipline of archaeology, by placing the field in an historical context and trajectory. It traces the history of archaeology from its beginnings in European antiquarianism, through some of the great discoveries of the nineteenth and early twentieth centuries, and into the scientific and interpretive models used in the field today. The emphasis will be on the intersection of evolving technologies of archaeological practice and developing interpretations of past societies.

ART 275 The Art of Film: History and Technique (CORE—Art, Music, Film, or Other Media) *Prerequisite, Open to sophomores, juniors, and seniors. (Course is offered as needed/3 credits)*

An examination of those artistic and technical innovations that have shaped the worldwide history of film. Cinematic contributions by directors such as Griffith, Eisenstein, Welles, Bergman, and Hitchcock, among others, will be studied. Narratives, documentaries, and experimental works included.

ART 300 Gallery Assistantship

Prerequisites, ARTS 101 and permission or invitation of department of art. (Either semester/1 or 2 credits—may be repeated for a maximum of 4 credits)

Practicum in methods and techniques of art gallery management. Under faculty supervision, students will serve as assistant curators of art exhibits in Hodson Gallery. Students will follow structured gallery procedures to facilitate the exhibition program.

AR/HS 301 Age of Cathedrals

Prerequisite, 3 credits of history at the 200-level or ART 220 or permission of the instructor. (Second semester—2004, 2006/3 credits)

A study of medieval European society through Romanesque and Gothic art and architecture, focusing on the uses and meanings of such buildings as cathedrals, monasteries, and pilgrimage churches. Building technology, sculpture, and the book arts will also be explored. There will be field trips to the Washington National Cathedral and the Walters Art Gallery.

ART 304 American Art

Prerequisite, ART 221 or permission of the instructor. (First semester—Course is offered as needed/3 credits)

American art considered in its historical context, both in its own right and as related to European artistic developments. Emphasis on varieties of artistic production and modes of judgment or evaluation.

ART 308 Myths, Saints, and Symbols (CORE—Western Civilization)

Prerequisites, 6 credits in religion and/or history and/or art or permission of the instructor. (Second semester/3 credits)

A study of subject matter in art, especially subjects taken from classical mythology and the Old and New Testaments.

ART 335 Teaching Assistantship in Art

Prerequisite, Invitation of the department. (Either semester/1 or 2 credits—may be repeated for a maximum of 4 credits)

An opportunity for qualified seniors to serve as teaching assistants in studio art, art history, and visual media courses. Responsibilities may include tutoring, holding review sessions, attending field trips, assisting in grading tests, and other duties defined by the instructor. Grading is on a satisfactory/unsatisfactory basis.

Art 340 Art of Prehistory

Prerequisites: Art 220 or INST 312, or permission of the instructor (First semester/3 credits)

This course traces the development of human culture and civilization, as expressed in artistic and archaeological evidence, from the origins of modern humans through the advent of agriculture and urbanism across the world. Special attention will be paid to artistic expression as a medium for communication and change. The geographic areas discussed in this course include Asia, Europe, Africa, and the Americas. The broad geographical scope of the course allows us to make comparisons of cultural developments across the globe.

ART 349 Art of Egypt and Mesopotamia (CORE—Non-Western Civilization)

Prerequisite, ART 220 or permission of the instructor. (First semester/3 credits)

An examination of the architecture, sculpture, painting, and other arts of the major early civilizations of the Near East, from the Neolithic to ca. 500 B.C. The artistic production of these cultures will be considered in its historical and social contexts. Competing theories on such developments as the origins of agriculture and the introduction of writing will be discussed and assessed. Special emphasis on the interconnections between these cultures, as well as their points of divergence.

ART 350 Art of the Classical World (CORE—Western Civilization)

Prerequisite, ART 220 or permission of the instructor. (Second semester/3 credits)

Architecture, sculpture, and painting of Crete, Mycenae, Greece, and Italy during the Bronze Age and Classical Age. Emphasis on artistic production and its social, political, and religious contexts, and on artistic and cultural interchange in the ancient world. Field trip to the Walters Art Gallery.

ART 351 Medieval Art

Prerequisite, ART 220 or permission of the instructor. (Second semester—2004, 2006/3 credits)

Architecture, sculpture, and painting from the late Roman empire through the Gothic period. Emphasis on the function and meaning of images and their social and ideological contexts in western Europe and Byzantium. Field trips to the Walters Art Gallery, Dumbarton Oaks, and the National Cathedral.

ART 352 Northern Renaissance Art

Prerequisite, ART 221 or permission of the instructor.

(Second semester—2004, 2006/3 credits)

Painting in Northern Europe from the art of the French courts in the late 13th century through the 16th century in the Netherlands and Germany. Field trips to the Walters Art Gallery and the National Gallery of Art.

ART 353 Early Renaissance Art (CORE—Western Civilization)

Prerequisite, ART 221 or permission of the instructor. (Second semester/3 credits)

Painting, sculpture, and architecture in Italy, especially Tuscany, from the early thirteenth century until the late fifteenth century. Topics include civic, religious, and private patronage, the changing status of the artist, and humanism and the arts. Field trips to the Walters Art Gallery and the National Gallery of Art.

ART 354 Mesoamerican Art (CORE—Non-Western Civilization)

Prerequisite, Completion of the Aesthetic Appreciation section of the Core.

(Second semester/3 credits)

A survey of pre-Hispanic art and archaeology of indigenous civilizations in Mesoamerica from c. 1500 B.C. to c. 1200 A.D., focusing on the art, architecture, and ritual of the Olmec, Zapotec, Maya, and Aztec peoples.

ART 355 Art of Asia (CORE—Non-Western Civilization)

Prerequisite, Completion of the Aesthetic Appreciation section of the Core.

(First semester/3 credits)

An introduction to the history of art and architecture of the countries of South and East Asia, with an emphasis on India, China, Japan, and Korea. Consideration of the major monuments of each culture and their styles, themes, and techniques; some discussion of gender, ethnicity, class, and ideology in the making and viewing of Asian art.

ART 356 Art of Japan (CORE—Non-Western Civilization)

Prerequisite, Completion of the Aesthetic Appreciation section of the Core.

(Second semester—Course is offered as needed/3 credits)

This course is a chronological survey of the history of the arts and architecture of Japan. It examines the characteristic styles and themes employed by secular and religious arts in successive periods, and will introduce the student to major masters, key monuments, and important aesthetic concepts of Japanese art. Among the issues to be considered are Japan's cultural relations with her neighbors, and the impact of social values and institutions upon artistic production.

ART 357 High Renaissance and Mannerist Art (CORE—Western Civilization)

Prerequisite, ART 220 or permission of the instructor. (First semester—2002, 2004/3 credits)

Through the works of artists such as Leonardo da Vinci, Michelangelo, Raphael, and their Venetian counterparts, this course will examine the major developments in Italian art from 1480 until 1580. It will explore a range of artistic and cultural issues, including the notion of artistic genius, the relationship between the study of nature and artistic invention, and the changing status of the visual arts. Close attention will also be given to the political and religious contexts.

ART 358 Baroque Art

Prerequisite, ART 221 or permission of the instructor. (First semester—2003, 2005/3 credits)

European art and architecture of the seventeenth and eighteenth centuries. Selected treatment of style, subject matter, medium, and context of an art in the age of kings, courts, academies, and emergent nations. Slide lectures and discussion, with a field trip to the National Gallery of Art.

AF/AR 359 Arts of Africa and the Diaspora (CORE—Non-Western Civilization)

Prerequisite, Completion of the Aesthetic Appreciation section of the Core. (Second semester/3 credits)

The course introduces the visual arts of sub-Saharan Africa and explores the artistic heritages of Africans and their descendants in the Americas. Beginning with an overview of African art from antiquity to the present, linkages between African and Diasporan artistic production will be explored and consideration given to the construction of “black” identity in African-American art of the twentieth century.

ART 360 Nineteenth Century Art

Prerequisite, ART 221. (First semester—2002, 2004/3 credits)

Art and society in Europe and America during the nineteenth century. Topics include the development of a “modern” visual idiom, rise in status of the artist, the emergence of museums and galleries, invention and role of photography, and new building technologies.

ART 361 Twentieth Century Art

Prerequisite, ART 221. (Second semester/3 credits)

Art and architecture in our century, up to our own time. Emphasis on the variety of artistic manifestations in recent years (e.g., performance, earthworks, conceptualism, multi-media) and their historical affinities. Also, the course of American art and its rise in influence.

ART 370 Archaeological Fieldwork

Prerequisites: 12 credits in art at the 200-level or above, and permission of the Archaeology concentration coordinator. May be repeated. (Either semester/3 credits)

This course offers the opportunity to learn archaeological field methods through hands-on experience at an archaeological site selected in collaboration between the student and Archaeology concentration coordinator. Students are expected to observe and learn both survey and excavation techniques, as well as participating in recording, drawing, and analyzing finds.

ART 371 Themes in Art History

Prerequisites, ART 220, 221, or permission of the instructor. (Either semester/3 credits)

Advanced topics in art history. A chance to pursue in more detail subjects only touched upon in large survey courses.

ART 375 Independent Study

Prerequisite, for theory and studio, 9 credits in art theory and studio courses; for art history, 9 credits in art history or permission of the instructor. Open to juniors and seniors (with instructor's permission). (Either semester/1, 2, or 3 credits)

Independent study in theory and studio, or art history.

ART 399 Internship in Art

Prerequisites, ARTS 101, 220, 221, and 6 additional credits in art, preferably at the 300-level or above, and permission of the department. (Either semester/3-15 credits)

Supervised off-campus internship experience in an institution approved by the department.

ART 470 Seminar: Topics in Art History

Prerequisites, Three courses in art history at the 200-level or above or permission of the instructor. Open to juniors and seniors only. (Second semester/3 credits)

This course will be dedicated to various important subjects in art history and visual culture. Part will be devoted to slide lecture and discussion, part to the presentation and consideration of directed research by students.

ARTS 101 Design I

(First semester/3 credits/lab fee/4 class and studio hours)

A study of the basic concepts underlying the visual arts. Principles of two- and three-dimensional design are considered in studio problems and in discussion sessions. Art majors and others wishing to pursue studio courses are advised to take this course prior to ARTS 123.

ARTS 123 Drawing I

Prerequisite, ARTS 101 recommended, not required. May be taken concurrently with ARTS 101. (First semester/3 credits/lab fee/4 class and studio hours)

Introduction to basic concepts of drawing, developing individual skills, and providing practice in using various drawing materials. Problems are given in landscape, still-life, figure study, and other subject matter. Representational and abstract approaches are used.

ARTS 203 Ceramics I

(Second semester/3 credits/lab fee/4 class and studio hours)

General historical survey of ceramics in which aesthetic and scientific aspects are considered. Pottery-making techniques deal with a study of the nature and potential of clay, in hand-built and wheel-thrown pottery, decorating and firing aspects.

ARTS 211 Photography I

Prerequisite, ARTS 101, or permission of the instructor.

(Either semester/3 credits/lab fee/4 class and studio hours)

Fundamentals of the photographic medium and its possibilities for visual communication are explored; darkroom procedure, film developing, and enlarging techniques are prime considerations. Experimental techniques are encouraged. Students must supply their own cameras and cost of materials.

ARTS 224 Drawing II

Prerequisites, ARTS 101 and 123. (First semester/3 credits/lab fee/4 class and studio hours)

A continuation of Drawing I, emphasizing a broad approach to drawing concepts. Representational and abstract approaches to a variety of subjects, including consideration of the figure.

ARTS 234 Printmaking I

Prerequisites, ARTS 101 and ARTS 123 or permission of the instructor. (Second semester/3 credits/lab fee/4 class and studio hours)

Introduction to relief and intaglio methods of printmaking, including experimental techniques. Some materials must be purchased by the student.

ARTS 237 Painting I

Prerequisites, ARTS 101 or permission of the instructor.

(Second semester/3 credits/lab fee/4 class and studio hours)

Problems in figurative and non-objective painting. Consideration is given to theories of color, pictorial structure, and materials and techniques. Students are required to purchase their own supplies.

ARTS 303 Ceramics II

Prerequisites, ARTS 101 and ARTS 203, or permission of the instructor.

(Second semester/3 credits/lab fee)

Advanced problems in ceramics: design, glazes and other technical issues. Historical and industrial uses of ceramics will be addressed. Students will select individual areas of concentration for the semester.

ARTS 311 Photography II

Prerequisites, ARTS 211 or permission of the instructor. (Either semester/3 credits/lab fee/4 class and studio hours)

Problems are directed toward a personal statement relating to the student's major field. Exploratory work includes high contrast, special effects, and color printing.

ARTS 314 Printmaking II

Prerequisite, ARTS 234. (Second semester/3 credits/lab fee/4 class and studio hours)

Students will study advanced intaglio techniques. Focus on developing personal expression and artistic style. Survey of history and critical thought.

ARTS 316 Selected Topics in Studio Art

Prerequisites, ARTS 101, 3 additional studio credits, or permission of the instructor. (Either semester/3 credits)

An opportunity for students to study specific studio art topics not included in the regular course offerings. Topics may be selected from one or more of the following areas: drawing, painting, ceramics, sculpture, photography, printmaking. Offered at the discretion of the department.

ARTS 324 Drawing III

Prerequisites, ARTS 224 and at least 6 additional credits in studio art at or above the 200-level, or permission of the instructor. (First semester/3 credits/lab fee/4 class and studio hours)

Advanced study in drawing materials and techniques are explored in this course. Composition and the study of the figure will be emphasized.

ARTS 338 Painting II

Prerequisites, ARTS 237. (Second semester/3 credits/lab fee/4 class and studio hours)

Advanced problems with further reference to the development of personal expression. Composition, color, and theory are stressed within a contemporary context.

ARTS 339 Painting III

Prerequisite, ARTS 338 (Second semester/3 credits/lab fee/4 class and studio hours)

Individual painting projects facilitating the development of a personal idiom. Traditional as well as modern synthetic mixed media are considered as they relate to contemporary expression.

ASTRONOMY COURSES

ASTR 113 Introduction to Astronomy (CORE—Scientific Thought/Non-Laboratory Course) *Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory. (First semester/3 credits)*

A survey of astronomy: understanding the visible sky, the planets and solar system, telescopes and measurement methods, the nature of stars and stellar evolution, the possibilities of life elsewhere. Relevant physical laws will be discussed.

ASTR 115 Introduction to Cosmology (CORE—Scientific Thought/Non-Laboratory Course) *Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory. (Second semester/3 credits)*

Examination of the large-scale structure and evolution of the physical universe and how human understanding has developed throughout history. Discussion of galaxies and their constituents: stars, clusters, and the interstellar medium, the laws of motion, gravitation, Hubble's law, the "Big Bang," and relativity.

ASTR 335 Teaching Assistantship in Astronomy

Prerequisite, ASTR 113 or 115 or invitation of the instructor.

(Either semester/1 or 2 credits—may be repeated for a maximum of 4 credits.)

An opportunity for qualified students to assist in ASTR 113 or 115 by tutoring students in these courses or by helping prepare and/or conduct observation exercises under the supervision of the instructor. Students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

ASTR 375 Independent Study

Prerequisites, 6 credits of course work in astronomy and permission of the department. (Either semester/1, 2, or 3 credits)

Independent study, either reading or laboratory work in a selected field of astronomy.

BIOCHEMISTRY MAJOR, B.A.

Please see page 118 for information on the chemistry and physics department.

The biochemistry major is a broadly based program built upon a foundation of chemistry and biology strengthened by study of physics and mathematics. Central to this coursework is experience with modern instrumentation and techniques. This major, combined with Hood's Core Curriculum, provides students with the educational background that will allow them to pursue post-baccalaureate studies in chemistry, biology, biochemistry or the health professions. It also prepares them for employment in a wide variety of careers ranging from biotechnology to business. Most students take advantage of internship opportunities available at a wide variety of biomedical and biotechnology laboratories in the Frederick-Baltimore-Washington area.

CURRICULAR DIRECTIONS IN BIOCHEMISTRY

Pre-Medical Studies

If you are pursuing a career in medicine, dentistry, veterinary medicine, pharmacology, nursing, or an allied health field, the biochemistry major will provide you with excellent preparation for professional study. The biochemistry major requirements are most closely aligned with those of the Medical College Admission Test (MCAT). In order to prepare for the MCAT or the Dental Admission Test (DAT), students should complete the following courses by the end of their junior year:

BIOL		8 credits in biology
CHEM	101, 102	General Chemistry I, II
CHEM	209, 210	Organic Chemistry I, II
ENGL	100, 101	or 110-139, English composition course
PHYS	101, 102	General Physics I, II <i>or</i>
PHYS	203, 204	Introductory Physics I, II (requires calculus)

In addition, some schools will recommend or require additional courses, which most frequently include anatomy and physiology, genetics, microbiology, biochemistry, a year of English, some calculus, and philosophy or ethics. The Health Professions Advisory Committee works closely with the Catherine Filene Shouse Career Center to assist students in the medical school application process.

Biotechnology Studies

The biochemistry major provides excellent preparation for careers in rapidly growing biotechnology fields such as genomics and proteomics. Chemistry classes ensure a background in the use of instruments and other modern laboratory techniques. Biochemistry and biology courses cover concepts and techniques used in the biotechnology industry. In addition to the courses required for the major, the following courses are recommended:

CHEM	324	Instrumental Methods of Analysis
BIOL	316	Genetics
BIOL	424	Molecular Biology of Eukaryotic Cells

Forensics Studies

The biochemistry major provides excellent preparation for careers in forensic science. Chemistry classes will give you a thorough grounding in the analytical techniques which are used by forensic chemists on a daily basis. Biochemistry and biology courses cover molecular biology concepts and techniques used in DNA analysis. Our explicit pedagogical focus on the scientific method helps you develop the deductive reasoning skills necessary for a successful forensics career. In addition to the courses required for the major, and depending upon your specific areas of interest, you can consider taking:

ANTH	201	Introduction to Anthropology
BIOL	316	Genetics
CA/EN	306	Writing for Business and Management
CHEM	324	Instrumental Methods of Analysis
CMA	207	Principles of Speech Communication
PSCI	230	Law and Society
PSY	101	Introduction to Psychology
SOC	330	Sociology of Law

REQUIREMENTS FOR THE MAJOR

BIOL	110-129	Biological Inquiry
BIOL	203	Introduction to Cell Biology and Genetics
BIOL	331	Microbiology
BIOL	339	Cell Biology
CHEM	101, 102	General Chemistry I, II
CHEM	209, 210	Organic Chemistry I, II
CHEM	215	Quantitative Analysis
CHEM	301, 402	Biological Chemistry I, II
CHEM	403	Biological Chemistry Laboratory Techniques
CHEM	431	Physical Chemistry I
CHEM	433	Physical Chemistry Lab I
CHEM	470	Seminar
MATH	201, 202	Calculus I, II
PHYS	101, 102	General Physics <i>or</i> PHYS 203, 204 Introductory Physics I, II

Recommended Courses

BIOL	316	Genetics
BIOL	424	Molecular Biology of Eukaryotic Cells
CHEM	324	Instrumental Methods of Analysis
CHEM	410	Advanced Organic Chemistry
CHEM	432	Physical Chemistry II

Biology Department

Professor: Ann L. Boyd; *Associate Professors:* Michael Alavanja, Douglas Boucher, Betsy Estilow, Kathy Falkenstein, Drew Ferrier, Ricky Hirschhorn, Craig Laufer (chair), Jeffrey Rossio, Oney P. Smith, Thomas Tworkoski, Lori Wollerman; *Assistant Professors:* Eric Kindahl, Judith Pace-Templeton

The Department of Biology offers two programs of study leading to a Bachelor of Arts degree and two programs leading to a Master of Science degree. A biology minor is also offered.

The undergraduate major in biology leads to a Bachelor of Arts degree. Biology majors also may earn secondary teaching certification.

The Environmental Science and Policy major is an interdisciplinary major leading to a Bachelor of Arts degree, administered by the Departments of Biology; of Chemistry and Physics; of Economics and Management; and of History and Political Science. Students who choose this major take a common core of environmental studies, natural sciences, and social sciences courses, then concentrate in environmental biology, environmental chemistry, or environmental policy. Each area of study is structured to meet the particular goals of that program. There is ample freedom in the course selection, however, to allow for programs tailored to individual needs.

The Master of Science degree is offered in biomedical science and in environmental biology.

Facilities: The Department is housed in the newly built Hodson Science and Technology Center. All laboratory facilities are either completely new or just renovated. Lecture and lab classrooms have the latest in multi-media classroom presentation hardware. Specially designed and equipped labs for molecular biology, microbiology, physiology and animal behavior are available for course work and student/faculty research. Additional facilities such as dark room, cold room, tissue culture lab, fluorescence microscopy and an environmental analysis lab are all available for teaching and faculty/student research. Students can conduct environmental analyses using high performance liquid chromatography, gas chromatography, atomic absorption and other analytical instruments. A greenhouse and environmental chambers are available to grow and study plants. Other major instrumentation includes a scanning electron microscope, ultracentrifuge, and automated DNA sequencer. Along with the new teaching labs and classrooms, specially designed laboratories for student/faculty research enhance the opportunities for students to join with the faculty in pursuing work from the biochemical to the ecological.

Programs offered:

- Biomedical Science, M.S. Degree
- Environmental Biology, M.S. Degree
- Biology Major (B.A.)
- Environmental Science and Policy Major (B.A.)
- Biology Minor
- Environmental Studies Minor

BIOLOGY MAJOR, B.A.

Majors in biology obtain a broad and modern education in the biological sciences. The course of study includes the biology core courses that cover the fundamentals of cell biology, ecology, evolution, genetics, and physiology. Elective courses provide for study at greater depth and reflect the breadth of biology. The major allows students to specialize or take a broad range of elective courses as they and their advisers deem appropriate. Elective courses are designed to help prepare students for graduate and professional school and biology-related employment. The capstone experience allows biology majors to synthesize and apply the knowledge and skills gained in earlier coursework and serves as a transition to post-baccalaureate training and employment.

Course offerings in the Biology Department are well-balanced and broad, ranging from animal behavior to recombinant DNA technology. In all courses, material focuses on principles and their application to current topics in each of the fields. Advanced, double-numbered elective courses allow qualified seniors to study in depth in their chosen fields. Almost all courses offered for the major include laboratory instruction. Laboratory curricula complement lecture material and emphasize hands-on learning through experimentation. As students progress through the curriculum they are challenged to develop increasingly sophisticated experimental and analytical skills. Some courses also include trips to undertake field research and to tour industrial and research sites of interest.

The curriculum for biology majors provides excellent preparation for many different careers. Options for graduates include research positions with government and private agencies in the laboratory or in the field. Students are well prepared for post-baccalaureate programs in medicine, veterinary medicine, dentistry, physical therapy, and clinical laboratory science. Graduate study in a specialized field of biology is another excellent option for students majoring in biology. The biology faculty play an active role in assisting students throughout the process of achieving their career goals.

CURRICULAR DIRECTIONS IN BIOLOGY

Curricular directions provide students with suggested combinations of courses that could best meet the student's individual goals and interests; however, biology majors are not required to choose a particular curricular direction listed below. We recommend that students, along with their academic advisers, choose a combination of elective courses to suit their needs for further study and work in biology and health-related fields.

Integrative Biology Direction

If you want a background that broadly prepares you for further study or work in biology, then the Integrative Biology Direction may be best for you. Recommended elective courses include:

cell biology	genetics
microbiology	plant form and function
field biology	advanced ecology
vertebrate physiology	invertebrate zoology
animal behavior	

Pre-Medical Direction

If you are pursuing a career in medicine, dentistry, veterinary medicine, or an allied health field (e.g., nursing, physical therapy, physician's assistant) then the pre-medical direction may be best for you. Recommended elective courses include:

vertebrate physiology	human anatomy and physiology
microbiology	mechanisms of infectious disease
cell biology	genetics
immunology	

Molecular Biology Direction

If you plan a career in research in molecular or cell biology or intend to pursue graduate studies in these fields, then the molecular biology direction may be best for you. The molecular biology direction is also recommended for students considering careers in bioinformatics, forensics, or drug discovery. Recommended elective courses include:

cell biology	microbiology
genetics	immunology
principles and methods in molecular genetics	biochemistry I
molecular biology eukaryotic cell	biochemistry II

Microbiology Direction

If you plan a career in research in microbiology or immunology or intend to pursue graduate studies in these fields, then the microbiology direction may be best for you. The microbiology direction is also recommended for students considering careers as industrial, food, environmental, clinical or veterinary microbiologists, quality assurance technicians or medical technologists. Recommended elective courses include:

microbiology	genetics
mechanisms of infectious disease	immunology
virology	cell biology
	principles and methods in molecular genetics

Ecology Direction

If you plan a career in research in ecology, evolutionary biology or environmental biology or intend to pursue graduate studies in these fields, then the ecology direction may be best for you. The ecology direction is also recommended for students considering careers in forestry, wildlife or fisheries

management, environmental activism, recreation planning, conservation biology, or environmental education. Recommended elective courses include:

advanced ecology	field biology
animal behavior	plant form and function
aquatic biology	plant ecology
invertebrate zoology	vertebrate physiology

Secondary Education Direction

If you are pursuing a career in teaching biology, then the secondary education direction may be best for you. Recommended elective courses include:

genetics	field biology
plant form and function	microbiology
vertebrate physiology	invertebrate zoology

Student research opportunities are another hallmark of our program. The faculty are engaged in active research in a diverse range of subdisciplines. Students can work with faculty to investigate the molecular biology of insect-carried diseases in plants, the symbiotic association of nitrogen-fixing algae with marine corals, the molecular genetics of oncogene expression, the ecology of the American Chestnut, the biochemistry of protein-DNA interactions, the population genetics of amphibians, and the behavioral ecology of frogs, just to mention a few of the research interests of our faculty. Independent Study, Honors research, and our new Summer Research Institute (where students stay on campus and receive a summer stipend to conduct research) are all means for our students to join the faculty in their research pursuits.

We also encourage students to participate in off-campus research opportunities. The College is situated only a few blocks from Fort Detrick, a federal facility housing research laboratories of the National Cancer Institute (NCI), U.S. Army Medical Research Institute for Infectious Diseases (USAMRIID), and U.S. Department of Agriculture (USDA). Many of our students complete internships at these nearby laboratories. Internship experiences often lead directly to employment opportunities in the Fort Detrick laboratories or the many biotechnology laboratories of the I-270 technology corridor between Washington, D.C., and Frederick. Students have also completed internships at a number of other locations including the National Aquarium, Horn Point Environmental Laboratory, and the Chesapeake Biological Laboratory.

REQUIREMENTS FOR THE MAJOR

The B.A. degree in biology (biology major) requires a minimum of 52 credits (37 credits in biology and 15 credits in related fields). A major may take a maximum of 60 credits with the BIOL prefix.

Basic Courses

BIOL	110-129	Biological Inquiry
CHEM	101	General Chemistry I
CHEM	102	General Chemistry II
CHEM	209	Organic Chemistry I
MATH	120	Pre-Calculus Mathematics

Biology Core

BIOL	201	Evolution and Ecology
BIOL	202	Physiology of Plants and Animals
BIOL	203	Introduction to Cell Biology and Genetics

Biology Electives

Five electives at the 300 level or higher, three of which must include a laboratory (3 credit, double-numbered laboratory courses do not satisfy the lab requirement. Not included among the elective courses are BIOL 335 Teaching Assistantship in Biology, BIOL 375 Independent Study, BIOL 399 Internship and BIOL 499 Honors.)

Capstone

Regular attendance by senior students at Departmental seminars is a capstone requirement. Further, students can satisfy the capstone requirement via two alternate means:

1. Three-credit research or field work experience through appropriate honors, independent study, secondary education teaching, or internship mechanisms. Departmental approval of a research proposal must precede this work. Students are also required to present, in the form of a poster, the results of their capstone experience. Capstone research credits must be taken as a second semester junior or a senior (or the summer between the junior and senior years).

or

2. BIOL 470 Biology Seminar—the course will involve a team approach toward preparation of a significant document. The nature of the document is not fixed but chosen by the instructor for each seminar course. Examples of the types of documents envisioned include grant proposals, review articles, and texts for proposed 110-129 courses. Biology seminar must be taken as a second semester junior or as a senior.

Recommended Courses

BIOL	375	Independent Study
CHEM	210	Organic Chemistry II
MATH	112	Applied Statistics
MATH	201	Calculus I
MATH	202	Calculus II
PHYS	203, 204	Introductory Physics I, II or PHYS 101, 102 General Physics

BIOLOGY SECONDARY EDUCATION CERTIFICATION

Biology majors also may wish to obtain certification to teach biology at the secondary level. Students in this secondary education program receive certification to teach in Maryland upon graduation, as well as reciprocity for teaching in certain other states.

Students must complete the requirements for the biology major and take PHYS 101 or 203.

In addition, they must meet the requirements specified by the Department of Education at Hood.

COASTAL STUDIES SEMESTER

The Hood Coastal Studies Semester is a travel-based, experiential learning program that provides a solid academic framework for the study of environmental science. It encompasses the technological, scientific, historical, and cultural aspects of issues currently challenging our wise use of coastal resources from Florida to the mid-Atlantic region. This is a “study away” semester that enrolls students from Hood as well as a wide variety of other institutions. The Coastal Studies Semester is open to students of at least sophomore status (regardless of major) who have completed a freshman writing class and at least one laboratory science course. Throughout the semester, participants will live, work, and study at marine field stations and environmental centers. Participants will earn 14 to 16 semester hours of academic credit. For Hood College students, the courses taken during the semester will satisfy several College-wide requirements including the Scientific Thought, and the Society, Science, and Technology courses of the core curriculum. Students from other institutions should plan to transfer these credits to their home college/university. See page 167 for more information on the Coastal Studies Semester.

DUKE UNIVERSITY MARINE SCIENCES EDUCATION CONSORTIUM (MSEC)

Hood College maintains a close relationship with the Duke University Marine Laboratory in Beaufort, North Carolina. At the invitation of the University, Hood has made that relationship even stronger by joining the Duke University Marine Sciences Education Consortium (MSEC). Hood students may use the marine laboratory’s facilities for independent study projects and coursework. The marine laboratory is located in a historic coastal town on the Intracoastal Waterway near the Outer Banks and Cape Hatteras. Opportunities for study include field work in a variety of estuarine, salt marsh, beach, and open ocean environments. Enrollment at MSEC is administered by the Hood Department of Biology.

Hood students transfer credits but not quality points for work completed at the Duke University Marine Laboratory.

The Duke University Marine Laboratory offers courses during the fall semester (late August to late December), spring semester (mid-January to late April), and three summer terms. These courses change each year; *the following list represents a sample of offerings*. In the spring semester, Duke offers a special program of seven weeks at the Duke University Marine Laboratory and seven weeks at the Bermuda Biological Station for Research. Contact the Department of Biology for details.

Analysis of Ocean Ecosystems	Conservation Biology of Marine Mammals
Barrier Island Ecology	Marine Communities
Beach and Island Geological Processes	Marine Ecology
Biochemistry of Marine Animals	Marine Fisheries Policy
Biological Oceanography	Marine Invertebrate Biology
Cellular and Molecular Research Techniques	Marine Mammals
Coastal Ecotoxicology and Pollution	Physiology of Marine Animals

BIOLOGY MINOR

Coordinator: Craig Laufer

The biology minor provides students a foundation in biology. The biology minor is organized to familiarize students with the broad areas of biological investigation, cellular and molecular biology, physiology, organismal biology, and ecology.

REQUIREMENTS FOR THE MINOR

CHEM	101	General Chemistry I
CHEM	102	General Chemistry II
BIOL	110-129	Biological Inquiry
BIOL	201	Evolution and Ecology
BIOL	202	Physiology of Plants and Animals
BIOL	203	Introduction to Cell Biology and Genetics

BIOLOGY COURSES

A grade of C or above in 100 and 200-level prerequisite courses, or permission of the instructor, is required.

BIOL 110-129 Biological Inquiry (CORE—*Scientific Thought/Laboratory Course*)
(Either semester/4 credits/3 class and 3 laboratory hours, may be repeated once with a different topic)

These courses promote the student's understanding and appreciation of biology, the scientific approach to problem solving, and the importance of science in our society. Various topics will be offered each semester. Laboratory work is an integral part of each course.

Topics for 2002-2003

BIOL 113 Newsstand Biology (CORE—Scientific Thought/Laboratory Course)

(First semester/4 credits/3 class and 3 laboratory hours)

Fundamental biological concepts will be studied in readings and discussions taken from current, “popular” scientific literature. The course will convey ways in which biology touches our lives as well as the excitement of scientific discovery.

BIOL 116 Life and Death (CORE—Scientific Thought/Laboratory Course)

(First semester/4 credits/3 class and 3 laboratory hours)

In this course we will try to understand life by asking what distinguishes it from death. When organisms die, what stops? Is death inevitable? If not, why don't we live forever? What determines the age at which living things die? Is it their genes? Their health? Or just a matter of luck? We will see that for many kinds of living things, concepts which we humans take for granted—like “life span,” “individual,” and even “death” itself—don't seem to make sense. We'll also find that many questions which we consider morally very important—e.g. the issue of “when does life begin?” in debates about abortion—may not be biologically meaningful. We'll also discuss a variety of other controversial issues related to life and death, including the right to die, hunting and vegetarianism.

BIOL 118 The Life of Birds (CORE—Scientific Thought/Laboratory Course)

(First semester/4 credits/3 class and 3 laboratory hours)

Birds have profoundly influenced human cultures as food, pets, and pests, in sport and fashion, and as religious symbols and artistic inspiration. Today birds have an expanded role as research models, biomonitors, and flagship species for conservation. This course will use birds to explore topics in evolution, physiology, ecology, and conservation biology. Students will develop field biology skills to identify common, local birds by sight and sound.

BIOL 130-139 Biological Inquiry (CORE—Scientific Thought/Non-Laboratory Course) *(Either semester/3 credits/3 class hours, may be repeated once with a different topic)*

These courses promote the student's understanding and appreciation of biology, the scientific approach to problem solving, and the importance of science in our society. Various topics will be offered each semester.

Topics for 2002-2003

BIOL 132 Biology of Aging (CORE—Scientific Thought/Non-Laboratory Course)

Prerequisite, Open to sophomores, juniors and seniors. (First semester/3 credits/3 class hours)

A study of time-related changes in human beings. Emphasis will be placed on the last two stages of development. Theories of aging, and the net effect of normal and pathological aging on the body systems will be discussed.

BIOL 134 The Biology of Cancer (CORE—Scientific Thought/Laboratory Course)

(Second semester/3 credits/3 class hours)

Core concepts in biology will be examined by exploring the impact of cancer on the individual cell and the entire organism. In addition to an introductory textbook, readings and discussions will focus on how to obtain the scientific knowledge a citizen of the twenty-first century needs to be able to understand the human condition. Emphasis will be on cellular structure and function, energy metabolism, and regulation of cell reproduction, as well as information concerning the scientific basis of some currently available treatments.

BIOL 201 Evolution and Ecology

Prerequisite, BIOL 110-129 course or permission of instructor

(Second semester/4 credits/3 class and 3 laboratory hours)

Evolution is the unifying theory of biology. This course will introduce you to the fundamental concepts of evolution, the study of changes in organisms over time, and to ecology, the study of organisms and their environment. These two topics are naturally paired, as ecology is the basis of the selective pressures that lead to evolution.

BIOL 202 Physiology of Plants and Animals

*Prerequisite, BIOL 110-129 course and CHEM 101, or permission of instructor.
(First semester/4 credits/3 class and 3 laboratory hours)*

A study of the wide variety of structural and functional adaptations found in members of the plant and animal kingdoms. The topics of investigation include nutrient procurement, gas exchange, internal transport, movement, development, reproduction, and chemical control mechanisms. Lectures and laboratories will focus on the physiological systems of various plant divisions and animal phyla.

BIOL 203 Introduction to Cell Biology and Genetics

Prerequisite, BIOL 110-129 course and CHEM 102 (or concurrently), or permission of instructor. (Second semester/4 credits/3 class and 3 laboratory hours)

A study of biological processes at the cellular and subcellular levels. What are the challenges of being a cell? The course will examine this question and study how cells have evolved to meet these challenges. Emphasis will be on the structure/function relationships of cells, on the energetic demands of cells, and on the information storage and retrieval mechanisms of cells. In addition to the above topics, the laboratory portion of the course will familiarize students with modern molecular genetic techniques.

BIOL 302 Plant Form and Function

*Prerequisites, BIOL 202 and BIOL 203, or permission of the instructor.
(Second semester—2004, 2006/4 credits/3 class and 3 laboratory hours)*

The course will examine the form and function of vascular plants focusing on growth, metabolism and reproduction. These processes will be studied at the subcellular, cellular, tissue and organ levels fully integrating this information with whole plant function.

BIOL 307 Human Anatomy and Physiology

*Prerequisites, BIOL 202 and BIOL 203, or permission of the instructor.
(First semester/4 credits/3 class and 3 laboratory hours)*

An integrated, introductory course in anatomy and physiology emphasizing the structure and function of the human body. The structure, physiology, and interrelationships of the organs and organ systems of the body are studied. Designed for students in the allied health fields.

BIOL 309 Aquatic Ecology

*Prerequisite, BIOL 201 or permission of the instructor.
(Second semester—2004, 2006/4 credits/3 class and 3 laboratory hours)*

Concepts of ecology are elucidated using examples from freshwater, marine, and estuarine systems. The course investigates the biological and ecological processes that comprise functioning aquatic systems. We will consider the workings of lakes, streams, bays, oceanic waters, rocky shores, soft-sediment bottoms, grass beds, marshes and coral reefs. Field trips will emphasize a wide variety of aquatic habitats. Case studies of resource management issues and human impacts on aquatic environments will exemplify the application of aquatic ecological concepts.

BIOL 314 Developmental Biology

*Prerequisites, BIOL 202 and 203, or permission of the instructor.
(Offered as needed/4 credits/3 class and 3 laboratory hours)*

A study of gametogenesis, fertilization, morphogenesis, and development of major organ systems as seen in sea urchins, frogs, chicks, human beings, and plants. Current molecular mechanisms of animal and plant development are included.

BIOL 316 Genetics

*Prerequisites, BIOL 203 and CHEM 209, or permission of the instructor.
(Second semester/4 credits/3 class and 3 laboratory hours)*

An in-depth investigation into the mechanisms of heredity. Students will build a strong framework of knowledge in transmission genetics, including topics such as advanced Mendelian analysis, linkage and recombination, and gene and chromosome mutations.

From this framework, the course will explore the foundations of molecular genetics. Topics include the biochemistry of the gene, the genetics of biochemical pathways, DNA function, control of gene expression, and recombinant DNA technology and its applications. Next, the course will take a modern population genetics perspective and examine the importance of genetic variation to natural populations and the evolutionary forces that shape that variation. The course will conclude by considering the scientific context and societal implications of modern genetics through topics such as genetic screening.

BIOL 328 Vertebrate Physiology

Prerequisites, BIOL 202 and 203, or permission of the instructor.

(Second semester—2003/4 credits/3 class hours and 3 laboratory hours)

Function and regulation of vertebrate tissues and organ systems with an emphasis on the mammalian organism. Topics include: ion and water regulation, digestion, respiration, hemodynamics, neurophysiology, muscle function, the endocrine glands, and the urino-genital system. Laboratory work will involve measurement of physiological activities in human and animal subjects.

BIOL 331 Microbiology

Prerequisites, BIOL 203 and CHEM 209, or permission of the instructor.

(Second semester/4 credits/3 class and 3 laboratory hours)

A study of the structure and function of microorganisms with emphasis on bacteria. Microbiological processes important in medical, industrial, and environmental applications will be discussed.

BIOL 335 Teaching Assistantship in Biology

(Either semester/2 credits/1 conference hour; 3 laboratory hours)

An opportunity for qualified juniors and seniors to assist in the laboratory instruction of BIOL 110-129 and other selected courses. Interested students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

BIOL 337 Invertebrate Zoology

Prerequisites, BIOL 201 and 202, or permission of the instructor.

(Second semester—2003/4 credits/3 class and 3 laboratory hours)

An introduction to the biology of invertebrate animals, especially the marine forms. Emphasis will be placed on the physiology, ecology, functional morphology, and evolutionary relationships of the major groups. Students will collect animals from a variety of field sites and examine them in the laboratory. The primary collecting area will be the estuary and barrier island complex near the Duke University Marine Laboratory in Beaufort, North Carolina.

BIOL 338 Advanced Ecology

Prerequisites, BIOL 201 and BIOL 203, or permission of the instructor.

(First semester—2002, 2004/4 credits/3 class and 3 laboratory hours)

A literature-based course covering areas of current research in the design of experiments, evolutionary biology, population genetics, community ecology, and ecosystem science. The course emphasizes reading and critiquing the primary scientific literature. Lectures and laboratories will stress that modern ecology and evolutionary biology are hypothesis-driven sciences, and that posing sound arguments and collecting solid supporting evidence are essential for a deeper understanding of the history of life on earth and its present day organization at levels above the individual. Students will put these ideas into practice through the laboratory component of the course as they work on two extended research projects in the field, the greenhouse, or the lab.

BIOL 339 Cell Biology

Prerequisites, BIOL 203 and CHEM 209, or permission of the instructor.

(First semester/4 credits/3 class and 3 laboratory hours)

The study of cellular structure and function. Cellular organelles' contribution to the life of the cell are examined. Differentiated and specialized cells are used to illustrate genetic and molecular mechanisms.

BIOL 343 Animal Behavior

*Prerequisites, BIOL 201 and BIOL 202, or permission of the instructor.
(First semester—2002, 2004/4 credits/3 class and 3 laboratory hours)*

An examination of the mechanisms of behavior and the interactions between animals including hormonal factors, population regulation, mating, altruism, and communication. Laboratory work will focus on behavioral mechanisms as well as techniques for studying local animal populations.

BIOL 345-349 Field Ecology and Natural History

*Prerequisite, BIOL 201 or permission of the instructor.
(January and May terms/3 credits/lab fee)*

Through travel to distant field sites, students will conduct a first-hand examination of the physical, chemical, and biological characteristics and processes of a selected ecosystem. Students will be involved in intensive fieldwork, readings, and discussion that will focus on interactions between the system's biota and the physical and chemical parameters unique to the geographic area under examination. Comparisons will be drawn between the ecosystem under study and temperate systems more likely to be encountered near the Hood campus.

BIOL 375 Independent Study

(Either semester/1, 2, or 3 credits)

Laboratory, library, or field investigation of a biological problem. Selection of topic, preparation of study plan, and evaluations of results are guided by means of weekly conferences with the instructor. A minimum 2.0 cumulative grade point average is required.

BIOL 399 Internship in Biology

Prerequisites, 20 hours of biology, 12 hours of chemistry and permission of the department. (Either semester/6 to 12 credits/16 to 32 hours each week)

Individualized study and training in a cooperating laboratory conducting research in the biological sciences. Participation will include instruction and experience in the use of advanced laboratory equipment and field apparatus, and independent research and reading of related scientific literature under the guidance of a senior laboratory director.

BIOL 411/BMS 511 Biochemistry I

*Prerequisites, BIOL 203 and CHEM 210, or permission of the instructor.
(First semester/3 credits/3 lecture hours)*

A study of the structure and function of biological macromolecules, particularly proteins. Topics include acid-base equilibria, protein folding, enzyme catalysis, allosterism, and protein engineering.

BIOL 412/BMS 512 Biochemistry II

*Prerequisites, BIOL 203 and CHEM 210, or permission of the instructor.
(Second semester/3 credits/3 lecture hours)*

A study of the generation and storage of metabolic energy and of the structure, biosynthesis, and function of nucleic acids.

BIOL 424/BMS 524 Molecular Biology of Eukaryotic Cells

Prerequisites, BIOL 316 and 339, or permission of the instructor. (Second semester/3 credits)

The molecular biology of gene expression in eukaryotic cells. Topics include gene mapping, diagnostic screening for genetic anomalies, molecular cloning and genetic regulatory mechanisms. Emphasis on current experimental techniques used to map genes and understand gene expression.

BIOL 425/BMS 525 Virology

Prerequisite, BIOL 424 or permission of the instructor. (First semester/3 credits)

An introduction to animal viruses with emphasis on classification, structure, the molecular biology of replication, and biological activity within eukaryotic cells.

BIOL 427 Mechanisms of Infectious Disease

Prerequisites, BIOL 202, BIOL 203, and BIOL 331, or permission of the instructor.

(Second semester—2004, 2006/4 credits/3 class and 3 laboratory hours)

The course will explore the general principles of infectious disease by focusing on host-parasite interactions. Emphasis will be on the pathophysiology and epidemiology of infections. Bacteria, viruses, fungi, and parasites of medical and veterinary importance will be studied.

BIOL 428/BMS 528 Immunology

Prerequisites, BIOL 331 and 339, or permission of the instructor.

(First semester/3 credits)

Theories and mechanism of the immune response, including structure and function of immunoglobulins, antigen-antibody reactions, immunobiology, immunogenetics, immunologic enhancement, immunologic protection, immunologic injury, humoral and cell mediated immunity, and experimental methods of analysis of antigen-antibody reactions.

BIOL 434/BMS 534 Basic Principles and Methods in Molecular Genetics (Laboratory-Lecture course)

Prerequisite, BIOL 316 or permission of the instructor. (First semester/3 credits/lab fee)

Techniques for the isolation of nucleic acids, restriction enzymes and restriction mapping, vectors for molecular cloning, in vitro packaging of lambda DNA, techniques for screening recombinant clones, cloning of cDNA, expression of cloned genes, expression vector design, characterization of clones, in vitro manipulation of cloned sequences, eukaryotic host-vector systems, problems in protein processing and production of cloned gene products, ethical questions.

BIOL 451/ENV 551 Plant Ecology

Prerequisite, BIOL 302 or permission of the instructor.

(Second semester—2006/3 credits)

A study of the effects of environmental fluctuations on vegetational patterning, basic mechanisms and interactions within the plant environment system, and current problems in plant ecology. Topics include the vital processes of plants, the effects of environmental factors on their metabolism and energy transformations, and their ability to adapt to these factors.

BIOL 470 Biology Seminar

Prerequisites, Senior standing or second semester juniors who have completed four elective classes in biology or permission of the department. (Second semesters/3 credits)

Advanced study in biological science. Each semester the topic will vary according to instructor and student interest. Students will apply knowledge and skills developed in prior course work and will work collaboratively to develop a grant proposal, review article, introductory biology text, or other significant document.

BUSINESS ADMINISTRATION

See Management Major. Page 206

Chemistry and Physics Department

Professors: Allen Flora, Sharron Smith; *Associate Professors:* Susan Ensel (chair), Deborah Gibbs Sauder; *Assistant Professor:* Kevin Bennett

The Department offers two undergraduate majors: chemistry and biochemistry. The major in chemistry consists of a core of chemistry courses with some work in physics and mathematics. The major in biochemistry consists of a combination of chemistry and biology courses, again with some physics and mathematics.

Chemistry majors may earn secondary teaching certification. Minors in chemistry and physics are offered, as well as an environmental chemistry concentration in the environmental science and policy major.

The Chemistry and Physics faculty are active professionals and scholars.

Facilities: Chemistry and physics teaching laboratories are equipped with computer-controlled data acquisition and analysis systems. Chemistry students also use instruments such as a nuclear magnetic resonance spectrometer; GC-Mass spectrometer; Fourier transform infrared, visible and ultraviolet spectrophotometers; SPEX fluorimeter; gas-liquid and high performance liquid chromatographs; capillary electrophoresis system; graphite furnace atomic absorption spectrometer; and calorimeters. Research laboratories contain additional specialized equipment such as laser spectroscopy systems. Our historic Williams Observatory houses an Alvan Clark telescope as well as spectroscopes, telescopes, cameras, and other equipment used regularly by students in astronomy courses.

Programs offered:

- Biochemistry Major (B.A.)
- Chemistry Major (B.A.)
- Environmental Chemistry concentration in Environmental Science and Policy Major
- Chemistry Minor
- Physics Minor

CHEMISTRY MAJOR, B.A.

The chemistry major combines study in the discipline with a broadly based liberal arts education. Students gain valuable experience with modern instrumentation and the methods of scientific investigation through their coursework. The department focuses specifically on providing extensive laboratory experience to all students, to complement a thorough grounding in chemical theory. Class projects and presentations develop the student's ability to speak clearly and write cogently on scientific topics. Advanced students are encouraged to conduct independent projects and to participate in the wide variety of internship positions available at professional laboratories in Frederick and in the Baltimore-Washington technology corridors.

CURRICULAR DIRECTIONS IN CHEMISTRY

The chemistry major provides excellent preparation for a wide variety of careers. Many students find professional positions immediately following graduation. In addition to laboratory research positions, chemistry majors are in demand in such fields as toxicology, public health, patent and intellectual property law, forensics, teaching, marketing, technical writing, art restoration and scientific information retrieval. Chemistry majors are well prepared to pursue graduate degrees in chemistry, biochemistry, and related biotechnology fields; or medicine, veterinary medicine, dentistry, pharmacology, physical therapy, and the range of allied health fields. Students with specific career aspirations can consider the following recommendations as they develop their undergraduate schedules.

Pre-Medical Studies

If you are pursuing a career in medicine, dentistry, veterinary medicine, pharmacology, nursing, or an allied health field, the chemistry major will provide you with excellent preparation for professional study. In order to prepare for the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT), students should complete the following courses by the end of their junior year:

BIOL		8 credits in biology
CHEM	101,102	General Chemistry I, II
CHEM	209,210	Organic Chemistry I, II
ENGL	100,101	or 110-139, English composition course
PHYS	101,102	General Physics I, II <i>or</i>
PHYS	203,204	Introductory Physics I, II (requires calculus)

In addition, some schools will recommend or require additional courses, which most frequently include anatomy and physiology, genetics, microbiology, biochemistry, a year of English, some calculus, and philosophy or ethics. The Health Professions Advisory Committee works closely with the Catherine Filene Shouse Career Center to assist students in the medical school application process.

Environmental Chemistry Studies

If you are interested in environmental issues, we offer a concentration in Environmental Chemistry in association with the Department of Biology. Students declare a major in Environmental Science and Policy–Chemistry Track, and undertake substantial coursework in chemistry providing a technical enhancement to the broad interdisciplinary preparation inherent in the program. In addition to the general requirements of the major, students interested in environmental chemistry take:

CHEM	209,210	Organic Chemistry I, II
CHEM	215	Quantitative Analysis
CHEM	324	Instrumental Methods of Analysis
CHEM	401	Environmental Chemistry
MATH	201	Calculus I

The following courses, which provide stronger preparation in math and theory for those interested in post-baccalaureate study, are highly recommended:

CHEM	431	Physical Chemistry I
MATH	202	Calculus II

Forensics Studies

If you are interested in forensic sciences, the chemistry major provides excellent preparation for a variety of career paths. Chemistry classes will give you a thorough grounding in the analytical techniques laboratory forensic chemists utilize on a daily basis. Our explicit pedagogical focus on the scientific method helps you develop the deductive reasoning skills necessary for a successful forensics career. In addition to the courses required for the major, and depending upon your specific areas of interest, you can consider taking:

ANTH	201	Introduction to Anthropology
BIOL	203	Introduction to Cell Biology and Genetics
CA/EN	306	Writing for Business and Management
CHEM	301	Biological Chemistry I
CMA	207	Principles of Speech Communication
PSCI	230	Law and Society
PSY	101	Introduction to Psychology
SOC	330	Sociology of Law

Secondary Education Studies

If you are intending to pursue a career as a chemistry teacher at the secondary level, you will need to complete the major in chemistry in addition to the required education courses. The faculty of the Education Department and the Chemistry and Physics Department will work closely with you to ensure that you are able to meet the requirements of this program. At this time, the State of Maryland requires that students complete

BIOL	110-129	Any introductory topic course <i>and</i>
BIOL	202	Physiology of Plants and Animals

in addition to the courses required for the chemistry major and the education major, in order to earn certification. You can find more information about secondary education requirements in the Department of Education listings.

REQUIREMENTS FOR THE MAJOR

CHEM	101, 102	General Chemistry I, II
CHEM	209, 210	Organic Chemistry I, II
CHEM	215	Quantitative Analysis

CHEM	324	Instrumental Methods of Analysis
CHEM	405	Inorganic Chemistry
CHEM	431, 432	Physical Chemistry I, II
CHEM	433, 434	Physical Chemistry Lab I, II
CHEM	470	Seminar
MATH	201, 202	Calculus I, II
PHYS	101, 102	General Physics <i>or</i> PHYS 203, 204 Introductory Physics I, II

For students interested in physical, analytical, or theoretical chemistry, additional courses in mathematics, computer science, and intermediate-level physics are recommended. Students who plan to enter graduate school in chemistry should have a reading knowledge of a foreign language.

CHEMISTRY SECONDARY EDUCATION CERTIFICATION

Majors in chemistry also may wish to obtain certification to teach chemistry at the secondary level. Students in this secondary education program receive certification to teach in Maryland upon graduation, as well as reciprocity for teaching in certain other states.

Students must complete the requirements for the chemistry major plus a BIOL 110-129 course and BIOL 202. In addition, they must meet the requirements specified by the Department of Education. Completing the teacher education requirements may require time beyond the four years of a B.A. program.

CHEMISTRY MINOR

Coordinator: Deborah Sauder

The minor in chemistry provides a broad introduction to the field by combining a core of chemistry courses with additional study in electives of the student's choice. A total of 24 credits in chemistry are required.

Students are required to take the following courses (each 4 credits):

CHEM	101	General Chemistry I
CHEM	102	General Chemistry II
CHEM	209	Organic Chemistry I
CHEM	215	Quantitative Analysis

In addition, students must select two or more of the following courses for a total of at least 8 credits:

CHEM	210	Organic Chemistry II—4 credits
CHEM	301	Biochemistry I—4 credits

CHEM	324	Instrumental Methods of Analysis—4 credits
CHEM	401	Environmental Chemistry—3 credits
CHEM	405	Inorganic Chemistry—3 credits
CHEM	431 <i>and</i> CHEM 433	Physical Chemistry I—4 credits
CHEM	470	Seminar—1 credit

Students who choose non-lab (3 credit) courses as their minor electives may also fulfill the 24 credit requirement by taking X-credits associated with those electives by permission of the instructor. *See pages 47 and 71.*

CHEMISTRY COURSES

Students enrolling in chemistry courses must have earned a grade of C- or higher in each prerequisite course.

CHEM 100 The Chemical World (CORE—Scientific Thought/Laboratory Course)

(Second semester/4 credits/6 hours of integrated laboratory and class work)

An introductory course designed to give the nonscience major an understanding of chemical phenomena and an appreciation of the role chemistry plays in everyday life. Demonstrations and short experiments are integral parts of the course.

CHEM 101 General Chemistry I (CORE—Scientific Thought/Laboratory Course)

Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory.

(First semester/4 credits/6 hours of integrated laboratory and lecture)

Laboratory-driven study of atomic structure, periodicity, nuclear chemistry, bonding, states of matter and reaction stoichiometry. Honors section open by invitation only. Credit by exam.

CHEM 102 General Chemistry II (CORE—Scientific Thought/Laboratory Course)

Prerequisites, CHEM 101, MATH 120 (may be taken concurrently) or Level III placement on the Basic Math Skills Inventory.

(Second semester/4 credits/6 hours of integrated laboratory and lecture)

Laboratory-driven study of solutions, acid-base and redox reactions, thermodynamics and chemical equilibria. Honors section open by invitation only.

CHEM 105 The Molecular Basis of Nutrition (CORE—Scientific Thought/Non-Laboratory Course)

(Second semester/3 credits)

An introductory course designed to give students an understanding of the biochemical basis of nutritional requirements. Students will evaluate their own diet and propose changes that will improve their nutritional intake. Fads and fallacies related to nutrition will be investigated. The course will include demonstrations and short experiments designed to illustrate concepts covered in the course.

CHEM 209 Organic Chemistry I

Prerequisite, CHEM 102. (First semester/4 credits/3 class and 3 laboratory hours)

A detailed study of the structure and reactivity of several classes of carbon-based compounds (hydrocarbons, aromatics, and alkyl halides). Laboratory experiments emphasize standard organic chemistry techniques and product analysis using modern instrumentation (IR, GC, GC/MS).

CHEM 210 Organic Chemistry II

Prerequisite, CHEM 209. (Second semester/4 credits/3 class and 3 laboratory hours)

A continuation of Organic Chemistry I. A detailed study of the structure and reactivity of alcohols, amines, and carbonyl compounds. Laboratory experiments include the collection and interpretation of NMR spectra and a multi-step synthesis group project.

CHEM 215 Quantitative Analysis

Prerequisites, CHEM 101 and 102. (First semester/4 credits/3 class and 3 laboratory hours)

A study of principles, procedures, and techniques of quantitative analysis. Laboratory work on classical and spectrophotometric methods.

CHEM 301 Biological Chemistry I

Prerequisite, CHEM 210. (First semester/4 credits/3 class and 3 laboratory hours)

A study of proteins, lipids, membranes, carbohydrates, enzyme mechanisms and kinetics. Laboratory experience in current biochemical methods.

CHEM 324 Instrumental Methods of Analysis

Prerequisite, CHEM 215 or permission of the instructor.

(Second semester—2003, 2005/4 credits/3 class and 3 laboratory hours)

Advanced topics in chemical analysis with emphasis on the principles and practice of instrumental techniques.

CHEM 335 Teaching Assistantship in Chemistry

Prerequisite, Invitation of the department.

(Either semester/1 to 2 credits—may be repeated for a maximum of 6 credits.)

An opportunity for qualified students to assist in CHEM 101, 102, 209, or 210 by tutoring students in these courses or by helping with the laboratory instruction. Assistants work under the supervision of the chemistry faculty and are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

CHEM 375 Independent Study

Prerequisites, 6 credits of 200-level coursework in chemistry and permission of the department. (Either semester/1, 2, or 3 credits)

Independent study, either reading or laboratory work, in a selected field of chemistry or biochemistry.

CHEM 399 Internship in Chemistry

Prerequisites, 20 hours of chemistry, 8 hours of physics or biology, and permission of the department. (Either semester/3 to 12 credits/8 to 32 hours each week)

Individualized study and training in a cooperating laboratory or office providing the student with the opportunity to participate in research or other work in a field of chemistry or biochemistry. The internship includes instruction and experience in the use of sophisticated laboratory equipment and participation in research or other work under the guidance of a senior scientist, as well as the reading of related scientific literature.

CHEM 401/501 Environmental Chemistry

Prerequisites, CHEM 101, 102, 209 and 215 or permission of the instructor.

(First semester—2003, 2005/3 credits)

Chemical aspects of atmospheric and hydrologic systems with a focus on air and water quality, sources of pollution, basic chemical analysis, corrective processes, and hazardous materials management. Discussions may include resource management and environmental policy.

CHEM 402 Biological Chemistry II

Prerequisite, CHEM 301 or permission of the instructor.

(Second semester/3 credits/3 class hours)

A study of nucleic acids, protein synthesis, genetic regulation, and metabolic pathways.

CHEM 403 Biological Chemistry Laboratory Techniques

Prerequisite, Concurrent enrollment in CHEM 402 or permission of the instructor.

(Second semester/1 credit)

Laboratory experiences involving techniques for separating and analyzing biological molecules, particularly nucleic acids and proteins. Modern equipment and instruments are used. Enzyme kinetic studies are included.

CHEM 405/505 Inorganic Chemistry

Prerequisite, CHEM 209. (First semester—2002, 2004/3 credits)

A study of the principles of structure and bonding, chemical reactivity, and periodic relationships of inorganic compounds.

CHEM 410/510 Advanced Organic Chemistry

Prerequisite, CHEM 210. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses.

(Second semester—2004, 2006/3 credits/3 class hours)

Advanced topics in organic synthesis and structure determination. Topics vary with the general interest of the students and professor.

CHEM 431/531 Physical Chemistry I

Prerequisites, CHEM 215, MATH 201, 202 and a year of general physics. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses.

(First semester/3 credits/3 class hours)

A study of the fundamental laws and theories of thermodynamics, kinetics, and equilibria.

CHEM 432/532 Physical Chemistry II

Prerequisite, CHEM 431. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses. (Second semester/3 credits/3 class hours)

A continuation of CHEM 431. Atomic and molecular structure, quantum theory, statistical mechanics, spectroscopy.

CHEM 433/533 Physical Chemistry Lab I

Prerequisite, Concurrent enrollment in CHEM 431 or permission of the instructor:

(First semester/1 credit/3 laboratory hours)

Principles of thermochemistry, solution chemistry, and kinetics are investigated in a series of experiments and computer-based simulations.

CHEM 434/534 Physical Chemistry Lab II

Prerequisite, Concurrent enrollment in CHEM 432 or permission of the instructor:

(Second semester/1 credit/3 laboratory hours)

Investigation of atomic and molecular structure and spectroscopy in a series of computer-based exercises and laboratory experiments.

CHEM 470 Seminar

Prerequisites, 12 credits of 200-level course work in chemistry. May be repeated once.

Open to junior and senior chemistry and biochemistry majors and chemistry minors.

(Second semester/1 credit/1 class hour)

Students use the current literature to investigate a significant topic of personal interest. Electronic searches, written reports and oral presentations are required to demonstrate familiarity with the literature and integrated understanding of the particular topic under consideration.

CHEM 498 Current Topics in Chemistry

Prerequisites, CHEM 215 and permission of the instructor:

(Second semester/1, 2, or 3 credits)

An opportunity for a group of students to explore current topics in chemistry and biochemistry as suggested by their special interests, and those of the faculty, but not included in the regular course offerings.

CHINESE COURSES**CHIN 101 Elementary Chinese I (CORE—Foundation)**

(First semester—2002, 2004/3 credits/3 class hours; use of language laboratory)

Development of the basic language skills: listening, speaking, reading, and writing.

Special emphasis on aural-oral proficiency.

CHIN 102 Elementary Chinese II (CORE—Foundation)

Prerequisite, CHIN 101.

(Second semester—2003, 2005/3 credits/3 class hours; use of language laboratory)

Continuation of Chinese I.

CLASSICAL LITERATURE IN TRANSLATION COURSES**CL 202 Mythology**

(Second semester—2003, 2005, 2004/3 credits)

Survey of western mythology through different ages, with emphasis on classical myths and their influence on European art, culture, and literature. Introduction to pre-Columbian mythology and its influence on Latin American art, culture, and literature.

CL 275 Directed Studies in Classical Language

Prerequisite, Two years of high school Latin or the equivalent; and permission of instructor. (Either semester/1-3 credits)

Students with previous study of Latin are invited to arrange Independent Study in Latin with a qualified member of the Hood Faculty. At this level, independent study in Latin focuses on completing the study of Latin grammar and reading introductory texts. Independent study does not fulfill the College's foreign language requirement.

CL 302 Classical Mythology (CORE—Western Civilization)

Prerequisite, fulfillment of Literature section of the Core.

(Second semester—2004, 2006/3 credits)

Study of major works of Greek and Roman literature, their use of history and myth, and their influence in the Western world.

CL 375 Independent Study in Classical Literature

Prerequisite, Three semesters of college Latin or the equivalent; and permission of instructor. (Either semester/1-3 credits)

Students with a strong background in Latin are invited to arrange Independent Study in Latin literature with a qualified member of the Hood Faculty. At this level, independent study will focus on the Latin writings of a particular author or time period or on a particular theme or genre in Latin literature. Both classical and medieval Latin may be studied. May be taken twice.

CLASSICAL STUDIES MINOR

Coordinator: Jennifer Ross

The classical studies minor combines courses in the fields of history, philosophy, literature, and art with a focus on classical civilizations. The minor stresses the study of ancient Greece and Rome, but also includes courses on the history and art of Egypt and Mesopotamia.

REQUIREMENTS FOR THE MINOR

ART	350	Art of the Classical World
CL	202	Mythology
HIST	200	The Ancient World
PHIL	201	History of Philosophy I: The Ancient World to the Renaissance

One of the following:

CL	302	Classical Mythology
ENGL	221	World Literature
HIST	204	Ancient Rome
HIST	311	Women in the Ancient World

COMMUNICATION ARTS MAJOR, B.A.

Please see page 158 for information on the English Department.

The program in communication arts is offered by the Department of English. The major is designed to prepare students for careers in news reporting and editing, magazine writing, broadcasting, and public relations. Communication Arts offers a basic 36-credit major. However, students who want more comprehensive preparation for a career or graduate study may choose one of the optional concentrations in Journalism, Broadcast, or Public Relations.

Internships are an integral part of the program. Students have worked at advertising, public relations, and publishing companies; magazines; newspapers; television and radio stations; museums and retail stores.

REQUIREMENTS FOR THE MAJOR

A minimum of 36 credits in Communication Arts at or above the 200-level (excluding independent study) is required. Optional concentrations in Journalism, Broadcast and Public Relations are offered for students who want more comprehensive preparation for employment or graduate work. A minimum of 36 credits is required for students who choose the optional Journalism concentration; a minimum of 45 credits is required for the optional Broadcast concentration; a minimum of 45 credits is required for the optional Public Relations concentration.

Communication Arts Major

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	204	Media History <i>or</i> CMA 242 Persuasion
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	246	Graphics
CMA	260	Feature Writing <i>or</i> CMA 313 Writing for Public Relations
CMA	303	Advanced Reporting <i>or</i> CMA 310 Public Relations
CMA	305	Communications Law
CMA	315	Human Communication Theory
CMA	370	Practicum <i>or</i> CMA 399 Internship in Communications
CMA	470	Seminar in Media Issues

COMMUNICATION ARTS MAJOR WITH OPTIONAL JOURNALISM CONCENTRATION

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	204	Media History
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	246	Graphics
CMA	260	Feature Writing
CMA	303	Advanced Reporting
CMA	305	Communications Law
CMA	315	Human Communication Theory
CMA	370	Practicum <i>or</i> CMA 399 Internship in Communications
CMA	470	Seminar in Media Issues

COMMUNICATION ARTS MAJOR WITH OPTIONAL BROADCAST CONCENTRATION

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	204	Media History
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	226	Visual Media Production
CMA	246	Graphics
CMA	260	Feature Writing
CMA	303	Advanced Reporting
CMA	305	Communications Law
CMA	315	Human Communication Theory
CMA	320	Broadcast Writing and Reporting
CMA	350	Television in America
CMA	370	Practicum <i>or</i> CMA 399 Internship in Communications
CMA	470	Seminar in Media Issues

COMMUNICATION ARTS MAJOR WITH OPTIONAL PUBLIC RELATIONS CONCENTRATION

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	226	Visual Media Production
CMA	242	Persuasion
CMA	246	Graphics
CMA	305	Communications Law
CMA	310	Public Relations
CMA	311	Public Relations Campaigns
CMA	312	Introduction to Public Relations Research
CMA	313	Writing for Public Relations

CMA 315	Human Communication Theory
CMA 370	Practicum <i>or</i> CMA 399 Internship in Communications
CMA 470	Seminar in Media Issues

PSY 211 Elementary Statistics, and MGMT 306 Principles of Marketing are strongly recommended.

COMMUNICATION ARTS COURSES

CMA 200 Mass Media and Society (CORE—*Social and Behavioral Analysis*)

(First semester/3 credits)

Development of newspapers, magazines, radio, film, and television, with emphasis on the impact of mass communication on reader, viewer, and listener.

CMA 201 News Writing

Prerequisite, ENGL 100, 101, or 3 credits from ENGL 110-139. May not be taken on an audit basis. Credit by exam. (Either semester/3 credits)

An introduction to writing for various publics using a variety of formats within the contexts of informing, persuading, and entertaining. Applications will include print news media, broadcast news media, and public relations.

CA/EN 202 Intermediate Expository Writing

Prerequisite, ENGL 100, 101, or 3 credits from ENGL 110-139. May not be taken on an audit basis. (Second semester—2003/3 credits)

Intensive practice in the clear and effective exposition of ideas, with stress on organization and precision of word choice. Individual conferences in addition to class meetings.

CMA 204 Media History

(First semester/3 credits)

The history and development of mass communications in the United States, from Colonial newspapers and pamphlets to recent innovations in satellite and fiber optics transmissions, with attention to the significance and effect of the media on American culture.

CMA 207 Principles of Speech Communication

Prerequisite, ENGL 100, 101, or 3 credits from ENGL 110-139. (Either semester/3 credits)

An analysis and application of theories and techniques to communicate effectively with another person, and with small, large, and massive groups in a variety of situations.

CMA 208 Editing and Layout

Prerequisite, CMA 201 or permission of the instructor. May not be taken on an audit basis. Credit by exam. (Second semester/3 credits)

Evaluation and preparation of copy, pictures, and other graphic materials for publication; page layouts, newspaper makeup. Some attention to newsletters and house organs.

CMA 226 Visual Media Production

(First semester/3 credits)

Introduction to video production, including script writing, camera work, editing and sound in both field and studio situations. Includes survey of commercial and non-commercial video applications. Video screenings, written and visual projects required.

CMA 242 Persuasion

Prerequisites, Sophomore, junior, or senior standing and CMA 207 or permission of the instructor. (Second semester/3 credits)

A study of the persuasive processes that change people's lives and the values of society. Special attention to application in the electronic media.

CMA 246 Graphics

(Second semester/3 credits)

This course is planned to provide a working knowledge of basic skills required in the graphics field including layout, paste-up, and desktop publishing. Studio problems and lectures provide diversified experiences upon which future specialization can be developed. Extensive computer use. No computer experience necessary.

CMA 260 Feature Writing

Prerequisite, CMA 201 or permission of the instructor. May not be taken on an audit basis. Credit by exam. (First semester/3 credits)

A study of the basic types of feature articles; emphasis on practice in research and writing.

CMA 299 Special Topics in Communication Arts

(Either semester/1, 2, or 3 credits)

An opportunity for groups of eight or more students to study topics suggested by their special interests and those of the staff and not included in the regular offerings. Topics will vary. Offered at the discretion of the Department of English.

CMA 303 Advanced Reporting

Prerequisite, CMA 201 or permission of the instructor. (Second semester/3 credits)

Advanced exercises in the gathering and writing of news with emphasis on more complex forms of reporting and writing, including interpretive and investigative work. Off-campus reporting assignments will be encouraged.

CMA 305 Communications Law

Prerequisite, CMA 201 or permission of the instructor. (Second semester/3 credits)

A survey of the evolution of the laws of mass communications, with particular emphasis on the First Amendment, applications of the laws of libel and privacy, the federal Freedom of Information Act, and sunshine and shield statutes.

CA/EN 306 Writing for Business and Management

Prerequisite, ENGL 100, 101, or 3 credits from ENGL 110-139. Junior or senior standing. May not be taken on an audit basis. (Either semester/3 credits)

Development of skills in writing letters, memos, and reports.

CMA 310 Public Relations

Prerequisite, CMA 201 or CMA 306 or permission of the instructor. (First semester/3 credits)

The history, theory, and practice of public relations in corporate, institutional, and government settings.

CMA 311 Public Relations Campaigns

Prerequisites, CMA 201 and 310. (Second semester/3 credits)

This course will examine the handling of an organization's public relations program or an organization's special public relations campaign, including researching and analyzing the public relations situation, planning the program or campaign, and developing the various communication tools to be used.

CMA 312 Introduction to Public Relations Research

Prerequisite, CMA 310. (First semester/3 credits)

This course will examine various theories of public opinion formation. Methods of measuring and analyzing public opinion for application to public relations programs will be covered.

CMA 313 Writing for Public Relations

Prerequisites, ENGL 100, 101, or 3 credits from ENGL 110-139, CMA 201 and 310. (Second semester/3 credits)

This course will prepare students to become effective and persuasive Public Relations communicators in both written and oral methods. Additionally, this course will prepare students to decisively communicate complex information into simple and clear prose that has meaning for their respective publics. By using both lecture and practical exercises, the student will be able to effectively use 13 persuasive communication tools. The final project is a comprehensive writing portfolio of all assignments.

CMA 315 Human Communication Theory

Prerequisites, Junior or senior standing and completion of the Social and Behavioral Analysis section of the Core. (Second semester/3 credits)

The course is designed to give students a broad survey of theories related to the study of human communication. The course will offer material on the foundations of communication theory as well as discuss the many contemporary extensions of communication theory.

CMA 320 Broadcast Writing and Reporting

Prerequisite, CMA 201. CMA 226 must be taken either before or simultaneously with CMA 320. (First semester/3 credits)

This course is designed to teach students the techniques of writing, reporting, and editing for the broadcast media. Topics to be covered include interviewing for broadcast, selecting and matching video and soundbites, and the use and potential misuse of video and sound.

CMA 350 Television in America (CORE—Western Civilization)

Prerequisites, Junior or senior standing and completion of the Social and Behavioral Analysis area of the Core. (First semester/3 credits)

An examination of the cultural, political and sociological effects of television on twentieth century America. The course will offer a brief history of the development of television, and then examine such issues as television and violence; television and children; television and politics; and, television and society.

CMA 370 Practicum

Prerequisites, 6 credits (exclusive of CMA 200 and 207) in communications courses, and permission of the director. May be repeated. (Either semester/2 or 3 credits)

Opportunity for on-the-job training and experience in an institutional situation emphasizing communications skills.

CMA 375 Independent Study

Prerequisites, 12 credits in communication arts at the 200-level or above and permission of the instructor and the director. May be repeated once. (Either semester/1, 2, or 3 credits)

An opportunity for a student to explore topics in communications not covered by coursework or to conduct projects involving communications skills.)

CMA 399 Internship in Communications

Prerequisites, Open to majors and other qualified students who have completed with distinction most or all of the Communication Arts requirements. Permission of the department required. (Either semester or 14-week summer period/6 to 15 credits)

Practical experience in the application of communication concepts and the utilization of communication skills in settings such as business, industry, and the mass media.

CMA 470 Seminar in Media Issues

Prerequisite, Open to Communication Arts majors with junior or senior standing or by permission of the instructor. (First semester/3 credits)

An examination and critical analysis of major, continuing issues in communications and the mass media through classroom discussions, readings, and independent research.

COMPUTER SCIENCE MAJORS

Please see page 211 for information on the Mathematics and Computer Science Department.

Facilities: The College maintains microcomputer laboratories in several academic buildings on campus; software tool suites for course support are installed on these computers. In addition, the Department operates several Intel/Linux systems, accessible via the Internet, which are available for student use in specific courses. The College also maintains DEC Alpha servers for mail and Internet/Intranet access.

Programs offered:

- Computer and Information Sciences, M.S. Degree
- Computer Science Major (B.S.)
- Applied Computing Major (B.A.)
- Computer Science Minor

COMPUTER SCIENCE MAJOR, B.S.

The bachelor of science in computer science is intended to prepare students for employment in a computer-intensive field, or for graduate study in computer science. The B.S. program features weekday evening courses.

All candidates for the degree must earn at least 57 and no more than 72 credits in courses required for the major and must complete a total of 124 credits (including transfer courses accepted by Hood). The final 30 credits must be taken as a degree candidate at Hood.

Unless otherwise specified, the requirements listed below may be met by taking courses either at Hood College or elsewhere.

GENERAL REQUIREMENTS

All candidates for the B.S. degree in Computer Science must meet the following General Studies requirements and Hood Upper-Level Core requirements.

General Studies Requirements

Students who enter Hood as freshmen and wish to pursue the B.S. degree in Computer Science must complete the Foundation section and the Methods of Inquiry section of the Hood College Core Curriculum.

Students who transfer to Hood with an A.A. degree from an accredited Maryland school are considered to have completed the General Studies requirements for the B.S. degree.

Students who transfer to Hood but do not possess the A.A. degree must complete 29 credits of liberal arts and science courses that include the following:

- English composition, 3 credits
- Oral communication, 3 credits (It is recommended that this course emphasize the practice, rather than just theory.)
- Arts and humanities, 9 credits
- Mathematics, 3 credits (must be at the pre-calculus level or higher)
- Biological and physical sciences, 3 credits
- Social and behavioral sciences, 6 credits
- Physical education or health, 2 credits

It is also assumed that students are proficient in the use of personal computer tools, including word processors, spreadsheets, and the integration of graphics with text.

Hood Upper-Level Core Requirements

All candidates for the B.S. degree in Computer Science must complete 6 credits in at least two of the three categories of the Civilization section of the Hood College Core Curriculum. These categories include Western Civilization, Non-Western Civilization, and Society, Science, and Technology. Refer to the Hood College Core Curriculum for a complete listing of the course offerings. This requirement may not be fulfilled by transfer credit.

REQUIREMENTS FOR THE MAJOR

CA/EN	306	Writing for Business and Management
CSCI	284	Computer Science I
CSCI	287	Computer Science II
CS/MA	320	Modeling and Simulation
CSCI	326	Language and Structure of Computers
CSCI	379	Computer Algorithms
CSCI	416	Systems Analysis
CSCI	419	Advanced Data Structures
CSCI	430	Applied Database Concepts
CSCI	464	Operating Systems
CSCI	471	Programming Languages: Their Design and Compilation
CSCI	480	Practicum in Software Engineering
INST	302	The Impact of Computers on Society
MATH	112	Applied Statistics
MATH	200	Applied Calculus <i>or</i> MATH 201 Calculus I
MATH	207	Discrete Mathematics

Nine credits of 300-level or above computer science elective courses, no more than three credits of which may be an internship or assistantship. Selected mathematics courses may be included with permission of the academic adviser. Students who intend to pursue graduate study in computer science are encouraged to take MATH 202 Calculus II and MATH 339 Linear Algebra.

Sufficient additional electives for a total of 124 credits.

APPLIED COMPUTING MAJOR, B.A.

Computer Science is an excellent field for a student to enter today. Unfortunately, a common image of a computing professional is an isolated programmer, working exclusively with computers instead of people, an image which overlooks the variety of careers available in the field and that discourages young people from entering it. The study of computing and information systems is both excellent preparation for a career and an ideal complement to other disciplines. The student who combines a major in Applied Computing with study in another field will be prepared to work with others in solving problems and implementing applications involving information technology. This program by itself will not provide preparation for graduate study in computer science.

PROGRAM OBJECTIVES:**The program will provide the student with:**

- an overview of information technologies and their applications in today's society
- in-depth experience with computing technology in a networked environment
- skills development in problem-solving, algorithm development, and programming
- a basic understanding of abstract information structures
- an introduction to the theoretical foundations underlying information technology
- experience in interacting with the users of information technology
- experience in developing and documenting technology applications for others
- experience with team problem solving and project development
- in-depth experience in a second discipline

REQUIREMENTS FOR THE MAJOR

Requirements include seven computer science courses (21 credits) at the 200-level or above, 3 credits of internship or assistantship, and three mathematics courses. **Students are required to have a second major.**

Basic Computer Science Courses

CSCI	280	Introduction to Computer and Information Science
CSCI	284	Computer Science I
CSCI	287	Computer Science II

Applied Computer Science Courses

CS/MA	320	Modeling and Simulation
CSCI	430	Applied Database Concepts
CSCI	481	Introduction to Web Site Design <i>or</i> similar “real-world-project” oriented course

Three credits of computer science elective at the 300-level or above, excluding an internship or assistantship.**Internship**

CS/MA	399	Internship in Mathematics and Computing—3 credits, <i>or</i> CSCI 490 Assistantship in Computing—3 credits
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Mathematics Courses

MATH	112	Applied Statistics
MATH	200	Applied Calculus <i>or</i> MATH 201 Calculus I
MATH	207	Discrete Mathematics

Second Major

Meet requirements for a second B.A. major.

COMPUTER SCIENCE MINOR

Coordinator: Masato Kimura

The minor in computer science provides an organized exposure to the concept of software, its creation, structuring, and uses. Study in computer science offers an additional career dimension to a major in virtually any field.

REQUIREMENTS FOR THE MINOR

CSCI	284	Computer Science I
CSCI	287	Computer Science II

Nine credits of computer science courses, six of which must be at the 300-level or above. CSCI 335, CSCI 399, and CSCI 490 may not be applied toward the minor.

COMPUTER SCIENCE COURSES

Students enrolling in computer science courses must have earned a grade of C- or higher in each prerequisite course.

CSCI 181 Introduction to Computer Programming (CORE w/PSY 211 or SOC 261—Foundation) *Prerequisite, Level II placement on the Basic Math Skills Inventory or MATH 099 or permission of the department. Credit by exam. (Either semester/3 credits)*
A survey of programming techniques intended for those students who have little or no prior computer programming experience. This course provides an introduction to the process of problem solving, as well as an introduction to how computers work. Students will learn a structured programming language, including the use of basic control structures, data types, and input/output conventions.

CSCI 280 Introduction to Computer and Information Science
Prerequisite, Level II placement on the Basic Math Skills Inventory, or MATH 099, or permission of the department. (First semester/3 credits)
This course provides an overview of concepts and techniques that serve as a foundation for learning in information technology and computer science. Topics include basic systems and networks illustrated through the use of operating system and network tools, including command-line and graphical user interfaces, HTTP, FTP, and Telnet client software. Students will be introduced to both single-user and multi-user operating systems. General programming concepts will be explored through markup and interpreted languages such as HTML, JavaScript, and MOOcode.

CSCI 284 Computer Science I
Prerequisites, Level III placement on the Basic Math Skills inventory or MATH 120 (may be taken concurrently) (First semester/3 credits)
An introduction to general programming techniques. Intended for students who have had some previous experience with computer programming. The course emphasizes strategies for good program design. Topics include: algorithmic problem solving, top-down design, object-oriented programming and design, and an introduction to abstract data types. Instruction will be in the high-level programming language Java.

CSCI 287 Computer Science II
Prerequisites, MATH 207 (may be taken concurrently) and CSCI 284 or permission of the instructor. (Second semester/3 credits)
An introduction to the structuring and manipulation of information with implementation in the high-level programming language Java. Topics include: linked lists, sets, stacks, queues, and trees; basic manipulation techniques including sort/merge and search algorithms; an introduction to algorithm efficiency analysis.

CS/MA 320 Modeling and Simulation

Prerequisites, CSCI 181 or CSCI 284, MATH 207, MATH 200 or 201 or permission of the instructor. (Second semester/3 credits)

A study of mathematics as an applied descriptive and problem-solving tool, with dual emphasis on the concept of modeling and use of the computer as an aid in modeling. Topics include consideration of mathematical models and simulations of importance in the natural and social sciences, and historical perspectives on applied mathematics and modeling.

CSCI 326 Language and Structure of Computers

Prerequisite, CSCI 284 and MATH 207 or permission of the instructor. (Either semester/3 credits)

An introduction to the structure and organization of digital computers: logical basis of computer structure, assembly languages, data representation, logic design, systems software. Students are required to work on individual and team projects designed to illustrate basic concepts.

CSCI 335 Teaching Assistantship in Computing

Prerequisite, Permission of the department. (Either semester/1 or 2 credits)

An opportunity for students to serve as teaching assistants in the computer science program. Under faculty supervision, assistants will help students in CSCI 181 and other introductory courses develop programming skills. May be repeated for a maximum of 4 credits. Grading is on a satisfactory/unsatisfactory basis.

CSCI 375 Independent Study

Prerequisite, Permission of the instructor. (Either semester/1, 2, or 3 credits)

The study of selected topics in computer science, accomplished through readings, problem assignments, and projects.

CSCI 379 Computer Algorithms

Prerequisites, CSCI 287, MATH 207, and MATH 200 or 201 or permission of the instructor. (First semester/3 credits)

Discussion of the application of analysis techniques and design strategies to non-numeric algorithms that act on data structures and to the selection of methods for data manipulation. Specific topics include: review of mathematical tools used to describe portions of algorithms and to analyze the performance characteristics of algorithms; review of basic sorting and searching algorithms and data structures (stacks, queues, and search trees); greedy algorithms and amortized performance analysis; B-trees and specialized heap structures; development of graph algorithms using these data structures. Students will also investigate algorithms for parallel computers, matrix operations, string matching, computational geometry, and NP-completeness.

CS/MG 388 Management Information Systems

Prerequisite, MGMT 301. (Second semester/3 credits)

Study of the management decision-making framework, needs assessment, types of management information systems, selection, evaluation and implementation of systems. Social and policy issues are also considered.

CS/MA 399 Internship in Mathematics and Computing

Prerequisites, 21 credits of mathematics or computer science courses at the 200-level or above and permission of the department. (Either semester/3 to 15 credits)

Supervised work in applied mathematics and/or computer-related projects in a governmental, private-industrial, or educational setting. In order to enroll in this course, a student must meet College internship requirements.

CSCI 416/516 Systems Analysis

Prerequisite, CSCI 287 or permission of the instructor. (First semester/3 credits)

An introduction to structured systems analysis techniques and their use in the creation of computer information systems. Topics include functional decomposition with emphasis on data flow diagrams, data dictionary, process specification, and system modeling.

CSCI 419/519 Advanced Data Structures

Prerequisite, CSCI 287. (Either semester/3 credits)

An intensive introduction to object-oriented programming and advanced data structures. Topics will include such data structures as heaps, priority queues, hash tables, advanced tree structures including B+ or B* trees, and graphs. The course will emphasize the relative advantages and disadvantages of various design and implementation choices, and the way these choices affect software quality. Integration of component-based methodologies into their software designs will be discussed. Instruction will be in the C++ programming language, including the C++ Standard Library.

CSCI 421/521 Applied Computer Graphics

Prerequisites, MATH 207 and CSCI 284 or permission of the instructor.

(Offered as needed/3 credits)

A study of computer graphics from an applied point of view. The course will consider concepts and techniques underlying the creation and use of graphics, including computer drawing, CAD presentation, image editing, bit-mapped and vector graphics, image compression, algorithms for line and curve mapping, and image manipulation. Students will also get hands-on experience in using various kinds of graphics software.

CSCI 430/530 Applied Database Concepts

Prerequisite, CSCI 287 or permission of the instructor. (Either semester/3 credits)

A study of the design and implementation of databases from a real world applications point of view. The course includes a review of database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory, and data protection issues. The course will also address topics such as assessing end-user needs, developing specifications, designing functionally equivalent solutions, and evaluating commercial database packages.

CSCI 435/535 Object-Oriented Programming

Prerequisite, CSCI 287 or permission of the instructor. (Second semester/3 credits)

Intensive study of object-oriented programming for students already familiar with object concepts at the level of CSCI 287. Topics include abstract data types, object instantiation, inheritance, polymorphism, member access control, exception handling, parametric classes, and use of class libraries. Emphasis upon programming for future reusability and programming-by-contract distinguishes this course from a simple survey of language features.

CS/MA 446/546 Operations Research

Prerequisites, CS/MA 320 or MGMT 312, and CSCI 181 or CSCI 284, or permission of the instructor. (Offered as needed/3 credits)

In-depth study of operations research methods in decision theory, linear programming, distribution models, network models, dynamic programming, game theory, and simulation.

CS/MA 449/549 Applied Statistics for Quality and Productivity

Prerequisites, MATH 112 and CSCI 181 or CSCI 284, or permission of the instructor.

(Offered as needed/3 credits)

An intensive study of the various tools and techniques used in analyzing quantitative data. Emphasis is on the use of statistics to solve problems and make decisions, and on the use of computer-based statistical packages.

CSCI 450/550 Digital Logic and Switching Theory

Prerequisite, CSCI 326 or permission of the instructor. (Offered as needed/3 credits)

Introduction to combinational and sequential circuit design. Topics include arithmetic circuits, decoders, flip-flops, counters, registers, memory systems, and analog-to-digital conversion. Students will use integrated circuits to construct the circuits designed.

CSCI 453/553 Data Communications and Network Architectures

Prerequisites, CSCI 287 and 326 or permission of the instructor. (First semester/3 credits)

A study of the data communications, computer networks, and open systems from the programmer's point of view. Topics include: mathematical tools necessary for telecommunications and connectivity engineering, development, and management; the funda-

mental nature of signals; signal transmission through various media; hardware and software components and their interactions in each OSI layer; TCP/IP; standards and regulations associated with each OSI layer; and telecommunications and connectivity in general. Specific algorithms for encoding, modulation, compression, multiplexing, error detection, and error correction are studied. Programming of the TCP/IP protocol stack and the UNIX socket interface are studied.

CSCI 461/561 Computer Architecture

Prerequisites, CSCI 287 and 326 or permission of the instructor. (First semester/3 credits)

An in-depth study of architectural concepts and principles including performance-based design tradeoffs. Topics to be covered include: instruction set design, arithmetic algorithms, hardwired and microprogrammed control, memory hierarchy design, input/output, pipelines, RISC, CISC, vector processors, parallel processors, and superscalar machines.

CSCI 464/564 Operating Systems

Prerequisites, CSCI 287 and 326 or permission of the instructor. (Second semester/3 credits)

A comprehensive introduction to the fundamental principles of operating systems illustrated by examples from contemporary systems. This course emphasizes the design tradeoffs involved in operating system design. Topics include: process management; concurrency; deadlock; cpu scheduling; memory management; disk management; files systems; security; and distributed, real-time, and multiprocessor operating systems.

CSCI 471/571 Programming Languages: Their Design and Compilation

Prerequisites, CSCI 287 and CSCI 326. (Second semester/3 credits)

A survey of the major programming paradigms and their related languages, including procedural, functional, logic and object-oriented programming. Topics include: binding, exception handling, data sharing, scope, parameter passing, type checking, runtime storage management, lexical analysis, syntactic analysis, parsing, code generation, and optimization.

CSCI 480 Practicum in Software Engineering

Prerequisite, CSCI 416 or permission of the instructor. (Second semester/3 credits)

A focus on applying the strategies and techniques of software engineering and the life cycle of computer software. Major topics addressed include project analysis, requirements specification, design, coding, testing and reliability, and maintenance. Tools to support the activities are presented. Classroom discussion is supplemented by the team development of an appropriate software project.

CSCI 481/581 Introduction to Web Site Design

Prerequisite, CSCI 284 or permission of the instructor. (First semester/3 credits)

An introduction to the technologies and issues associated with developing World Wide Web information sites. Topics include web page development, site conception, overview of graphic design issues, CGI options, hardware and software selections, and Internet and Intranet applications. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working site as part of the coursework.

CSCI 483/583 World Wide Web Programming

Prerequisite, CSCI 287 and CSCI 481, or permission of instructor. (Second semester/3 credits)

Examination of issues and techniques in programming for World Wide Web applications. Topics include HTML and the HyperText Transfer Protocol, The Common Gateway Interface (CGI); Multipurpose Internet Mail Extensions (MIME); programming language options; CGI scripting (designing, building, testing, and installing CGI applications); file and database access; and security issues. Perl will be used as the primary scripting language for the course. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working application as part of the course work.

CSCI 490 Assistantship in Computing

Prerequisites, 12 credits of CSCI at the 200 level or above, and permission of the Department. (Either semester/2 to 6 credits)

This course provides an opportunity for students to participate in the operation of campus computer facilities, either in the Department or elsewhere. Projects may include management of an operating system, development of services and software for various constituencies, and preparation of user documentation.

The department also regularly offers special topics courses in various areas of computer science. The following special topics courses have been offered recently:

CSCI 498/598 Special Topics: Distributed Database Systems

Prerequisite, CSCI 430 or permission of the instructor. (3 credits)

This course explores the requirements, architecture, and issues related to distributed database and multidatabase systems. Various solutions for global user interfaces, access transparency, distributed query processing, distributed concurrency control, and global database administration will be explored. Case studies of research and commercial systems will be presented. Analysis of system requirements and design trade-offs will be emphasized.

CSCI 498/598 Special Topics: Object Oriented Design

Prerequisite, CSCI 287 or permission of the instructor. (3 credits)

This seminar introduces students to methods of object oriented design. Object oriented design techniques provide an alternative to classical systems analysis and software engineering techniques. The course will utilize a seminar format. Students will research topics in publications which deal with object oriented design applications and basic research. Software development resulting from object oriented design techniques will be illustrated in Smalltalk, C and C++ languages.

CSCI 498/598 Special Topics: Distributed Computing

Prerequisite, CSCI 464 or permission of the instructor. (3 credits)

An introduction to distributed systems and distributed operating systems. Topics will include interprocess communication, safety, liveness, remote procedure call, distributed file and name services, distributed notions of time, shared data and concurrency control, and distributed shared memory. Assignments will be programmed in Java.

CSCI 498/598 Special Topics: Distributed Programming

Prerequisites: CSCI 464/564. Familiarity with Java recommended

An introduction to distributed object architectures, standards, and frameworks, including CORBA, DCOM, and Java Beans. Students will design and create software applications for use over the Internet and World Wide Web. Students will develop Internet client/server n-tier applications using Java Object Request Brokers and servlets. The course will also highlight security concepts within the context of distributed architectures and programming.

CSCI 498/598 Special Topics: Neural Networks

Prerequisites: CSCI 287

An introduction to the design, analysis, and application of artificial neural networks. Topics include various learning strategies, such as Hebbian and Widrow-Hoff. The course will concentrate on the application of perceptrons, backpropagation, Hopfield networks, competitive networks, and Adaptive Resonance Theory.

CSCI 498/598 Special Topics: Local Area Networking and TCP/IP

Prerequisite, CSCI 548 or CSCI 553/453 or permission of the instructor. (3 credits)

This course examines Local Area Network (LAN) architectures and concepts, the similarities, differences, advantages, and disadvantages of the various LAN architectures. It provides a study of the hardware and software elements and operations associated with local area networking. It contains a detailed examination of the TCP/IP protocol, its structure, capabilities, and applications.

EAST ASIAN STUDIES MINOR

The minor in East Asian studies is interdisciplinary and is offered jointly by the Departments of History and Political Science, of Economics and Management, and of Religion and Philosophy. It offers the opportunity to

put together an interdisciplinary program that surveys this important area of the world. The program gives the students a basic understanding of the traditional cultures and an introduction to the contemporary situation.

REQUIREMENTS FOR THE MINOR

HIST	237	Modern China and Japan
ITLS	302	Culture of China
ITLS	303	Culture of Japan
PL/RL	306	Chinese Thought

One of the following:

ECON	324	International Economics
PSCI	323	Politics of the Third World

Economics and Management Department

Professor: Michael Rock (chair); *Associate Professors:* Joseph Dahms, Anita Jose (M.B.A. director); *Assistant Professors:* Sang Kim, Shang-Mei Lee

The Department of Economics and Management offers two bachelor of arts degrees, economics and management, plus the master of business administration (M.B.A.).

The Department offers courses and programs of study that are concerned with people in various social and organizational contexts.

Majors in economics and management have entered careers in business and industry, as well as social and governmental agencies. While there are required courses in both undergraduate B.A. majors, there is flexibility in selecting elective courses. Students select concentrations of courses that focus on specific education and career interests, and may even pursue a double major when it serves their career needs.

The graduate program in business administration is designed to increase career mobility and to improve management skills for those in, or seeking to enter, management positions.

The economics and management faculty represent a variety of backgrounds including economic theory, economic development, environmental economics and environmental policy, applied economics, finance, accounting, public administration, marketing, international business, personnel, organization theory, and strategic management.

Programs offered:

- Master of Business Administration Degree
- Economics Major (B.A.)
- Management Major (B.A.)
- Business Administration Minor
- Management Minor

ECONOMICS MAJOR, B.A.

The economics major is concerned with the theoretical, statistical, and historical approaches to the study of contemporary economic issues, including the study of the functions of an economic system and its place in an international context. Classroom activities are integrated with internships in financial, industrial, and commercial organizations, as well as in social and governmental agencies.

REQUIREMENTS FOR THE MAJOR

The economics major requires a minimum of 30 credits in economics at the 200-level or above; students may take a maximum of 60 credits including 100-level courses.

All majors must take the following economics courses:

ECON 200	Principles of Economics
ECON 301	Econometrics
ECON 305	Macroeconomic Analysis
ECON 306	Microeconomic Analysis
ECON 452	History of Economic Thought
ECON 470	Seminar

Also required are:

MATH 112 Applied Statistics, *and* MATH 120 Pre-calculus Mathematics

Students planning to pursue graduate studies in economics also should take:

MATH 201 Calculus I, 202 Calculus II, *and* 203 Calculus III and other courses in mathematics and statistics, including linear algebra and probability.

ECONOMICS (INTERNATIONAL) MINOR

Coordinator: Joseph Dahms

The international economics minor will provide the student with a foundation in economic theory and the application of that theory to the international community.

REQUIREMENTS FOR THE MINOR

ECON 200	Principles of Economics
ECON 210	Environmental Economics

Three credits from the following:

ECON 305	Macroeconomic Analysis
ECON 306	Microeconomic Analysis

Six credits from the following:

EC/HN 300	The European Economy
ECON 317	Economics of Development
ECON 318	Comparative Economic Systems
ECON 320	Women in the World Economy
ECON 324	International Economics
MGMT 314	International Business

ECONOMICS COURSES**ECON 200 Principles of Economics (CORE—Social and Behavioral Analysis)**

Credit by exam. (Either semester/3 credits)

This course examines the rise of capitalism, microeconomics, macroeconomics, and international trade and finance.

ECON 210 Environmental Economics

Prerequisite, open to sophomores, juniors, or seniors or permission of the instructor. (Second semester/3 credits)

This course examines the relationship between economic growth and the environment. The tools of economic analysis are used to examine the relationship between economic efficiencies and sustainability and to evaluate public policies in developed and developing countries designed to promote more sustainable development.

ECON 299 Special Topics: The Chinese Economy

Prerequisite, ECON 200 or permission of the instructor.

(Course is offered as needed/3 credits)

A survey of the Chinese economy from pre-liberation through the Maoist years to the reforms of the economy since 1976.

EC/HN 300 The European Economy (CORE—Western Civilization)

Prerequisites, Completion of the Social and Behavioral Analysis section of the Core. Open to sophomores, juniors, or seniors in the Honors Program or with permission of the instructor. (Offered in Europe during the May term/3 credits)

Offered in Europe at Hood's Strasbourg Center. The course will focus on the unification of the European economies into a single market. The course examines the forces which brought about the unification of the European economies and the social, political, and economic implications of unification for individual member countries and the United States.

ECON 301 Econometrics

Prerequisites, ECON 200 and MATH 112. (First semester—2003/3 credits)

An introduction to quantitative analysis of economic phenomena. The course emphasizes techniques of estimating economic relationships, testing economic theories, and forecasting economic variables. Attention is given to real-world applications.

EC/MG 303 Principles of Finance and Investment

Prerequisites, MGMT 284, ECON 200 and MATH 112. (Either semester/3 credits)

Introduction to the fundamental analytical tools and use of information sources in finance and investments. Study of time value of money, valuation of securities, risk, rates of return, and cash flow analysis.

ECON 305 Macroeconomic Analysis

Prerequisites, ECON 200 or permission of the instructor. (First semester/3 credits)

The theory of Keynesian and classical income determination, interest rates, employment, consumption, investment, government expenditures, and economic growth.

ECON 306 Microeconomic Analysis

Prerequisites, ECON 200. (Second semester/3 credits)

The theory of the firm under various competitive conditions; determination of wages, interest, rent, and profits. An introduction to welfare economics and general equilibrium theory.

ECON 317 Economics of Development

*Prerequisites, ECON 200 or permission of the instructor.
(First semester—2003/3 credits)*

Theories of economic development and growth. Case studies of developed and less developed countries in Asia, Africa, and Latin America.

ECON 318 Comparative Economic Systems

Prerequisite, ECON 200 or permission of the instructor. (Second semester/3 credits)

An examination of the capitalist system; a critical analysis of theories of economic reform. Comparison of the economic systems of the United States and the Soviet Union.

ECON 320 Women in the World Economy

*Prerequisite, Completion of the Social and Behavioral Analysis section of the Core.
(First semester—2003/3 credits)*

An examination of women's working activities in major regions of the world. An exploration of women's economic status under various economic systems and within particular countries based on ethnicity and class. A discussion of feminist critiques of neoclassical methodology.

EC/HS 323 Economic History of the United States

*Prerequisite, ECON 200 or permission of the instructor.
(First semester—2002, 2004/3 credits)*

A survey of the economic and social development of the nation from the colonial period to the present; problems of economic growth, including the rise of national markets, labor unions, and monopolies; the role of the United States in international commerce.

ECON 324 International Economics

Prerequisites, ECON 200. (Second semester/3 credits)

Foreign trade and investment; international problems and economic policy; international organizations, such as the International Monetary Fund and the European Economic Community. Attention is given to the economics of growth and development in underdeveloped and in highly developed countries.

EC/PS 328 Labor Economics

Prerequisite, ECON 200 or permission of the instructor. (First semester/3 credits)

Theories of wage determination, unemployment and inflation, employment trends and labor in the global economy.

EC/HN 330 East Asia: Colonialism, Independence, Development, and Democracy (CORE—Non-Western Civilization)

Prerequisite, Open to sophomores, juniors, or seniors in the honors program or permission of the instructor. (Second semester—2004/3 credits)

This course examines the politics, economics, culture, literature, and history of this region and its importance to the U.S. by focusing study intensively on one country. The country chosen for study will vary from year to year depending on developments in the region and student interest.

ECON 335 Teaching Assistantship in Economics

Prerequisite, Permission of the economics faculty.

(Either semester/1 or 2 credits, may be repeated for a maximum of 4 credits)

Assist in the introductory and principles of economics courses. The teaching assistant holds tutorials for student questions, assists in computer assignments and quantitative projects. Grading is on a satisfactory/unsatisfactory basis.

ECON 375 Independent Study

Prerequisite, Permission of the chair of the department. (Either semester/1, 2, or 3 credits)

Reading and/or research in a selected field of economics.

ECON 399 Internship in Economics

Prerequisites, 15 credits in economics at the 200-level or above.

(Either semester or summer/3-15 credits)

A learning experience in a business or public environment where specific demands are made in terms of applying economic principles and analysis.

EC/PS 414/514 Environmental Policy

Prerequisite, PSCI 203, 210, or 215 and ECON 210 or permission of the instructor.

(First semester—2001, 2003/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policymaking and on the problems associated with implementing environmental policies in different political and institutional contexts.

ECON 452 History of Economic Thought

Prerequisites, ECON 305, 306 or permission of the instructor.

(Course is offered as needed/3 credits)

The doctrines of the great economists: Mercantilist, physiocrat, classical, and Keynesian schools of thought; the relation of economic thought to contemporary institutions.

ECON 470 Seminar

Prerequisites, ECON 305 and 306 or permission of the instructor.

(Second semester—3 credits)

Study of specific problems in economics through individual research, reports, and group discussion.

Education Department

Professors: Dean Wood; *Associate Professors:* Kathleen Bands, Noel Farmer, Marie Finn (acting chair), Charlene Hillal Gill, Ellen Garfinkel Koitz, Francis Sweeney; *Assistant Professors:* Kittybelle Hosford, Paul Hummer, Mary Ann Marvil, Marianne Pfeiffer; *Clinical Instructors:* Dale Hawkins, Monica O’Gara

The Department of Education offers undergraduate and post-baccalaureate teacher education programs in early childhood education and special education and seven secondary education certification programs in the secondary subject areas of biology, chemistry, English, French, history, mathematics, and Spanish.

Master of Science degrees are offered in Educational Leadership and in Curriculum and Instruction with concentrations in early childhood education, elementary education, elementary school science and mathematics, reading specialist, secondary education, and special education.

Education faculty are active in national professional organizations and in local schools as supervisors of students, consultants, and researchers. Hood’s full-time faculty is supplemented by adjunct faculty who work in regional school systems as principals, department chairs, and area directors.

Facilities: Several facilities on campus serve as laboratories or curriculum materials centers for the teacher education program. The Onica Prall Child Development Laboratory School (O.P.C.D.L.), founded in 1929, serves as a nursery school for three- and four-year-old children. Students observe and teach in the O.P.C.D.L. School. A secondary education workroom, elementary science and mathematics classroom, and the instructional technology classroom also are available to students. In addition, many courses are taught in the Tatem Art Building's "Smart Room" which is equipped with instructional technology. Area school districts work cooperatively with the Education Department in offering numerous field experiences to teacher education students. In addition, three Professional Development School (PDS) partnerships involving 13 schools have been established in Frederick and Montgomery Counties. Education students are engaged in continuous and extensive field experiences in the PDS and the O.P.C.D.L. School beginning with their first education course and continuing through program completion.

Programs offered:

- Curriculum and Instruction, M.S. Degree
- Educational Leadership, M.S. Degree
- Early Childhood Education Major (B.A.)
- Special Education Major (B.A.)
- Secondary Education Certification
- Post-Baccalaureate Teacher Certification in Early Childhood Education, Secondary Education, and Special Education

EDUCATION MAJORS AND CERTIFICATION PROGRAMS

Certification Options

There are three options for initial teacher certification:

- 1) Students may enter certification programs as undergraduates majoring in early childhood education (ECE), special education, or a secondary education subject area. ECE and special education majors are encouraged to complete another major or minor along with the early childhood education or special education major. Multidisciplinary breadth is demonstrated through completion of additional general education courses beyond Hood's Core Curriculum. See program requirements for details.
- 2) Students may enter certification programs as undergraduates without majoring in education. Students who are seeking secondary certification will choose a major in the intended secondary subject teaching area. Students who are seeking ECE or special education certification will choose a major in a liberal arts or science area. Students begin taking required professional education courses as undergraduates. Students choosing this option should request an adviser in the Department of Education as well as an adviser in their undergraduate major. Students who select this option fulfill certification program requirements by completing specified undergraduate and graduate professional education courses after obtaining the undergraduate degree.

- 3) Students may enter the certification programs after earning a baccalaureate degree from Hood or another accredited institution. Students seeking secondary certification must have completed a major in the intended secondary teaching area. Students in ECE or special education must have completed a major in a liberal arts or science area. Students who select this option meet certification requirements through satisfactory completion of specified undergraduate and graduate professional education courses. Some students may need additional course work in general education.

Contact the department for more specific information regarding acceptance into and requirements for these programs. All teacher education programs are approved by the Maryland State Department of Education (MSDE) using MSDE's Essential Dimensions of Teaching standards recognized by NASDTEC. Hood College also meets the Title II requirements of the Higher Education Act. Refer to www.msde.state.md.us for Hood College's Institutional Report.

PROGRAM COMPONENTS

Continuous Field Experiences: Clinical experiences are emphasized in the professional education courses. Extensive and continuous field experiences are at the heart of the teacher education programs. Beginning in the first education course, students participate in field experiences in local professional development schools. A professional development school (PDS) is a collaborative effort between a public school and Hood College to strengthen and enhance teacher candidates' pre-service professional development within the public school setting. Additionally, PDSs provide continuous professional development to in-service teachers working in the PDS sites, thus providing for the on-going development of both pre- and in-service teachers.

Performance Assessment: In order to begin the intensive, yearlong internship (Phase II) all teacher certification candidates submit Entry Portfolios. Exit Portfolios are required during the last semester of the yearlong internship.

Praxis: Passing Praxis I and II is required for the successful completion of each certification program. Refer to individual programs for details.

Grade Point Average (G.P.A.) Requirement: Students must achieve a 2.75 cumulative grade point average (G.P.A.) on a 4.0 scale and a 2.75 G.P.A. in education courses for admittance into the extended internship of the teacher certification programs. Students are expected to maintain a 2.75 cumulative G.P.A., as well as in education course work. Furthermore, a student earning a C- or lower in required education courses may not continue in the teacher education programs.

Certification: Upon successful completion of one of the teacher education programs and attainment of the Maryland state minimum scores on all state-required Praxis I and II exams, students are eligible for certification to teach in Maryland with reciprocal certification to teach in many other states. It is the student's responsibility to contact individual states other than Maryland for information regarding certification requirements for specific programs. Teacher candidates should also be aware that local school systems may impose additional requirements beyond state certification.

Mandatory informational meetings regarding application procedures, portfolio construction, and deadlines are held each semester. As with most colleges and universities, there is an additional fee required for the teaching internship (formerly known as "student teaching"). Interns are responsible for their own transportation to and from field experiences. Variation from Hood's holiday and vacation schedules may be required to accommodate local school district calendars.

EARLY CHILDHOOD EDUCATION, B.A.

Successful completion of the early childhood education program with the Phase II and Phase III yearlong internship and attainment of Maryland state minimum passing scores on Praxis I and II leads to Maryland state initial teaching certification to teach nursery school, kindergarten, and grades one, two, and three. Phase III teaching internship requires two placements, one in kindergarten and one in a primary class.

The ECE program includes many field experiences and is based conceptually on the Maryland State Department of Education's 10 Essential Dimensions of Teaching.

Students who wish to major in Early Childhood Education without completing the teacher certification program must complete a minimum of 24 credits at the 200-level or above. The major alone does not lead to teacher certification.

REQUIREMENTS FOR THE EARLY CHILDHOOD EDUCATION PROGRAM

Early childhood education majors are encouraged to complete a double major in ECE and in a liberal arts program or to complete a liberal arts minor with an ECE major. The teacher certification program in ECE is composed of three phases, each of which has specific course requirements and field experiences.

ECE students will be required to demonstrate multidisciplinary breadth by completing:

- 12 credits in English
- 12 credits in science (at least one course in biological science and at least one course in physical science)

- 12 credits in mathematics (to include MATH 111 *or* MATH 201,
MATH 106, MATH 107, and MATH 112 *or* PSY 211)
9 credits in social sciences to include U.S. History and
Introduction to Psychology

Some Core Curriculum courses may satisfy the requirements for multidisciplinary breadth.

Program prerequisites: The courses in the prerequisite portion of the Early Childhood Education Program prepare students for the professional sequences in Phases I, II, and III. Along with these prerequisite courses, ECE students must complete one half day/week of field experiences in designated professional development schools (PDSs) and one half day/week in the Onica Prall Child Development Laboratory School (O.P.C.D.L.). While completing prerequisite courses, ECE students must obtain Maryland's minimum passing score on Praxis I.

EDUC	204	Foundations for Effective Teaching—3 credits
EDUC	223	Childhood Development—3 credits <i>or</i> EDUC 532* Human Development: Childhood—3 credits
EDUC	224	Processes and Acquisition of Reading—3 credits
EDUC	236	Children and Youth with Exceptionalities—3 credits

**Courses at the 500-level are open only to students who have earned a baccalaureate degree and have been accepted to Hood's Graduate School.*

Phase I: Entry to Phase I is contingent upon (1) successful completion of prerequisite courses, (2) successful performance in prerequisite field experiences, and (3) meeting Maryland's minimum passing score on Praxis I. Along with these courses, Early Childhood Education students must complete one half day/week of field experiences in a designated school and one half day/week in the O.P.C.D.L. School. By the end of Phase I, ECE students submit their Entry Portfolio and application for entrance into Phase II.

EDUC	316	Reading Instruction—3 credits <i>or</i> EDUC 518* Reading Instruction: Elementary—3 credits
EDUC	320	Science Curriculum, Methods and Materials in Kindergarten—Primary Education—2 credits
EDUC	324	Theory and Practice in Early Childhood Education—4 credits
EDUC	330	Social Studies Curriculum, Methods and Materials in Kindergarten—Primary Education—2 credits

Phase II: Entry to Phase II is contingent upon (1) successful completion of Phase I courses, (2) successful performance in Phase I field placements, (3) 2.75 G.P.A. overall and in education courses, and (4) a score of "Basic" or higher on the Entry Portfolio. Phase II is the initial semester of the yearlong internship. Students participate in full-time course work and field experiences in a designated PDS. During Phase II, ECE students initiate work on the Exit Portfolio.

EDUC	317	Materials for Teaching Reading—3 credits
EDUC	321	Early Childhood Education Mathematics Curriculum, Methods and Materials—3 credits
EDUC	340	Assessment for Reading Instruction—3 credits
EDUC	347	Classroom Organization and Management—3 credits
EDUC	349	Teaching Internship I in Early Childhood and Special Education—2 credits
EDUC	360	Introduction to the Teaching Internship—1 credit

Phase III: Entry into Phase III is contingent upon (1) successful completion of Phase II courses, (2) successful performance in Phase II internship, and (3) 2.75 G.P.A. overall and in education courses. The ECE student will be engaged in a full-time teaching internship in designated Professional Development Schools. Toward the end of Phase III and in partial fulfillment of program requirements, the ECE student submits the Exit Portfolio, which must meet the rating score of “Basic” or higher. Completion of Phase III and the certification program is contingent upon meeting Maryland’s minimum passing score on the Praxis II test.

EDUC	459	Teaching Internship in the Kindergarten and the Primary Grade—12 credits
EDUC	460	Professional Development Seminar—3 credits

SECONDARY EDUCATION CERTIFICATION

To obtain Maryland teaching certification at the secondary level (middle school through senior high), students major at Hood College or another accredited institution in one of the following academic fields: biology, chemistry, English, French, history, mathematics, or Spanish. The teacher certification program in Secondary Education is composed of three phases, each of which has specific course requirements and field experiences based on the conceptual framework of the Essential Dimensions of Teaching.

REQUIREMENTS FOR THE SECONDARY EDUCATION PROGRAM

- completion of a baccalaureate degree at Hood that includes Core requirements *or* completion of a liberal arts or science baccalaureate at another accredited institution.
- completion of a major at Hood *or* at another accredited institution in one of the secondary education academic fields offered by Hood. (Students from other institutions having allied majors such as zoology, environmental science, etc., must present courses that are equivalent to all courses required for the Hood major.)
- completion of additional general education requirement courses as specified by each department at Hood. (For example, biology majors must also take PHYS 101 *or* 203, and English majors must also take specified communication arts courses.)

- attainment of a 2.75 cumulative grade point average, a 2.75 G.P.A. in education courses, and a 2.75 G.P.A. in the respective content area on a 4.0 scale upon completion of Phase I and Phase II of the program.
- attainment of state minimum scores on all state required Praxis I tests prior to entrance into Phase II of the teacher certification program.
- satisfactory assessment of Entry and Exit Portfolios.
- successful completion of Praxis II for program completion.

In order to complete the certification requirements within four years, undergraduates should begin their programs with EDUC 204 Foundations for Effective Teaching in the first semester of their sophomore year.

Secondary education students should be aware that completing the teacher education requirements may require time beyond the completion of a B.A. program.

Phase I—Student Internship: Secondary Education Foundation Courses required for certification. These courses are in Phase I of the Secondary Education Program and are prerequisites for all curriculum and instruction courses. Along with these courses, secondary education students must complete three days/week of field experiences in designated secondary schools. During Phase I, Secondary Education students successfully complete Praxis I tests and earn the score of “Basic” or higher on their Entry Portfolio for acceptance into Phase II.

EDUC	204	Foundations for Effective Teaching—3 credits
EDUC	308	Educational Psychology—3 credits <i>or</i> EDUC 581* Topics in Educational Psychology—3 credits
EDUC	409	Teaching Reading in the Secondary School Content Areas, Part I—3 credits

Phase II—Teaching Internship: Secondary Education Curriculum and Instruction Courses. Along with these courses, Secondary Education students must complete one day/week of intern experiences in designated secondary schools, in addition to the two field-based courses, EDUC 413 and EDUC 469/569. Secondary Education students may not enroll in the following courses until official acceptance into Phase II has been received.

EDUC	413	Secondary Education—3 credits
EDUC 469	<i>or</i> 569*	Teaching Students with Special Needs in an Inclusive Setting Classroom: Secondary Education—3 credits

Phase III—Teaching Internship:

Secondary Education students spend the semester in a full-time teaching internship. Toward the end of Phase III, Secondary Education students submit the Exit Portfolio, and assessment of the portfolio becomes part of the recommendation for teacher certification. Before Secondary Education students are recommended for certification, they must meet Maryland’s minimum passing scores on Praxis II tests. Entry into Phase III is contingent upon successful completion of Phase II.

EDUC	411	Teaching in the Secondary School—2 credits
EDUC	412	Teaching Reading in Secondary School Content Areas, Part II—3 credits
EDUC	419	Teaching Internship in the Secondary School—12 credits

**Courses at the 500-level are open only to students who have earned a baccalaureate degree and have been accepted to Hood's Graduate School.*

Grade Point Average (G.P.A.) Requirement. Students must achieve a 2.75 cumulative grade point average (G.P.A.), a 2.75 G.P.A. in education courses, and a 2.75 G.P.A. in their respective content areas on a 4.0 scale for admittance into Phase II and Phase III of the teacher certification programs.

SPECIAL EDUCATION, B.A.

Successful completion of the special education program with the Phase II and Phase III yearlong internship and attainment of Maryland state minimum passing scores on Praxis I and II leads to Maryland state initial teaching certification to teach special education, elementary/middle, grades one through eight. The Special Education Program prepares students to teach children with disabilities and is non-categoric in nature; the focus is on students with mild and moderate disabilities who have learning disabilities, mental retardation, and/or emotional disturbance. The Special Education Program includes many field experiences and is based conceptually on Maryland State Department of Education's 10 Essential Dimensions of Teaching.

There are two internship experiences during the Phase III semester: one in an elementary school and one in a middle school.

Students who wish to major in Special Education without completing the teacher certification program must complete a minimum of 24 credits at the 200-level or above. The major alone does not lead to a teacher certification.

REQUIREMENTS FOR THE SPECIAL EDUCATION PROGRAM

Special education majors are encouraged to complete a double major in special education and in a liberal arts or science program or to complete a minor in a liberal arts or science program. The teacher certification program in special education is composed of three phases, each of which has specific course requirements and field experiences.

All students completing the Special Education Certification Program will be required to demonstrate multidisciplinary breadth by completing:

- 12 credits in English
- 12 credits in science (at least one course in biological sciences and at least one course in physical science)
- 12 credits in mathematics (to include MATH 111 *or* MATH 201, MATH 106, MATH 107, and MATH 112 *or* PSY 211)

9 credits in social sciences (to include U.S. History and Introduction to Psychology)

Some Core Curriculum courses may satisfy the requirements for multidisciplinary breadth.

Program prerequisites: The courses in the prerequisite portion of the Special Education Program prepare students for the professional sequences in Phases I, II, and III. Along with these prerequisite courses, Special Education students must complete one half day/week of field experiences in designated professional development schools (PDSs). While completing prerequisite courses, Special Education students must obtain Maryland's minimum passing score on Praxis I.

EDUC	204	Foundations for Effective Teaching—3 credits
EDUC	223	Child Development—3 credits <i>or</i> EDUC 532* Human Development: Childhood—3 credits
EDUC	224	Processes and Acquisition of Reading—3 credits
EDUC	236	Children and Youth with Exceptionalities—3 credits

* Courses at the 500-level are open only to students who have earned a baccalaureate degree and have been accepted to Hood's Graduate School.

Phase I: Entry to Phase I is contingent upon (1) successful completion of prerequisite courses, (2) successful performance in prerequisite field experiences, and (3) meeting Maryland's minimum passing score on Praxis I. Along with these courses, special education students must complete one day/week of field experiences in a designated school. By the end of Phase I, Special Education students submit the Entry Portfolio and application for entrance into Phase II.

EDUC	316	Reading Instruction—3 credits <i>or</i> EDUC 518* Reading Instruction: Elementary—3 credits
EDUC	353	Special Education Methods: Elementary School—3 credits
EDUC	354	Special Education Methods: Middle School—3 credits
EDUC	373	Assessment, Diagnosis, and Prescription in Special Education—3 credits

Phase II: Entry to Phase II is contingent upon (1) successful completion of Phase I courses, (2) successful performance in Phase I field placements, (3) 2.75 G.P.A. overall and in education courses, and (4) a score of "Basic" or higher on the Entry Portfolio. Phase II is the initial semester of the yearlong internship. Students participate in full time course work and field experiences in a designated PDS. During Phase II, Special Education students initiate work on the Exit Portfolio.

EDUC	317	Materials for Teaching Reading—3 credits
EDUC	321	Early Childhood Education Mathematics Curriculum, Methods and Materials—3 credits
EDUC	340	Assessment for Reading Instruction—3 credits
EDUC	347	Classroom Organization and Management—3 credits
EDUC	349	Teaching Internship I in Early Childhood and Special Education—2 credits
EDUC	360	Introduction to the Teaching Internship—1 credit

Phase III: Entry into Phase III is contingent upon (1) successful completion of Phase II courses, (2) successful performance in Phase II internship, and (3) 2.75 G.P.A. overall and in education courses. The Special Education student will be engaged in a full-time teaching internship in a designated PDS. Toward the end of Phase III, and in partial fulfillment of program requirements, Special Education students submit the Exit Portfolio, which must meet the rating score of “Basic” or higher. Completion of Phase III and the certification program is contingent upon meeting Maryland’s minimum passing score on the Praxis II test.

EDUC	449	Student Teaching in Special Education—12 credits
EDUC	460	Professional Development Seminar—3 credits

EDUCATION COURSES

EDUC 204 Foundations for Effective Teaching

Prerequisite, Not open to freshmen. (Either semester/3 credits)

A study of American education today as viewed from historical, philosophical, and social perspectives. Emphasis is placed upon the scientific basis for teaching and instruction. Major themes include productive learning environments, planning for effective instruction, models for instructional delivery and assessment for all learners, and teaching within an organizational context. One half day/week field experience in an elementary classroom for Early Childhood Education and Special Education students. Secondary Education students spend a full day each week in a secondary classroom.

EDUC 223 Child Development

Prerequisite, PSY 101. Not open to freshmen. Transfer students who have had similar courses qualify for exemption through a departmental test.

(Either semester/3 credits/3 class hours, consecutive laboratory hours of observation)

A study of human development from conception to the adolescent years of childhood. Emphasis is given to cognitive and personality/social theories of development. Students are expected to understand, analyze, apply, synthesize and evaluate various theories and use them in an analysis of one child. Directed naturalistic observations are conducted in the Onica Prall Child Development Laboratory School, beginning a few weeks into the semester. The culminating experience is the student’s case study and an action plan created for one child.

EDUC 224 Processes and Acquisition of Reading

Prerequisites, EDUC 204, 223 or 532. (Either semester/3 credits)

An understanding of the language and cognitive precursors to reading acquisition. Findings of brain research and the reading acquisition process will be the focus. The role of experiential background, prior knowledge, motivation, and personal significance to developing readers will also be considered.

EDUC 236 Children and Youth with Exceptionalities

Prerequisite, EDUC 223 or 532. May be taken concurrently with permission of the department. (First semester/3 credits)

A survey of the characteristics and education of students with disabilities and other special needs. Historical perspectives, legislative issues, and inclusion will be considered.

EDUC 308 Educational Psychology

Prerequisite, PSY 101. Open to sophomores, juniors, and seniors.

(Second semester/3 credits)

The psychological bases of learning and teaching. Must be taken in Phase I, Secondary Education Program. Activities are designed for secondary education majors for their field placements. This course is only open to students in Education.

EDUC 316 Reading Instruction

Prerequisites, EDUC 204, 223 or 532, and 224. (Either semester/3 credits)

The fundamentals of reading instruction. The course includes a balanced literacy program of graphophonics, semantics, and syntactics in teaching reading. Topics include word recognition, reading comprehension, balanced literacy program, intervention strategies, and establishing and managing the literacy program. Must be taken during Phase I.

EDUC 317 Materials for Teaching Reading

Prerequisite, Admission to Phase II. (Either semester/3 credits)

Selection and evaluation of various media for teaching reading at the elementary level will be the focus of this course. Involvement of other members of the educational community and parents in the reading program will also be considered.

EDUC 320 Science Curriculum, Methods, and Materials in Kindergarten-Primary Education

Prerequisites, EDUC 204, 223 or 532, 224, and 236. (Either semester/2 credits)

An examination of modern elementary science methods and curriculum materials through a constructivist-based instructional approach. Emphasis on curricular innovations, including content, process, discovery, and the application of technology to the teaching of science. The philosophical, psychological, and structural natures of the various approaches are considered. Must be taken in Phase I.

EDUC 321 Early Childhood Education Mathematics Curriculum, Methods, and Materials

Prerequisite, Admission to Phase II. (Either semester/3 credits)

An examination of modern materials and methods through a constructivist-based instructional approach. Emphasis is placed on the study of current school practices, and the implementation of national and state standards. Methods emphasize appropriate activities at the concrete (manipulative), pictorial, and abstract levels. Curricular topics include mathematics as problem solving, communication, reasoning, and making connections with the learner's world.

EDUC 324 Theory and Practice in Early Childhood Education

Prerequisites, EDUC 204 and 223 or 532. Enrollment limited. (Either semester/4 credits/2 class hours, one 3-hour lab plus 1 hour of seminar related to lab)

A study of philosophies, theories, and methods of teaching young children in a preschool setting. Students apply the theoretic concepts they are learning in the lecture section of this course during guided teaching in the Onica Prall Child Development Laboratory School. Must be taken during Phase I.

EDUC 330 Social Studies Curriculum, Methods, and Materials in Kindergarten-Primary Education

Prerequisites, EDUC 204, 223 or 532, 224, and 236. (Either semester/2 credits)

Appropriate curriculum and methodologies in teaching language arts and social studies in kindergarten and primary education. Emphasis is on the integration of language arts and social studies. Must be taken in Phase I.

EDUC 340 Assessment for Reading Instruction

Prerequisite, Admission to Phase II. (Either semester/3 credits)

A study of reading assessment techniques, processes and instruments, the uses of assessment data from state, local and classroom assessments, and the communication of assessment results to parents and school personnel.

EDUC 347 Classroom Organization and Management

Prerequisite, Admission to Phase II. (Either semester/3 credits)

A study of classroom management techniques appropriate for the general and special education classroom. Topics include behavior modification, interaction techniques, problem solving, and group management strategies.

EDUC 349 Teaching Internship I in Early Childhood and Special Education

Prerequisite: Admission to Phase II. (Either semester/2 credits)

First semester of the yearlong internship. Field experience is associated with methods courses. Early childhood and special education interns implement teaching and assessment strategies, apply classroom and behavior-management techniques, and analyze their own professional development. Interns prepare to assume a co-teaching role during the subsequent final semester of the yearlong internship.

EDUC 353 Special Education Methods: Elementary School

Prerequisites, EDUC 204, 223 or 532, 236 or 571, 316 or 518. May be taken concurrently. (First semester/3 credits)

A study of procedures for developing and adapting instructional programs to accommodate students with learning and behavioral disorders in elementary school settings. The course includes examination of curricular models, teaching strategies, and instructional materials for reading, mathematics, written language, science, and social studies. Emphasis is placed upon curriculum and methods for students with learning and behavioral disabilities, and emotional disturbance. Must be taken in Phase I.

EDUC 354 Special Education Methods: Middle School

Prerequisites, EDUC 204, 223 or 532, and 236 or 571 (Second semester/3 credits)

A study of curriculum objectives, methods, and materials of special education at age-grade levels (grades 5-8) as used in a variety of educational settings. Instructional strategies are discussed in light of current theories and literature. Topics include problem solving, oral expression, remedial reading, comprehension, written expression, children's literature, mathematics, science, social studies, and functional skills. Emphasis placed upon curriculum and methods for students with learning and behavior problems (mental retardation, learning disabilities, and emotional disturbance). Must be taken in Phase I.

EDUC 360 Introduction to the Teaching Internship

Prerequisite, Admission to Phase II. (Either semester/1 credit)

A seminar taken during the first semester of the yearlong teaching internship. Early childhood and special education interns acquire knowledge and skills to support their transition from students to teachers. Interns demonstrate skills in performance assessment, plan for their own professional development, and provide evidence of effective teaching.

EDUC 370 Practicum in Reading

Prerequisite, EDUC 316. Open to juniors and seniors. (Summer only/3 credits)

Supervised work involving continuous diagnosis of disabled readers and the planning and implementation of appropriate corrective/remedial instructional programs. Each student will be placed with one graduate clinician and will work as an apprentice with that clinician assisting in planning, diagnosis, instruction, and supervision for a group of students. Weekly conferences with instructor.

EDUC 373 Assessment, Diagnosis, and Prescription in Special Education

Prerequisites, EDUC 204, 223 or 532, and 236. (Either semester/3 credits)

A study of theoretical and practical aspects of educational evaluation of children and youth with mild/moderate disabilities (learning disabilities, mental retardation, emotional disturbance) at the elementary/middle (grades 1-8) age-grade level. Topics include standard and informal procedures for assessing psycholinguistic processes, oral or written language and academic achievement. Report writing and related educational planning are considered. Must be taken in Phase I.

EDUC 375 Independent Study

Prerequisite, 6 credits in education. Open to juniors and seniors. (Either semester/1, 2, or 3 credits)

A professional investigation or project evolving from individual interests in education. The project proposal must have the approval of the instructor. Weekly conferences with the instructor.

EDUC 399 Internship in Education

Prerequisite, 9 credits in education. (Either semester/3 or 6 credits)

Supervised part-time work in educational settings approved by the department.

EDUC 409 Teaching Reading in Secondary School Content Areas: Part I

Prerequisites, EDUC 204 and 308. (First semester/3 credits)

A study of the principles and methods of teaching reading in middle, junior, and senior high schools. Emphasis on the implementation of reading techniques and strategies appropriate to the content areas. Field experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students. Must be taken in Phase I, Secondary Education Program.

EDUC 411 The Teaching of Secondary School Subjects

Prerequisites, 18 credits in the major subject, EDUC 204, and permission of the department. (First semester/2 credits)

A study of modern methods and materials of teaching secondary school subjects. Courses are taken in the major area. Each of the following areas carries 2 credits: English, foreign languages, history, mathematics, science. Must be taken in Phase III, Secondary Education Program.

EDUC 412 Teaching Reading in Secondary School Content Areas: Part II

Prerequisite, EDUC 409 (First semester/3 credits)

The appropriate match of students to reading materials and teaching strategies at the middle school, junior high and senior high levels. Content area needs, study skills, assessment, and appropriate skill remediation and refinement will be explored. Must be taken in Phase III, Secondary Education Teaching Internship.

EDUC 413 Secondary Education

Prerequisites, EDUC 204 and 308. (Second semester/3 credits)

A study of the secondary school and the teacher's role in the changing educational system. Special emphasis on field experiences and innovations in secondary education. Must be taken in Phase II, Secondary Education Program. Enrollment requires official acceptance into Phase II.

EDUC 419 Teaching Internship in the Secondary School

Prerequisites, EDUC 308, 409 and 413, and permission of the department.

(First semester/12 credits)

Gradual induction into a full program of responsible classroom teaching through guided observation, participation, and supervised teaching. The first semester of the senior year is spent in a selected secondary school or schools. Must be taken during Phase III, Secondary Education Program. Extra fee.

EDUC 449 Teaching Internship in Special Education

Prerequisite, Admittance to Phase III. (Either semester/12 credits)

Supervised teaching in special education programs for students with mild/moderate disabilities (learning disabilities, mental retardation, emotional disturbance). Students complete one placement in an elementary school special education program and one placement in a middle school special education program. Extra fee. Must be taken in Phase III of the Special Education program.

EDUC 455/555 Adult Education

(Offered as needed/3 credits)

Study of theory and practice of adult learning, explanation of methods of promoting, organizing, teaching, and evaluating programs for adults, and analysis of organizational structure and goals in inservice, training, enrichment, and continuing education programs. Development of competency-based approaches and evaluation of research.

EDUC 459 Teaching Internship in Kindergarten and Primary Grades

Prerequisite: Admission to Phase III.

(Either semester/6 credits in kindergarten, 6 credits in primary)

The final semester of teaching internship. A semester-long program of guided observation, participation, and supervised teaching. Students complete a seven-week, full-time placement in kindergarten and a seven-week, full-time placement in a primary grade (1, 2, or 3). Extra fee. Must be taken in Phase III of the ECE program.

EDUC 460 Professional Development Seminar

Prerequisite: Admission to Phase III (Either semester/3 credits)

A culminating seminar taken with the final phase of the yearlong teaching internship. Early childhood and special education students will analyze their roles and development as teachers as they implement knowledge and skills. Interns complete the exit portfolio to document their performance and professional development as teachers. Must be taken in Phase III.

EDUC 469/569 Teaching Students with Special Needs in an Inclusive Setting: Secondary Education

Prerequisite: EDUC 204 and EDUC 308, or equivalent. Not open to special education majors. (Either semester/3 credits)

Designed to develop skills, attitudes, and understanding to enable the general secondary school classroom teacher to educate learners with special needs effectively. Topics include inclusion, educational provisions for teaching the child with disabilities, educational planning, the team process, teaching techniques, student assessment, and classroom organization and management skills. Must be taken in conjunction with Phase II field placement, Secondary Education Program. Enrollment requires official acceptance into Phase II. Sections taught in the PDS are open to students in the initial teaching certification program.

ENGINEERING DUAL DEGREE, B.A./B.S.

Please see page 211 for information on the Mathematics and Computer Science Department.

Engineering is a profession that offers many opportunities to women. A liberal arts background combined with a major in mathematics and training in engineering gives a prospective career woman an added academic dimension.

In cooperation with George Washington University in Washington, D.C., Hood offers a five-year dual degree program in engineering. Students spend the first three years at Hood as mathematics majors, taking the core courses for engineering and courses in the humanities and social sciences. At the end of the three years at Hood, students transfer to George Washington University into one of the engineering programs offered there, provided that they complete the designated required courses with a grade of C or better and are recommended by the adviser of this program, the chair of the Department of Mathematics and Computer Science. Advisers at both Hood and George Washington University work together to assist in this transfer agreement.

At the successful completion of the five-year program, the student is eligible to receive two degrees; a Bachelor of Arts degree in mathematics from Hood College, and a Bachelor of Science degree from George Washington University. The engineering programs available at George Washington University are civil and environmental engineering, electrical engineering, mechanical engineering, and computer engineering.

In order to meet Hood requirements, a student in the dual degree program must complete the Hood College Core Curriculum requirements and must complete a specified set of courses in chemistry, computer science, mathematics, and physics. Selection of courses to meet the Core Curriculum requirements and selection of elective courses should be done in careful consultation with a faculty adviser to assure that the courses taken at Hood will satisfy the requirement of the George Washington University School of Engineering and Applied Science. In particular, a student must earn 18 to 21 credits in humanities/social science courses that are acceptable to George Washington University.

The following science and mathematics courses must be taken at Hood.

CHEM	101, 102	General Chemistry I, II
CSCI	181	Introduction to Computer Programming
CS/MA	320	Modeling and Simulation <i>or</i> MATH 456 Numerical Analysis
MATH	112	Applied Statistics
MATH	201, 202, 203	Calculus I, II, III
MATH	207	Discrete Mathematics
MATH	304	Differential Equations
MATH	333	Introduction to Abstract Mathematics
MATH	339	Linear Algebra
MATH	351	Probability
MATH	440	Algebraic Structures
MATH	453	Introduction to Real Analysis
MATH	470	Senior Seminar: History of Mathematics
PHYS	203, 204	Introductory Physics I, II
PHYS	222	Introduction to Modern Physics
PHYS	325	Electricity and Magnetism

(CS/MA 320 is required for prospective electrical engineering students.)

English Department

Professors: Courtney Carter, Carol Kolmerten, Mark Sandona (co-chair, on sabbatical first semester); **Associate Professors:** Donna Bertazoni, Aldan Weinberg (co-chair); **Assistant Professors:** Martin Foys, Amy Gottfried; **Visiting Assistant Professor:** Joseph Trahan

The Department of English offers majors in English and Communication Arts and four minors.

Secondary education certification is also available.

Programs offered:

- English Major (B.A.)
- Communication Arts Major (B.A.)
- Journalism Minor
- Literature Minor
- Public Relations Minor
- Writing Minor

ENGLISH MAJOR, B.A.

A high degree of literacy is a widely marketable skill, best enhanced by exposure to a wide variety of great written works and by close individual attention to the student's writing. The department's humanistic approach to literature is designed for students who believe that a liberal arts education ensures professional capability and personal growth, and that reading ought to enhance the love and appreciation of literature, exercise the imagination, stretch the brain, and free the mind from credulity and conformity.

REQUIREMENTS FOR THE MAJOR

English majors must take a minimum of 30 credits in English at or above the 200-level and no more than 60 credits (including 100-level courses). Nine credits must be at the 300-level or above, excluding independent study and internships.

Six credits in English, exclusive of independent study and internships, must be taken during the senior year. Transfer students must include at least 12 credits in English at Hood.

Of the 30 minimum credits, 27 must be in literature and include the following requirements:

- 3 credits in a course dealing with a period before 1776
- 3 credits in a course dealing with a period after 1776
- 3 credits in a thematic course (250-269)
- 3 credits in a course involving a particular genre (270-289)
- 3 credits in a course dealing with significant writers (340-359, 313, 318 or 414)
- 3 credits in ENGL 470 Seminar

A student may use a particular course to meet more than one of these specific requirements.

ENGLISH SECONDARY EDUCATION CERTIFICATION

English majors may obtain certification to teach English at the secondary level in Maryland, and reciprocity for teaching in certain other states. Students may obtain certification by completing the following requirements, comprising 36 credits at the 200-level or above.

ENGL	221	World Literature
ENGL	313	Shakespeare
ENGL	321	British Literature to 1776
ENGL	322	American Literature from 1776
ENGL	405	The English Language
ENGL	410	Literature for Adolescents
ENGL	470	Seminar
		3 credits in a theme course
		3 credits in a genre course
CA/EN	202	Intermediate Expository Writing <i>or</i> ENGL 219 Creative Writing
CMA	207	Principles of Speech Communication
		3 credits of an elective in literature.

Students also must meet the requirements specified by the Department of Education.

LITERATURE MINOR

Coordinator: Mark Sandona

Students who minor in literature must take a minimum of 18 credits in literature at the 200-level or above. Their work must include:

- one thematic course (ENGL 250-269)
- one genre course (ENGL 270-289)
- at least 6 credits of literature courses at the 300-level or above.

WRITING MINOR

Coordinator: Aldan Weinberg

Students who minor in writing must take a minimum of 18 credits including the following:

12 credits in writing-intensive courses from the following group:

CA/EN	306	Writing for Business and Management
CMA	201	News Writing
CMA	260	Feature Writing
CMA	303	Advanced Reporting
CMA	313	Writing for Public Relations
ENGL	200-209	Topics in Writing
ENGL	219	Creative Writing

ENGL	335	Teaching Assistantship in English
ENGL	375	Independent Study in Writing
ENGL	420/520	Advanced Fiction Writing
ENGL	421/521	Advanced Poetry Writing

Of these 12 credits, 3 credits must be at the 300-level. In addition to these writing courses, students who elect a minor in writing must take 6 credits in literature courses at the 200-level or above.

ENGLISH COURSES

ENGL 100 Elements of Composition (CORE—Foundation/Writing)

Prerequisites, Permission of the department and placement on Basic Skills Inventory test. May not be audited. (Both semesters/4 credits)

This intensive course in expository writing emphasizes the fundamentals of grammar, sentence structure, and paragraph construction. Learning involves three methods of instruction: classroom discussion, a writing laboratory, and tutorial conferences.

ENGL 101 The Writing Process (CORE—Foundation/Writing)

Prerequisite, Credit by exam. Open to freshmen and sophomores. May be repeated once as ENGL 102. (Both semesters/3 credits)

An expository writing course that emphasizes frequent writing and rewriting. Students have individual conferences with their instructors to plan or critique essays. May not be audited or taken without satisfactory performance on the Basic Writing Skills Inventory.

ENGL 110-139 Writing about Literature (CORE—Foundation/Writing)

Prerequisite, Credit by exam. Open to freshmen and sophomores. May be repeated once with a different topic. (Both semesters/3 credits)

An expository writing course that emphasizes reading to become a better writer. Classes will focus on close reading, and students will respond to the texts in short analytical essays. Various topics offered each semester. May not be audited or taken without satisfactory performance on the Basic Writing Skills Inventory.

Topics for 2002-2003

ENGL 114 Medieval Texts, Modern Expressions

This course will focus on how (and why) modern day literature recycles literature from the medieval period. Though some medieval literature will be read, the class will focus primarily on modern retellings of medieval myths and tales. Texts may include *The Lord of the Rings*, *Beowulf*, *The Mists of Avalon*, and the romances of King Arthur.

ENGL 115 Defining the Self: Autobiography

An analysis of what writers of autobiography tell us about their lives, their values, and the worlds they live in. Texts may include the autobiographies of Benjamin Franklin, Zitkala-Sa (Gertrude Bonnin), Maxine Hone Kingston, and Esmerelda Santiago, as well as selections from the works of R. Wright, Z.N. Hurston, R. Rodriguez, Black Elk, and J.S. Baca.

ENGL 120 Historical Fiction

A study of the weaving of fact and fiction. Texts may include works by Harriet Beecher Stowe, Catherine Drinker Bowen, Eric Remarque, Mark Twain, and E.L. Doctorow.

ENGL 131 In Search of Identity: The Cultural Construction of Self in Literature

A look at the way individuals of various social and ethnic backgrounds forge an identity within the context of primarily Eurocentric American culture, to understand how culture both shapes and reflects our identity. Authors may include Amy Tan, Michael Dorris, Bebe Campbell, Ernest J. Gaines, Sandra Cisneros, and John Irving.

ENGL 133 Growing Up Female in the Nineteenth and Twentieth Century Narrative

This course explores how the externals of history (immigration, colonization, developments in the women's movement here and abroad, America's own class system) have permeated women's personal lives. May include works by Sui Sin Far (Edith Eaton), Anzia Yezierska, Paule Marshall, Jean Rhys, Nella Larson, Jamaica Kincaid, and Dorothy Allison, as well as supplemental readings such as *Reviving Ophelia* and *Schoolgirls*.

ENGL 200-209 Topics in Writing

Prerequisite, ENGL 100 or 101, or 3 credits from ENGL 110-139 (3 credits)

An intermediate level writing course with varying emphases. Topics may include "Intermediate Expository Writing" and "Technical Writing." May not be audited. May be replaced with a different topic.

Topic for 2002-2003**CA/EN 202 Intermediate Expository Writing**

Prerequisite, ENGL 100, 101 or 3 credits from ENGL 110-139. May not be taken on an audit basis. (Second semester/3 credits)

Intensive practice in the clear and effective exposition of ideas, with stress on organization and precision of word choice. Individual conferences in addition to class meetings. Identical with Communication Arts.

ENGL 210 Approaches to Literature

Prerequisite, ENGL 100 or 101 or 3 credits from ENGL 110-139; by invitation of the department. (Second semester/3 credits)

This course is an introduction to literature for students considering an English major. We discuss and evaluate the many different ways of approaching a work of literature. Each member of the English faculty presents a work of literature and leads a discussion in the light of a critical vantage point. We read a wide variety of poetry, drama, and narrative prose; and our perspectives may include feminist, psychological, mythopoeic, and new historicist analysis, among others.

ENGL 219 Creative Writing

Prerequisite, ENGL 100 or 101 or 3 credits from ENGL 110-139; plus CA/EN 202 or permission of the instructor. May not be taken on an audit basis. (First semester/3 credits)

An introduction to various forms of creative writing, this is an intensive writers' workshop requiring active participation from all members. Individual conferences in addition to class meetings. May not be audited.

ENGL 221 World Literature

(CORE—Methods of Inquiry/Aesthetic Appreciation/ Literature)

(First semester/3 credits)

A study of world literature in translation particularly relevant to our own cultural heritage. Readings are drawn from the antique, classical, and medieval periods, and typically include Homer, Virgil, Ovid, and Dante.

ENGL 250-269 Thematic Studies (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite, ENGL 100 or 101 or 3 credits from ENGL 110-139. May be repeated with a different topic. (3 credits)

A study of a significant theme or subject in selected works of literature. May be repeated with different topic.

Topics for 2002-2003**ENGL 252 The Modern Wasteland: Death and Rebirth in Twentieth Century English Literature**

(Second semester)

A study of major works of modern English literature with an emphasis on the social, psychological, and religious implications of the notion that modern life is a spiritual wasteland, a dead land calling out for rebirth. Texts may include works by Conrad, Yeats, T.S. Eliot, Joyce, Lawrence, Woolf, Forster, and Auden.

AF/EN 265 African American Voices Before the Twentieth Century*(First semester)*

A study of how early African American literary traditions have been formed not only by slavery, but also by community, geography, orality, politics, and literature itself. Works may include slave narratives of Olaudah Equiano, Frederick Douglass, and Harriet Jacobs, as well as nineteenth-century fiction by Harriet Wilson, Frances Harper, Harriet Beecher Stowe, and Charles Chesnut.

ENGL 270-289 Genre Studies (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature) *Prerequisite, ENGL 100 or 101 or 3 credits from ENGL 110-139. May be repeated with a different topic. (3 credits)*

A study of a particular genre, such as the novel, the short story, poetry, drama, or autobiography.

Topics for 2002-2003**ENGL 271 Studies in the Nineteenth and Twentieth Century Novel: Portraits of Women***(First semester)*

A close analysis of representative examples of nineteenth and twentieth century English novels with particular emphasis on social and psychological portraits of women. Texts may include novels by Austen, Bronte, Eliot, James, Lawrence, and Woolf.

ENGL 272 The Short Story*(Second semester)*

Students will read, discuss, and write about a wide-ranging selection of short stories, studying authorial and historical technique, point of view, voice, structure, and subject matter.

ENGL 278 The Woman in the Poem*(First semester)*

A study of twentieth century American poetry by and about women. The class will emphasize close analysis of particular texts by poets such as Denise Levertov, Adrienne Rich, Sylvia Plath, and Anne Sexton.

ENGL 299 Special Topics*Offered at the discretion of the department. (Either semester/1, 2, or 3 credits)*

An opportunity for groups of eight or more students to study topics suggested by their special interests and those of the faculty and not included in the regular offerings.

CAÆN 306 Writing for Business and Management*Prerequisite, ENGL 100, 101, or 3 credits from ENGL 110-139 and junior or senior standing. May not be taken on an audit basis. (Either semester/3 credits)*

Development of skills in writing letters, memos, and reports. Identical with Communication Arts 306.

ENGL 313 Shakespeare*Prerequisite, Junior or senior standing or permission of the instructor.**(Second semester/3 credits)*

This course is an introduction to the dramatic works of Shakespeare. Although we devote some attention to the historical moment in which he produced his plays, our primary focus is on Shakespeare's language and theater. Filmed versions of the plays will be used to supplement textual analysis.

ENGL 318 Chaucer*Prerequisite, Junior or senior standing or permission of the instructor.**(Second semester—Course offered as needed/3 credits)*

A study of the selected works of the medieval poet who helped start the tradition of writing poetry and prose in English. The class will focus primarily on *The Canterbury Tales*; it will also introduce students to Middle English, so that the poetry may be appreciated in Chaucer's own language. Special attention will be given to the history and culture of England during Chaucer's lifetime.

ENGL 321 British Literature to 1776

Prerequisite, Junior or senior standing. (First semester/3 credits)

Selected readings from the medieval period to the beginning of cultural divergence between England and America. Readings from Beowulf, Chaucer, Shakespeare, Milton, Pope, Defoe, and others.

ENGL 322 American Literature from 1776

Prerequisite, Junior or senior standing. (Second semester/3 credits)

An introduction to the American imagination as expressed in fiction, poetry, essays, autobiography, and nature writing. May include works by Wheatley, Franklin, Hawthorne, Thoreau, Douglass, Twain, Wharton, Faulkner, Ellison, Hurston, Hughes, Updike, Momaday, and Brooks.

ENGL 335 Teaching Assistantship in English

Prerequisite, Permission of the department. May be repeated once. (Either semester/1, 2, or 3 credits)

The assistantship offers students the opportunity to refine their editing and leadership skills as they work with students in the Academic Services Center. Under the supervision of the Academic Services staff, assistants serve as teaching and tutorial aides to students seeking to improve their basic writing skills.

ENGL 340-359 Writers of Significance

Prerequisite, 6 credits in English, including at least 3 at the 200-level. May be repeated with different writers. (3 credits)

A study of one or more significant writers or a distinct school of writers.

Topics for 2002-2003**ENGL 343 Yeats and Lawrence**

(First semester)

An analysis of the lives, art, and ideas of W.B. Yeats and D.H. Lawrence. Texts may include Yeats' autobiography and poems, and Lawrence's *Sons and Lovers*, *Women in Love*, and *St. Maur*.

ENGL 441/541 Faulkner and Morrison

(First semester)

An in-depth study of two writers who embrace language and celebrate the human spirit. Readings may include Faulkner's *The Unvanquished*, *The Sound and the Fury*, *Light in August*, and *Absalom, Absalom!*, as well as Morrison's *The Bluest Eye*, *Sula*, *Beloved*, and *Jazz*.

ENGL 365 The Renaissance Amphibium (CORE—Western Civilization)

Prerequisite, Junior or senior standing. (Second semester—2004 and alternate years/3 credits)

As they move between two worlds—the infinite possibilities of spirit and the nightmarish limits of the physical—writers, artists, and philosophers of the Renaissance offer many images of what it means to be human. As we investigate the peculiar nature of those imaginings, we are likely to see premonitions of many modern assumptions and dilemmas. The writings of Boccaccio, Machiavelli, Rabelais, More, Montaigne, Shakespeare, and Cervantes will form the backbone of our reading.

ENGL 367 The Modern Temper: Texts and Contexts (CORE—Western Civilization)

Prerequisite, Junior or senior standing. (First semester—2003/3 credits)

A study of modern English literature and of the social and intellectual contexts that shaped that literature. The class will focus its attention on works that reflect and continue to affect Western culture and its sense of the modern. Texts will include selections from poetry, fiction, and non-fiction of authors such as T. S. Eliot, W. H. Auden, and Virginia Woolf.

EN/HN 368 American Landscapes: Environmental Literature in the United States (CORE—Western Civilization)

Prerequisite, sophomore, junior or senior standing in the Honors Program, or permission of the instructor: (First semester—Course offered as needed/3 credits)

How does the American landscape function in our imagination, or policies, or lives? This course explores the wide and growing range of writings about the environment in the following arenas: literary, political, scientific, philosophical, autobiographical. Readings include Thoreau, Leo Marx, Aldo Leopold, Leslie Marmon Silko, and Annie Dillard, as well as poets such as Walt Whitman, Robert Frost, Elizabeth Bishop, Gary Snyder, and Mary Oliver.

ENGL 375 Independent Study in Literature

Prerequisites, 6 credits in literature at or above the 200-level and permission of the instructor: (Either semester/1, 2, or 3 credits)

Independent work in English, American, or world literature. Conferences.

ENGL 375 Independent Study in Writing

Prerequisites, At least one course in the ENGL 200-209 sequence or ENGL 219, or ENGL 306 and permission of the instructor: (Either semester/1, 2, or 3 credits)

Independent work in writing a genre such as the essay, short story, or poem. Conferences.

ENGL 399 Internship in English

Prerequisites, 21 credits in English and permission of the department chair: (Either semester/3-15 credits)

Supervised off-campus learning in an organization or institution approved by the department for an entire semester or an equivalent summer term.

ENGL 405/505 The English Language

Prerequisite, Junior or senior standing.

(Second semester—2003 and alternate years/3 credits)

Basic linguistic concepts and methodology as applied to the English language—its history, structure, varieties, and acquisition.

ENGL 410/510 Literature for Adolescents

Prerequisite, Junior or senior standing.

(Second semester—2004 and alternate years/3 credits)

An overview of literature written for and about adolescents, focusing both on authors and various themes and topics, with an emphasis on contemporary material.

ENGL 414/514 Shakespeare on Film (CORE: Western Civilization)

Prerequisite: ENGL 313 or permission of the instructor (Summer—2002 and alternate years/3 credits)

An examination of how directors have adapted Shakespeare's plays to the medium of film. Our work will involve close reading of six plays and analysis of 12 to 15 film versions. Each student will present a seminar paper at the end of the course.

ENGL 420/520 Advanced Fiction Writing

Prerequisite, For undergraduates: ENGL 219, or instructor approval; For graduates, none. (Second semester—Course offered as needed/3 credits)

This course follows up the ENGL 219 introductory creative writing course, and is designed for those students who are serious about refining their craft. It is also geared toward those students enrolled in the M.A. program in Curriculum and Instruction who are now or will soon be teaching creative writing. A key difference between ENGL 420/520 and 219 is that this course will be devoted entirely to fiction-writing.

ENGL 421/521 Advanced Poetry Writing

Prerequisites: For undergraduates: ENGL 219 or instructor approval; For graduates: none. (Summer—Course offered as needed/3 credits)

This course follows up the ENGL 219 introductory creative writing course, and is designed for those students who are serious about refining their craft. It is also geared toward those students enrolled in the M.A. program in Curriculum and Instruction who are now or will soon be teaching creative writing. A key difference between ENGL 421/521 and 219 is that this course will be devoted entirely to the writing of poetry.

ENHN 463/563 International Currents in Modern Fiction (CORE—Non-Western Civilization) *Prerequisite, Open to juniors or seniors in the Honors Program or with permission of the instructor.*

(Second semester—2003 and alternate years; summer/3 credits)

A consideration of recent fiction that transcends boundaries of nation and language; such literary internationalism raises concerns of ethnicity, religion, and political allegiance. How does a novelist modulate from local concerns to a global readership? From Africa we may read Chinua Achebe and Nadine Gordimer; from the Arab world, Tayeb Salih; from the Far East, Shusaku Endo; from Europe, Italo Calvino; from Latin America, Gabriel García Márquez; and from “America,” Vladimir Nabokov.

ENGL 470/570 Seminar

Prerequisites, 9 credits in literature at the 200-level or above. (Second semester/3 credits)

Advanced study in an area of current interest to faculty and students, including an introduction to major schools of contemporary criticism. Juniors and seniors will explore a topic, period, author, or question in literary history or theory.

ENVIRONMENTAL SCIENCE AND POLICY MAJOR, B.A.

Program Director: Lori Wollerman

Please see page 106, Biology Department, for information on this interdisciplinary major.

Students in this program complete a common core of courses in environmental studies, the natural sciences, the social sciences, and mathematics. These courses also fulfill the Hood College Core Curriculum requirements for a foundations course in mathematics/computation; for the scientific thought courses in the Methods of Inquiry section; and for a course in social and behavioral analysis in the Methods of Inquiry section.

Majors concentrate in one of three fields: Environmental Biology, Environmental Chemistry, or Environmental Policy. Students draw on this training in an interdisciplinary problem-solving senior seminar. In addition, majors are guided toward internships and other work experiences that complement their academic work. Recent internship sites have included the National Oceanic and Atmospheric Administration, the Solar Energy Institute, the National Park Service, and the U.S. Senate.

The major is designed to take advantage of Hood’s proximity to terrestrial, freshwater, and marine habitats, to government research facilities, and to federal policy-making agencies in Washington, D.C. Students in the ENSP program are encouraged to take part in Hood College’s Coastal Studies Semester, coordinated by Maureen Foley. For more information about this travel-based opportunity, please see page 111, Biology Department.

REQUIREMENTS FOR THE MAJOR

BIOL	110-129	Biological Inquiry
BIOL	201	Evolution and Ecology
BIOL	202	Physiology of Plants and Animals
CHEM	101, 102	General Chemistry I, II
ECON	200	Principles of Economics

ENSP	101	Environmental Problems
ENSP	102	Environmental Science Laboratory
ENSP	470	Seminar: Environmental Impact Analysis
PSCI	203	Introduction to U.S. Politics and Policy <i>or</i> PSCI 215 International Relations <i>or</i> PSCI 210 Comparative Politics
EC/PS	414	Environmental Policy

ENVIRONMENTAL BIOLOGY CONCENTRATION

BIOL	203	Introduction to Cell Biology and Genetics
CHEM	209	Organic Chemistry I
ENSP	403	Pollution Biology
ENSP	407	Natural Resource Management
MATH	112	Applied Statistics

8 credits of electives from the following:

BIOL	302	Plant Form and Function
BIOL	309	Aquatic Ecology
BIOL	316	Genetics
BIOL	328	Vertebrate Physiology
BIOL	331	Microbiology
BIOL	337	Invertebrate Zoology
BIOL	338	Advanced Ecology
BIOL	339	Cell Biology
BIOL	343	Animal Behavior
BIOL	345-349	Field Ecology and Natural History
BIOL	451	Plant Ecology
CHEM	401	Environmental Chemistry
ENSP	201	Contemporary Environmental Controversies
ENSP	411	Conservation Biology
INST	307	Hunger, Population and the Environment
INST	311	The Chesapeake Bay: Human Impact on a Natural System

ENVIRONMENTAL CHEMISTRY CONCENTRATION

CHEM	209	Organic Chemistry I
CHEM	210	Organic Chemistry II
CHEM	215	Quantitative Analysis
CHEM	324	Instrumental Methods of Analysis
CHEM	401	Environmental Chemistry
MATH	201	Calculus I

Recommended courses:

CHEM	431	Physical Chemistry I
MATH	202	Calculus II

ENVIRONMENTAL POLICY CONCENTRATION

ECON	210	Environmental Economics
MATH	112	Applied Statistics
PSCI	203, 215, <i>or</i> 210	if not taken as part of the requirement for the major

12 credits of electives from the following:

ENSP	399	Internship
HON	314	The Sociology of Nature and Environments
INST	307	Hunger, Population and the Environment
PSCI	215	International Relations
PSCI	317	State and Urban Politics
PSCI	320	The Legislative Process
PSCI	323	Politics of the Third World
PSCI	408	Law and the Regulatory Process

Students should consult their advisers for elective courses that may strengthen the major and concentration. In addition to the courses listed in the basic curriculum and in the environmental biology, chemistry, and policy concentrations, some courses are available through the environmental biology program of the Graduate School. These courses may be taken by environmental science majors who meet the qualifications set for the individual courses.

ENVIRONMENTAL STUDIES MINOR

Coordinator: Lori Wollerman

The minor in environmental studies provides students with information necessary to analyze a broad array of complex environmental problems. It is an interdisciplinary minor offered jointly by the Department of Biology and the Department of History and Political Science.

REQUIREMENTS FOR THE MINOR

BIOL	110-129	Biological Inquiry
BIOL	201	Evolution and Ecology
BIOL	338	Advanced Ecology
ENSP	101	Environmental Problems
PSCI	203	Introduction to U.S. Politics and Policy
EC/PS	414	Environmental Policy

Students are strongly encouraged to supplement the minor with other courses required for the Environmental Science and Policy major.

COASTAL STUDIES SEMESTER

Hood's Coastal Studies Semester takes place during the spring semester (January to April). The curriculum mixes the study of culture and society with science and technology for a truly multidisciplinary approach to learning about environmental science and coastal issues. Interactions with

scientists, authors, and other environmental professionals in the region will augment class discussions, lab investigations, and fieldwork. An interdisciplinary research practicum will weave together scientific, historical, and cultural threads to unify the semester-long experience. Fourteen to 16 semester hours of academic credit are earned through successful completion of courses. The courses offered may vary from year to year. The following list represents a sample of possible course offerings:

The Culture and Literature of Coastal Environments—3 credits

Aquatic Ecology—4 credits

The Chesapeake Bay: Human Impacts on a Natural System—3 credits

Coastal Oceanography—4 credits

Cooperative Research—2 credits

Throughout the semester, students and faculty travel from South Florida to the mid-Atlantic region and use nationally-known coastal research facilities as a base of operations for 2-3 week intervals. The facilities used may vary from year to year. The following is a listing of facilities used in the Spring 2002 Coastal Studies Semester:

1. The Mote Marine Laboratory Center for Tropical Research, Summerland Key, FL
2. Harbor Branch Oceanographic Institute, Ft. Pierce, FL
3. The Chesapeake Biological Laboratory, Solomons, MD
4. Hood College and the Thorpewood Environmental Center, Frederick/Catoctin Mtn., MD

Short stops of one to five days at various other locations of interest such as the Everglades National Park or Maryland's Eastern Shore are an integral part of the semester.

Contact the Coastal Studies Semester Coordinator in the Department of Biology for more details.

ENVIRONMENTAL SCIENCE AND POLICY COURSES

ENSP 101 Environmental Problems (CORE—Scientific Thought: Non-Laboratory Course) *(Either semester/3 credits)*

An introduction to major environmental issues. Important ecological principles will be presented, and then an interdisciplinary approach will be utilized to analyze the biological, economic, social, and political aspects of environmental problems. Topics of study include human population dynamics, air and water pollution, toxic wastes, food production, land use, energy, and endangered species.

ENSP 102 Environmental Science Laboratory (CORE—Scientific Thought: Laboratory Course if taken with ENSP 101) *Prerequisites: concurrent enrollment or credit in ENSP 101 AND permission of the program director. Priority will be given to ENSP majors or students who intend to major in ENSP. (Second semester/1 credit)*

This is a laboratory designed to introduce students to the hands-on study of environmental issues. Course material will complement that of ENSP 101, Environmental Problems. Students will investigate environmental problems through a variety of means, including experiments, observations, surveys, and literature reviews. Topics covered might include human population growth, air and water pollution, energy consumption, food production, attitudes about environmental issues, and biodiversity. This course is for students who are majors in or intend to major in Environmental Science and Policy.

ENSP 201 Contemporary Environmental Controversies*(Second semester—Course is offered as needed/3 credits)*

A discussion course in which one current environmental controversy is investigated in detail. Past topics have included human population dynamics, water resources and toxic waste disposal, and the environmental consequences of nuclear war. The class visits or invites guest speakers from relevant federal, state, and private institutions. Each student selects a facet of the problem under investigation, writes a term paper on that topic, and presents an oral summary to the class.

ENSP 205 Environment and Environmental Management in Europe and the United States*Prerequisites, Completion of a college-level science course and sophomore status, or permission of the instructor. (Summer/3 credits)*

This three-week, three-credit field course, to be offered during May-June in Frederick (1 week) and Strasbourg, France (2 weeks), will compare the environment and how it is perceived and managed in Europe and the United States. Topics to be considered will include forests and forestry, agriculture, urban planning, parks and recreation, wildlife management, wilderness preservation, pollution prevention and control, transportation policies, sprawl, and the distribution of human activity over the landscape.

ENSP 210 Coastal Oceanography*Prerequisites: A 100-level lab science course.**(Second semester/4 credits)*

This lecture and laboratory course will explore the physics, chemistry, biology, and geology of coastal oceans. Such topics as plate tectonics, shoreline geology, seawater chemistry, ocean circulation, and sedimentology will be considered in relation to the use and management of coastal resources. Life in the oceans will be investigated, highlighting coastal marine communities, primary production, and the use of living marine resources. The course will emphasize laboratory and field investigations that will take place at selected sites along the eastern seaboard of the United States. This course is offered as part of the Coastal Studies Semester.

ENSP 375 Independent Study*(Either semester/1, 2, or 3 credits)*

Laboratory, library, or field investigation of an environmental problem. Selection of topic, preparation of research plan, and evaluation of results are guided by means of weekly conferences with the instructor.

ENSP 399 Internship*(Either semester/3 to 15 credits)*

Students work at off-campus sites with environmentally concerned government agencies; legislators; or nonpublic organizations at local, state, regional, and national levels.

ENSP 403/ENV 503 Pollution Biology*(First semester/3 credits)*

A study of the sources, fates, and biological effects of a wide variety of environmental pollutants. Topics covered include: air, water, and soil pollution; techniques for monitoring and evaluating pollution effects; and pollution control technologies. Case studies will be employed to illustrate the social, economic, and political issues surrounding many pollution problems.

ENSP 407/ENV 507 Natural Resource Management*Prerequisites, BIOL 338 and ENSP 101 for undergraduates; ENV 501 and 502 for graduate students; or permission of the instructor. (Second semester/3 credits)*

This course is designed to introduce students to the basic principles of natural resource management and the complexities of applying these principles to real-world problems. The focus is on biological resources, including forest, wildlife, and fisheries management. The major techniques used to analyze and manage ecosystems in an integrated fashion, combining biological, economic, and political considerations will be covered.

ENSP 411/ENV 511 Conservation Biology

Prerequisites, A grade of C or better in BIOL 338 for undergraduates; ENV 501 and 502 for graduate students; or permission of the instructor. (Second semester—2003, 2005/3 credits)

Current review of conservation biology, with emphasis on fundamental principles and their applications. This course will include material about the distribution, value, and loss of biodiversity; population biology and genetics, especially of small populations; habitat destruction and degradation; the management of species and ecosystems; and ecological restoration. Current legislation, social factors, and economic concerns into discussions of conservation biology will be incorporated. The focus will be on the United States, but international problems in conservation biology will also be addressed.

ENSP 470 Seminar: Environmental Impact Analysis

Prerequisites, Senior major status, or permission of the instructor.

(First semester/3 credits)

This multi-disciplinary course introduces advanced students to the natural and social science methodologies used when preparing environmental impact assessments. Students will then apply those techniques in the analysis of a contemporary environmental situation. They will analyze and interpret scientific, economic, social, and political data, and collaboratively develop and evaluate alternative courses of action. Finally, they will make a formal presentation of the seminar's findings to a knowledgeable audience.

FOREIGN LITERATURE COURSE**FL 350 International Themes in Western Literature (CORE—Western Civilization)**

Prerequisite, Open to juniors and seniors, or by permission of the chair of the Foreign Languages and Literature Department. (Second semester—2005/3 credits)

A study of selected topics in representative works of literature from Europe and Latin America in English translation. New topic every time the course is offered.

Foreign Languages and Literatures Department

Professor: Roser Caminals-Heath (chair); *Associate Professors:* Lisa Algazi, Didier Course; *Assistant Professors:* Scott Pincikowski, Maria Griselda Zuffi

The Department of Foreign Languages and Literatures offers French, Spanish, French-German, and Latin American Studies majors. The Department also offers minors in French, German, French-German, and Spanish. For non-language majors, a program leading to a Certificate of Proficiency in French, German, or Spanish is available.

Unless a student plans a teaching career or to continue with graduate studies, the Department encourages double majors in languages and another discipline.

Department offerings include, besides traditional language and literature courses, introduction to translation and interpretation, cross-cultural courses, language skills for the world of work, and internships. Chapters of national honor societies for French and Spanish students have been established on campus.

Facilities: The Juana Amelia Hernández Language Technology Center opened in 1997. The laboratory offers state-of-the-art digital technology and computers as well as video and audio tape recorders.

Language Houses: As part of its educational program, the Department operates three small residences—a French, a Spanish, and a German house, each under the leadership of a resident director who is an assistant in the Department and a native speaker of the language. While in residence, the students are expected to speak French, Spanish, or German exclusively. The Language Houses participate in the House Fellows program, whereby instructors conduct certain courses in residential buildings.

Study Abroad: The department requires students to spend a semester studying abroad as part of the Hood College at the University of Strasbourg Program (France); through Hood's affiliation with programs in Seville, Spain, the Dominican Republic, Peru, Argentina, and Chile; or with an approved program in a German-speaking country. Language majors who do not go abroad at least one semester will spend two years in a language house on campus.

Programs offered:

- French Major (B.A.)
- French-German Major (B.A.)
- Latin American Studies Major (B.A.)
- Spanish Major (B.A.)
- French Minor
- French-German Minor
- German Minor
- Spanish Minor
- French Certificate of Proficiency
- German Certificate of Proficiency
- Spanish Certificate of Proficiency
- Hood College at the University of Strasbourg

FRENCH MAJOR, B.A.

The Department of Foreign Languages and Literatures offers a major in French that, in addition to providing understanding of the French language and culture, gives a new perspective on the English language and American culture. The major also prepares students for graduate studies or for careers in teaching, government, business, industry, and international organizations.

French majors must spend a semester or a year in France or live for two years in the French House, a small residence on campus where French is spoken. The residence is under the leadership of a young French woman.

Internships are available for qualified French majors in government agencies, international organizations, and corporations in Strasbourg, France. In the U.S., internship sites have included the French Embassy (Office of the Cultural Attaché), the Alliance Française in Washington, D.C., French TV Antenne 2, Linguamundi International, the CIEE Student Center in New York City, and the U.S. Information Agency.

For nonlanguage majors, the Department offers a program leading to the Certificate of Proficiency in French.

Placement Examinations

Online advanced placement in French, German, or Spanish is available to incoming freshmen. Before registration, freshmen should arrange to take the Department's placement examination. Those who place in the 103 section of their intended language will receive 3 additional credits, those who place in 203 or 204, or a civilization course of their intended language, will receive 6 additional credits, and those who place in 207, 208, 240, or a 300-level course will receive 9 additional credits. In all cases, students will receive the extra credits only if they enroll in one of these courses within the first semester at Hood and complete it with a grade of C or better. Students who have completed college-level language courses are ineligible to earn additional credits for these courses.

Recommended Schedule

It is recommended that students intending to major in a language take the following courses in their intended language no later than their sophomore year: 203, 204, 207, and 208. To prepare for graduate school and certain careers, a second foreign language is recommended, but students may not study two languages at the beginning level simultaneously.

REQUIREMENTS FOR THE MAJOR

French majors are required to take 27 credits in French at the 200-level or above; they may take a maximum of 60 credits in French including 100-level courses. (Students who transfer to Hood in their junior year intending to major in French must be qualified to enroll in courses at the 200-level or above.)

The following courses are required:

FREN	203	French Conversation and Composition
FREN	204	French Culture and Civilization
FREN	207, 208	Cultural Perspectives on French Literature I, II
FREN	230	Phonetics and Diction
FREN	318	Advanced Composition and Translation

9 additional credits in French literature at the 300-level or above.

SECONDARY EDUCATION CERTIFICATION

French majors also may wish to obtain certification to teach French at the secondary level. Students in this secondary education program receive certification to teach in Maryland upon graduation, as well as reciprocity for teaching in certain other states.

Students must complete the requirements for the French major.

In addition, they must meet the requirements specified by the Department of Education.

FRENCH MINOR

Coordinator: Didier Course

Students with a minor in French will learn about the French language and culture through a combination of courses designed to improve language skills and expose students to French civilization. Students who minor in French must take a minimum of 15 credits in French at or above the 200-level.

REQUIREMENTS FOR THE MINOR

FREN	203	French Conversation and Composition
FREN	207	Cultural Perspectives on French Literature I <i>or</i> FREN 208 Cultural Perspectives on French Literature II
		One French civilization course
		One 300-level French course
		One 200-level <i>or</i> above French course of your choice

FRENCH CERTIFICATE OF PROFICIENCY— NONMAJORS

The Department of Foreign Languages and Literatures offers programs leading to the Certificate of Proficiency in French, German, or Spanish for which students are required to: 1) complete a minimum of 15 credits beyond the intermediate level; and, 2) pass an oral and written examination.

When students have completed these requirements, the department notifies the Registrar, so that this fact will be entered on the student's academic record, and presents the student with an official statement recognizing the successful demonstration of language proficiency.

This official statement, which gives recognition to performance capability in a language, can be earned by any student at Hood who meets the requirements.

FRENCH COURSES

All courses are conducted in French. Students must earn a grade of C or better in the previous course in order to enroll in any 200-level course.

FREN 101 Elementary French I (CORE—*Foundation*)

(First semester/4 credits/5 class hours, use of language laboratory)

Development of the basic language skills: listening, speaking, reading, and writing. Special emphasis on aural-oral proficiency.

FREN 102 Elementary French II (CORE—*Foundation*)

Prerequisite, FREN 101 or permission of the department chair. Credit by exam.

(Second semester/4 credits/5 class hours, use of language laboratory)

Continuation of 101.

FREN 103 Intermediate French I

Prerequisite, FREN 102 or satisfactory performance in placement examination or permission of the department chair. Credit by exam. (First semester/3 credits/3 class hours, use of language laboratory)

Further development of language skills with emphasis on reading and oral participation.

FREN 104 Intermediate French II

Prerequisite, FREN 103 or permission of the department chair. Credit by exam.

(Second semester/3 credits/3 class hours, use of language laboratory)

Continuation of FREN 103.

FREN 203 French Conversation and Composition

Prerequisite, FREN 104 or satisfactory performance in placement exam or permission of the department chair. Credit by exam. (First semester/3 credits)

Concentration on writing, conversation, and structural difficulties. Reading and discussion of cultural material of an interdisciplinary nature.

FREN 204 French Culture and Civilization

Prerequisite, FREN 203 or permission of the department chair. (Second semester/3 credits)

Introduction to French civilization: study of the cultural features of the French language and the social, cultural, and intellectual life of the French-speaking people. Discussion and weekly written assignments.

FREN 207 Cultural Perspectives on French Literature I (CORE—*Literature*)

Prerequisite, FREN 104 or permission of the department chair. (First semester/3 credits)

An introductory course that analyzes literary genres and examines major French texts from the Middle Ages to the French Revolution. Illustrated lectures, films and selected documents of and on the period will provide the cultural background required to understand the texts and connect them to social, philosophical and aesthetic movements.

FREN 208 Cultural Perspectives on French Literature II (CORE—*Literature*)

Prerequisite, FREN 207 or permission of the department chair. (Second semester/3 credits)

An introductory course that analyzes literature genres and examines major French texts from 1800 to the present. Illustrated lectures, films, and selected documents of the period will provide the cultural background required to understand the texts and connect them to social, philosophical, and aesthetic movements.

FREN 215 Women as Heroine in Recent French and American Film (CORE—*Art, Music, Film, or Other Media*)

Prerequisite, FREN 104. (Course is offered as needed/3 credits)

A study of the portrayal of women as protagonists in French and American films of the 1980s and 1990s. Discussion of film theory and criticism as well as the cultural and social contexts of selected films.

FREN 220 French Outside France

Prerequisite, FREN 104 or permission of the department chair. (Course is offered as needed/3 credits)

The concept of Francophonie. Readings from one or several areas of concentration, e.g., Canada, the Caribbean, Africa, Switzerland, and Belgium.

FREN 230 Phonetics and Diction

Prerequisite, FREN 104 or permission of the department chair.

(First semester—2002, 2004/3 credits)

Study of the basic phonological structure of French. Transcription practice; corrective drill in pronunciation, rhythm, intonation; practice in the oral interpretation of French prose, poetry, and drama. Analysis of tape recordings: examples of regional accents and other aspects of the spoken language.

FREN 310 Le Roman d'initiation: Journeys to Maturity in French Fiction

Prerequisite, FREN 207 or 208 or permission of the department chair.

(Course is offered as needed/3 credits)

This course examines the genre of the “roman d'initiation,” a group of novels whose primary concern is the emotional, social, intellectual, and sexual maturation of a young protagonist. By studying this theme across several centuries and by analyzing its psychological and social contexts in a selection of novels and films, the class will attempt to define the genre and explain its prevalence in French fiction.

FREN 313 Gender and Gaze in Modern French Literature and Film

Prerequisite, FREN 207 or 208 or permission of the department chair.

(First semester—2003/3 credits)

How do women and men see each other? Is the literary gaze inevitably marked by gender? This course will analyze the implications of the gaze in modern French literature and cinema. Works studied will include French and Francophone novels, poetry, theater, and film.

FREN 314 Refinement, Politeness, and Social Behavior

Prerequisite, FREN 207 or 208 or permission of the department chair.

(Second semester—2004/3 credits)

This class will attempt to define what makes refinement, politeness, and the art of living one of the major stereotypes when speaking about French culture. Through the literature and the culture of seven centuries of French history, we will evaluate the importance of language from 1100 to 1800 in the creation of an ideal of social behavior and a sense of elegance.

FREN 317 Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800

Prerequisite, FREN 207 or 208 or permission of the department chair.

(Second semester—2003/3 credits)

This course will define and evaluate the convention that has created the myth of romance within French culture. The French, during their history, stylized love; they believe in this mental creation and force themselves to live passion in this poetic way.

FREN 318 Advanced Composition and Translation

Prerequisites, FREN 204 and at least 6 additional credits of 200-level French or permission of the department chair. (Second semester/3 credits)

Development of proficiency in writing French, with emphasis on the contrastive aspects of English and French structure. Special attention is given to style and to the idiomatic use of language. Introduction to translation techniques. Weekly compositions or translations will enhance student skill in these areas.

FREN 320 Francophone Women Writers (CORE—Non-Western Civilization)

Prerequisites, FREN 207 or 208 or permission of the department chair.

(First semester/3 credits)

In this course, students will examine works by contemporary women writers from the French-speaking world, including North Africa, Sub-Saharan Africa, the Caribbean, and North America. We will consider how questions of gender and race are experienced and expressed by these women and how their various cultures influence this expression. Topics of discussion will include marriage and polygamy, slavery, political and social upheavals, and racial difference.

FREN 321 Masque et Illusion dans la France d'Ancien Régime

Prerequisite, FREN 207 or 208 or permission of department chair.

(Second semester/3 credits)

In this course, students will examine the concepts of illusion and the role of the mask in sixteenth, seventeenth and eighteenth century France as an aesthetic of the ephemeral and diverse nature of humankind. Topics of discussion will include the definition of the “Baroque,” political and religious propaganda, concepts of spectacle and the spectacular, the fairy tale, and sexual ambiguity.

FREN 335 Teaching Assistantship in French

(Either semester/1, 2, or 3 credits)

An opportunity for qualified seniors to conduct practice sessions, tutor students, and/or administer examinations in specified 100- and 200-level courses. Students are selected by the Department. Grading is on a satisfactory/unsatisfactory basis.

FREN 375 Independent Study in French

Prerequisites, Permission of the instructor and the department chair.

(Either semester/1, 2, or 3 credits)

Study of a selected subject. Conferences and reports.

FREN 399 Internship in French

Prerequisite, Open to junior and senior majors with permission of the department chair. (Either semester/3 to 9 credits)

Supervised work in a governmental or international agency, in industry or other appropriate settings involving French-speaking people.

FREN 470 Seminar

Prerequisite, 12 credits in French above the intermediate level. Offered at the discretion of the Department. (Either semester—Offered as needed/3 credits)

An in-depth study of a subject selected according to the special interests of the students and of the faculty.

FRENCH-GERMAN MAJOR, B.A.

The Department of Foreign Languages and Literatures offers a combined French-German major that, in addition to providing understanding of the French and German languages and cultures, gives a new perspective on the English language and American culture. The major also prepares students for graduate studies or for careers in teaching, government, business, industry, and international organizations.

French-German majors must spend one semester of their junior year (one year is highly recommended) in Strasbourg, France, or live for two years in the French or German House, small residences on campus where French and German are spoken respectively. The residences are under the leadership of a young French and German woman respectively.

Internships are available for qualified French-German majors in government agencies, international organizations, and corporations in Strasbourg, France, as well as in various institutions in the United States.

REQUIREMENTS FOR THE MAJOR

French-German majors are required to take 33 credits combined in French and German at the 200-level or above; they may take a maximum of 60 credits in French and German combined including 100-level courses. (Students who transfer to Hood in their junior year intending to major in French-German must be qualified to enroll in courses at the 200-level or above in both languages.)

The following courses are required:

FREN 203 *and* GER 203 (Conversation and Composition)

FREN 204 *and* GER 204 (Civilization and Culture)

FREN 207 *or* 208 *and* GER 207 *or* 208 (Cultural Perspectives on Literature I, II)

12 credits in 300-level courses or above (6 in French and 6 in German. At least 6 in literature.)

A 3 credit independent project in French-German studies, preferably completed while in Strasbourg, with a final presentation at Hood is required. The project will be supervised by both a French and a German professor and will be written in either French or German.

We recommend that students consider combining this major with a major or a minor in Economics, History, or Political Science.

FRENCH-GERMAN MINOR

Coordinator: Didier Course

Students with a minor in French-German will learn about the French and German languages through a combination of courses designed to improve language skills and expose students to French and German civilization and culture. Students who minor in French-German must take a minimum of 15 credits in French and/or German at or above the 200 level, as described below.

REQUIREMENTS FOR THE MINOR

FREN 203 French Conversation and Composition

GER 203 German Conversation and Composition

3 additional credits in French at the 200 level or above

3 additional credits in German at the 200 level or above

1 300-level course in either French *or* German

GENERAL STUDIES COURSES

GNST 099 Basic Reading Skills

(First semester/2 credits)

College-reading skills are developed and practiced. The primary focus is on literal and inferential comprehension, vocabulary development, reading speed and efficiency, and specific strategies for reading in different disciplines.

GNST 101 Methods of Inquiry

Prerequisite, Student must be enrolled in a minimum of 9 credits in addition to GNST 101. Exceptions with permission of the instructor. (Both semesters/2 credits)

Analytical thinking and reasoning strategies are developed and applied. Critical thinking skills, questioning techniques, and active learning methods are emphasized. This class is encouraged for seniors going on to graduate or professional school.

GNST 200 The Impact of Illiteracy

Prerequisite, Completion of one semester of college coursework.

(Second semester/3 credits)

Students will explore the impact of illiteracy on our society through seminars and first-hand experience as tutors for academically at-risk elementary school children. This course allows students to incorporate volunteering in the community with their academic college experience.

GNST 201 Dactylogy and Sign Language

(Offered as needed/2 credits)

Basic skills in fingerspelling and sign language useful in communicating with the deaf, interpreting for people who have experienced speech loss, and underwater communication.

GNST 220 Dynamics of Leadership

(Either semester/3 credits)

Styles of techniques of leadership that are essential to working with groups. Determination and development of personal leadership style. Analysis of the structure of groups from casual social groups to formal business groups. Emphasis upon decision-making and problem solving through appropriate leadership techniques.

GEOGRAPHY COURSE

GEOG 101 Introduction to Geography

(First semester/3 credits)

General survey of the fundamental concepts and principles of human geography. Primary emphasis will be on the analysis and interpretation of the relationships between human beings and their environment.

GERMAN PROGRAM

The Department of Foreign Languages and Literatures offers a minor in German that, in addition to providing understanding of the German language and culture, gives a new perspective on the English language and American culture.

Students may live in the German House, a small residence on campus in which German is spoken. This residence is under the leadership of a young German-speaking woman.

For non-language majors, the department offers a program leading to a Certificate of Proficiency in German.

PLACEMENT EXAMINATIONS

Online advanced placement in French, German, or Spanish is available to incoming freshmen. Before registration, freshmen should arrange to take the Department's placement examination. Those who place in the 103 or 104 sections of their intended language will receive 3 additional credits, those who place in 203, 204, or a civilization course of their intended language will receive 6 additional credits, and those who place in 207, 208, 240, or a 300-level course will receive 9 additional credits. In all cases, students will receive the extra credits only if they enroll in one of these courses within the first semester at Hood and complete it with a grade of C or better. Students who have completed college-level language courses are ineligible to earn additional credits for these courses.

GERMAN MINOR

Coordinator: Scott E. Pincikowski

A minor in German exposes students to German culture, civilization and language. Students who minor in German must take a minimum of 15 credits in German at or above the 200-level.

REQUIREMENTS FOR THE MINOR

- | | | |
|-----|-----|--|
| GER | 203 | German Conversation and Composition |
| GER | 207 | Cultural Perspectives on German Literature I <i>or</i> |
| | | GER 208 Cultural Perspectives on German Literature II |
- One German civilization course
 - One 300-level German course
 - One 200-level or above German course of your choice

GERMAN CERTIFICATE OF PROFICIENCY— NONMAJORS

The Department of Foreign Languages and Literatures offers programs leading to the Certificate of Proficiency in French, German, or Spanish for which students are required to: 1) complete a minimum of 15 credits beyond the intermediate level; and, 2) pass an oral and written examination.

When students have completed these requirements, the department notifies the Registrar, so that this fact will be entered on the student's academic record, and presents the student with an official statement recognizing the successful demonstration of language proficiency.

This official statement, which gives recognition to performance capability in a language, can be earned by any student at Hood who meets the requirements.

GERMAN COURSES

All courses are conducted in German. One advanced level German course is offered each semester.

Students must earn a grade of C or better in the previous course in order to enroll in any 200-level course.

GER 101 Elementary German I (CORE—Foundation)

(First semester/4 credits/5 class hours, use of language laboratory)

Development of the basic language skills: listening, speaking, reading, and writing. Special emphasis on aural-oral proficiency.

GER 102 Elementary German II (CORE—Foundation)

Prerequisite, GER 101 or permission of the department chair. Credit by exam.

(Second semester/4 credits/5 class hours, use of language laboratory)

Continuation of 101.

GER 103 Intermediate German I

Prerequisite, GER 102 or satisfactory performance on placement examination or permission of department chair. Use of language laboratory. Credit by exam.

(First semester/3 credits)

Further development of language skills with emphasis on reading and oral participation.

GER 104 Intermediate German II

Prerequisite, GER 103 or permission of department chair. Use of language laboratory.

Credit by exam. (Second semester/3 credits)

Continuation of GER 103.

GER 203 German Conversation and Composition

Prerequisite, GER 104 or satisfactory performance in placement exam or permission of department chair. Credit by exam. (Either semester/3 credits)

Concentration on writing, conversation, and structural difficulties. Reading and discussion of cultural materials of an interdisciplinary nature. Weekly written compositions.

GER 204 German Culture and Civilization

Prerequisite, GER 104 or permission of the department chair.

(Either semester/3 credits)

Introduction to German civilization: study of the cultural features of the German language and the social, cultural, and intellectual life of the German-speaking people. Discussion and weekly written assignments.

GER 207 Cultural Perspectives on German Literature I (CORE—Literature)

Prerequisite, GER 104 or permission of the department chair.

(Either semester/3 credits)

An introductory course that analyzes literature genres and examines major German texts from the Middle Ages to the eighteenth century. Illustrated lectures, films, and selected documents of the periods will provide the cultural background required to understand the texts and connect them to social, philosophical, and aesthetic movements.

GER 208 Cultural Perspectives on German Literature II (CORE—Literature)

Prerequisite, GER 207 or permission of the department chair.

(Either semester/3 credits)

An introductory course that analyzes literature genres and examines major German texts from the 18th century to the present. Illustrated lectures, films, and selected documents of the period will provide the cultural background required to understand the texts and connect them to social, philosophical, and aesthetic movements.

GER 299 Special Topics: History of German Film*First semester—2003, 2005/3 credits)*

This is an introductory course that analyzes a selection of feature films and documentaries from Germany, Austria, and Switzerland. These films will be discussed as cultural artifacts, which portray through different genres and epochs, issues of national identity, east/west relations, reunification, gender, memory, and dealing with the past. Directors such as Fritz Lang, Wim Wenders, Werner Herzog, Margarethe von Trotta and others will help trace the history of German film. Lectures and discussions will provide the cultural background required to understand the films and connect them to social, aesthetic, and philosophical movements. Weekly written assignments will require students to critique films, discuss the evolution of film technology and cinematography, and analyze the particular film's cultural-historical significance. The course will be taught in English, but German students who wish to count it toward the German minor or French/German major will be required to write their papers and exams in German.

GER 301 Berlin in the Twentieth Century (CORE—Western Civilization)*Prerequisite, any GER 200-level course or permission of the department chair.**(Either semester/3 credits)*

The interaction of a “cultural landscape” and literature from the turn of the century to the year 2002 will be studied in works by Alfred Döebelin, Nelly Sachs, Bertolt Brecht, Christa Wolf, Zehra Cirak, etc. Movies will be used to provide a visual background and further topics for discussion.

GER 315 German Literature of the Nineteenth Century*Prerequisite, GER 207, 208 or permission of the department chair.**(First semester—Course is offered as needed/3 credits)*

Representative authors from the Romantic Movement to Naturalismus as seen against the cultural background of their time. Reference to art, music, science, and philosophy.

GER 316 Modern German Literature (CORE—Western Civilization)*Prerequisite, GER 208 or permission of the department chair.**(Second semester—Course is offered as needed/3 credits)*

A study of major authors from expressionism to the present. Modern literary and philosophical movements.

GER 318 The German Novelle*Prerequisite, GER 208 or permission of the department chair.**(Offered as needed/3 credits)*

A survey of the development of the novelle, a literary genre which represents Germany's unique contribution to the European literature of the nineteenth century.

GER 335 Teaching Assistantship in German*Prerequisite, Selection by the department. (Either semester/1, 2, or 3 credits)*

An opportunity for qualified seniors to conduct practice sessions, tutor students, and/or administer examinations in specified 100- and 200-level courses. Grading is on a satisfactory/unsatisfactory basis.

GER 375 Independent Study in German*Prerequisites, Permission of the instructor and the department chair.**(Either semester/1, 2, or 3 credits)*

Study of a selected subject. Conferences and reports.

GER 399 Internship in German*Prerequisite, Open to junior and senior majors with permission of the department chair. (Either semester/3 to 9 credits)*

Supervised work in a governmental or international agency, in industry or other appropriate settings involving German-speaking people.

GERONTOLOGY MINOR

Studying gerontology provides an opportunity for students to engage in a multidisciplinary study of the biological, psychological, and social determinants of the aging process. The 18-credit undergraduate minor may be used to supplement a number of majors including biology, economics, management, psychology, social work, and sociology. The minor provides specialization in the study of the older adult and aging population; the aging process; the special needs of this segment of the population; the skills required to work effectively with the older adult and the elderly; and the economic, political, clinical, and social issues surrounding the increasingly larger proportion of aged individuals in the American society.

By supplementing a major with the gerontology minor, students will be better prepared for careers as project planners, counselors for families caring for the elderly, instructors for adult education programs, grief counselors, educators, and others.

REQUIREMENTS FOR THE MINOR:

12 credits in the following gerontology core courses:

BIOL	132	Biology of Aging
GERO	370	Gerontology Practicum
PSY	373	Psychology of Aging
PY/SO	221	Social Gerontology

6 credits from the following:

EDUC	455	Adult Education
MGMT	205	Principles of Management—Introduction to Organizations
MGMT	301	Organizational Behavior
PE	225	Health Maintenance: Stress Assessment and Control
PE	226	Health Maintenance: Physical Fitness
PSY	204	Psychology of Death
PSY	238	Human Development II: Adulthood and Aging
SOC	215	Social Problems
SOC	260	The Philosophy and Methods of Social Research
SOWK	301	Social Policy and Human Service Programs
SOWK	330	Social Work With Families
SOWK	344	Human Behavior and the Social Environment II

In addition to the specific courses listed above, an independent study related to Gerontology might be taken in any number of departments. This should be cleared in advance with the program coordinator in order to ensure that it will fulfill credits toward the minor.

A large number of today's elderly live in urban areas and are Spanish speaking. Thus, students will benefit by having background in Spanish, particularly through SPAN 103.

Gerontology students have many practicum sites available to them, including the National Council on Aging, the Maryland State Office on Aging, community commissions on aging, nursing facilities, adult day care centers, Hospice, and many independent living facilities for the aging.

GERONTOLOGY COURSE

GERO 370 Gerontology Practicum

Prerequisites, At least two of the following: PSY/SOC 221, PSY 373, or BIOL 222. Open to students in the gerontology minor. (Either semester or summer/3 credits)

Supervised work program providing 120 hours of on-site work experience with the elderly.

GLOBAL STUDIES MINOR

Coordinator: Michael Rock

REQUIREMENTS FOR THE MINOR:

GLBS 200 Introduction to Global Studies

One course from each of the following four subject areas:

A. Culture

ANTH	201	Introduction to Anthropology
CL	202	Mythology
EN/HN	463/563	International Currents in Modern Fiction
FL	350	International Themes in Western Literature
HON	314	The Social Construction of Nature and Environments

B. Global Environment

BIOL	201	Evolution and Ecology
ECON	210	Environmental Economics
ENSP	101	Environmental Problems
ENSP	205	The Environment and Environmental Management in Europe and the US
GEOG	101	Introduction to Geography
INST	307	Hunger, Population and the Environment

C. Global Society

ECON	317	Economics of Development
ECON	324	International Economics
HIST	299	The World Since 1945
PS/SO	201	Urban Life in the Developing World
PSCI	215	International Relations
PSCI	300	Terrorism and Justice
PSCI	323	Politics of the Third World
SOC	332	Sociology of Development

D. Women in the Global Context

AN/HS	299	Women in Developing Nations
ECON	320	Women in the World Economy
HS/PS	245	Global Perspectives on Women, Power and Politics

GLOBAL STUDIES COURSE**GLBS 200 Introduction to Global Studies***(First semester or summer/3 credits)*

This course is an interdisciplinary introduction to global studies. The course will analyze relationships among nations in an international community as well as establish the distinctive features of nations at different stages of development. The emphasis will be on culture, environment, politics, and gender in a comparative, historical, and global context.

History and Political Science Department

Professors: Emilie Amt, Purnima Bhatt, Leonard Latkovski, Hoda Zaki (chair); *Associate Professor:* Janis Judson; *Assistant Professors:* Marni Ezra, Kimberly Lanegran, Rusty Monhollon

The Department of History and Political Science offers bachelor of arts degrees in history; political science; law and society; and environmental science and policy. History majors may earn secondary education certification. Law and society is offered jointly with the Department of Sociology and Social Work, and environmental science and policy is offered jointly with the Department of Biology.

WASHINGTON SEMESTER PROGRAM

The Washington Semester Program, located at The American University in Washington, D.C., offers students the option of spending a semester in a cooperative intercollegiate program. Students in this program may study in several areas, including American national politics, foreign policy, economic policy, justice, peace and conflict resolution, public law, international business and trade, international environment and development, and journalism.

Programs offered:

- Environmental Science and Policy Major (B.A.)
- History Major (B.A.)
- Law and Society Major (B.A.)
- Political Science Major (B.A.)
- History Minor

HISTORY MAJOR, B.A.

The major in history is designed to address the diverse needs and interests of Hood College students by offering a choice of three recommended separate programs of study: **1)** the major in history for general preparation; **2)** the major in history option for a more intensive preparation for advanced study in graduate school and professional studies; and, **3)** the major in history with secondary education certification. The department also offers a minor in history. It is strongly recommended that each student consult with a member of the history faculty to discuss which course of study would be best suited to further her or his educational needs and career goals.

GENERAL STUDY PROGRAM

This program of study is recommended for those students who want a thorough grounding in the discipline of history, exploring past as well as contemporary periods, western as well as non-western and regional cultural traditions, from a variety of historical perspectives. The major in history for general study is ideal for the student who would want to double major, using the history major to support work in such related fields as political science, economics, art history, English, religion, philosophy, communication arts, journalism, or sociology and anthropology.

The major in history for general study requires a minimum of 24 credits in history at the 200-level or above; 6 credits must be at the 300-level; the student must also complete the HIST 470 Seminar. A maximum of 60 credits is allowed.

History 470 Seminar is offered every spring term, rotating among faculty members and area specialties. Students may take HIST 470 more than once and receive credits toward the major and graduation provided the seminars are on different topics. Check with the history department for seminar scheduling.

To ensure a solid background and broad perspective in history, students who pursue the major in history for general study must select introductory courses from each of the three following groups: pre-modern history, American history, and international/non-western/regional history. In addition, all students must take one course in Topics in American History.

It is strongly recommended that students begin their study with the introductory courses before proceeding to intermediate or more advanced work in the discipline. Consult with your adviser or a member of the history faculty for guidance on course selection.

Cognate fields: Also, along with the history major, students are encouraged to select a group of courses in cognate fields such as English, economics, political science, philosophy, sociology, or religion. See the department for the complete list.

Languages: Students are strongly recommended to have proficiency in a foreign language.

Introductory Courses (9 credits)

One course from each of the following groups:

A. Pre-modern History (one course):

HIST	200	The Ancient World
HIST	202	Medieval Europe
HIST	203	Renaissance and Reformation Europe
HIST	204	Ancient Rome

B. American History (one course):

HIST	217	History of the United States to 1865
HIST	218	History of the United States since 1865

C. International/Non-Western/Regional History (one course):

HIST	234	History of Modern Russia
HIST	237	Modern China and Japan
HIST	238	Contemporary Southeast Asia
HIST	242	The Middle East in Modern Times
HIST	246	Introduction to Africa
HIST	247	Europe from 1900 to 1939
HIST	248	Europe since 1939
HIST	299	Special Topics: The World since 1945
HIST	309	Islam and the Crusades

Topics in American History (3 credits)

One course from the following group:

HIST	210	Women in Twentieth Century America
HIST	225	Civil War/Reconstruction
AF/HS	250	African American History to the Twentieth Century
AF/HS	251	African American History during the Twentieth Century
EC/HS	323	Economic History of the United States
HIST	324	Racism in North America
HIST	325	U.S. Social History, 1700-1900
HIST	326	America in the Twentieth Century, 1900-1945
HIST	327	America in the Twentieth Century, 1945-present
HIST	353	United States Diplomatic History: America in Vietnam from Truman to Nixon

Upper Level Courses (9 credits)

6 credits in any area at the 300-level or above.

HIST	470	Seminar (3 credits, any topic)
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PREPARATION FOR GRADUATE SCHOOL AND PROFESSIONAL STUDIES OPTION

This program of study is designed for those students, either who already have defined career ambitions, or who in the course of their education at Hood may discover a deepening of intellectual interests and wish to pursue further study beyond the college level in history or related professional fields. Students should recognize that the entrance requirements of many graduate and professional schools, as well as certain employment opportunities, may exceed those of the history major for general study. So, a more focused program of study may be desirable. The student can choose a pattern of courses in close consultation with a departmental adviser to develop more particular expertise in an area of interest that might better serve her or his goals.

This option for the major in history consists of a minimum of 36 credits in history at the 200-level or above; 12 credits must be at the 300-level; the student must also complete HIST 470 Seminar. (A maximum of 60 credits is allowed.) The student must distribute courses and choose a concentration as discussed below. In addition, students who elect this history major must take four courses in cognate fields of study, one which must be at the 300-level. Cognate fields include: English, economics, political science, philosophy, religion, and sociology, among others.

Distribution of Courses and Area Concentrations in Graduate School and Professional Studies Option:

All majors in history in preparation for graduate school and professional studies must distribute one introductory level course and one upper-level course from each of the following groups: pre-modern history, American history, international/non-western/regional history. In addition, the student must choose to concentrate in one of the three areas: pre-modern, American, international/non-western/regional, or to develop an individualized concentration in consultation with the adviser and the approval of the department. In thinking about a concentration, the student should work closely with the faculty adviser to choose a pattern of courses suited to her or his interests and goals. The student would usually complete HIST 470 Seminar in the area specialty of the concentration or in the area of historical theory and methodology.

Languages: Students are strongly encouraged to have proficiency in foreign languages. They are encouraged to complete the College foreign language requirement early in their careers at Hood. Students who major in history are advised that certain areas of history and other related fields of study may require more advanced proficiency in foreign languages. Consult with a member of this history faculty for guidance on language study.

SECONDARY EDUCATION CERTIFICATION

History majors also may wish to obtain certification to teach history at the secondary level. Students in this secondary education program receive certification to teach in Maryland upon graduation, as well as reciprocity for teaching in certain other states. *Students must complete requirements specified by the Department of Education and meet the following history and social science requirements (27 credits).*

ECON	200	Principles of Economics
GEOG	101	Introduction to Geography
HIST	217	History of the United States to 1865
HIST	218	History of the United States since 1865
SOC	101	Principles of Sociology

Select two courses from the following:

HIST	200	The Ancient World
HIST	202	Medieval Europe
HIST	203	Renaissance and Reformation Europe
HIST	204	Ancient Rome
HIST	205	Modern Europe, 1648–1815
HIST	206	Modern Europe, 1815–1914

Select one course from the following:

HIST	234	History of Modern Russia
HIST	242	The Middle East in Modern Times
HIST	247	Europe from 1900 to 1939
HIST	248	Europe since 1939
PSCI	203	Introduction to U.S. Politics and Policy
PSCI	210	Comparative Politics

Select one course from the following:

HIST	210	Women in Twentieth Century America
HS/PS	245	Global Perspectives on Women, Power, and Politics
HS/PS	315	Politics of Assassination
HIST	324	Racism in North America
HIST	325	U.S. Social History, 1700-1900
HIST	344	Revolutions and Revolutionaries

Before enrolling in EDUC 419: Student Teaching in the Secondary School, a student must have completed 18 credits in the major. In addition, students may wish to obtain teaching certification in social science at the secondary level, which is possible through credit count. It is recommended that the student consult with a member of the faculty to discuss the program in teaching certification at the secondary level.

HISTORY MINOR

Coordinator: Hoda Zaki

The minor in history comprises 18 credits. The student should consult with a member of the history faculty for guidance in choosing a pattern of courses suited to her or his interests and career goals.

HISTORY COURSES

HIST 200 The Ancient World (CORE—Historical Analysis)

(First semester—2003, 2005/3 credits)

The origins of civilization in the Western world from prehistory to the rise of the Roman Empire. Mesopotamia, Egypt, Greece, and Rome, focusing on the major political, social, economic, and aesthetic developments.

HIST 202 Medieval Europe (CORE—Historical Analysis)

(Second semester—2004, 2006/3 credits)

A survey of the European Middle Ages, including political, social, economic, and cultural developments from the fall of Rome through the fifteenth century.

HIST 203 Renaissance and Reformation Europe (CORE—Historical Analysis)

(Second semester—2003, 2005/3 credits)

A survey of European history during the Renaissance, the Age of Discovery, and the Reformation era, from the fourteenth century to 1648.

HIST 204 Ancient Rome (CORE—Historical Analysis)

(First semester—2002, 2004/3 credits)

An exploration of the history of Rome, from its founding through the Republic and the Empire, focusing on political, social, cultural, and military developments.

HIST 205 Modern Europe, 1648-1815 (CORE—Historical Analysis)

Credit by exam. (First semester/3 credits)

A study of the foundations of modern Europe from the seventeenth century to the Napoleonic Era. The Age of Absolutism, the Scientific Revolution, the Enlightenment. A close look at the major political, social, and economic events of Europe with particular attention to the role of the common person and the place of women.

HIST 206 Modern Europe, 1815-1914 (CORE—Historical Analysis)

Credit by exam. (Second semester/3 credits)

A study of the development of Europe in the nineteenth century, from the Congress of Vienna to the First World War. The basic events, ideas, and institutions including the rise of nationalism, socialism, humanitarianism, imperialism, democracy, and the labor movement.

HIST 210 Women in Twentieth Century America (CORE—Historical Analysis)

(Course is offered as needed/3 credits)

A novel feature of this course is the use of films as historical sources. These films, together with selected readings, are used to show changing expectations and roles of American women from 1900 to 1960. Topics include the loss of political momentum in the women's movement after 1920, changing patterns of female employment, and the tension between career and family after 1945.

HIST 217 History of the United States to 1865 (CORE—Historical Analysis)

Credit by exam. (First semester/3 credits)

The development of the United States from the colonial settlements to 1865.

HIST 218 History of the United States since 1865 (CORE—Historical Analysis)*Credit by exam. (Second semester/3 credits)*

The development of the United States as a world power from 1865 to the present.

HIST 225 Civil War/Reconstruction*Prerequisites, HIST 217 or HIST 218. (Second semester—2004, 2006/3 credits)*

A study of America's most destructive war: its origins, impact, and aftermath. The course also will deal with the problems, accomplishments, and failures of reconstruction.

HIST 234 History of Modern Russia*Prerequisite, Open to freshmen with permission of the instructor.**(First semester/3 credits)*

History of Russia and the Soviet Union in modern times—from 1855 to the present—from Alexander II and the Era of Great Reforms to current Russian government and society. Fall of the Romanovs, the Bolshevik coup, Lenin, Stalin and their successors. Historical, political, economic, and intellectual developments under Communism. The post-Communist era.

HIST 237 Modern China and Japan (CORE—Historical Analysis)*(First semester—2003, 2005/3 credits)*

The history of China and Japan in the nineteenth and twentieth centuries. Presentation of the major political, social, and economic developments with emphasis on the international role of each country.

HIST 238 Contemporary Southeast Asia*(Second semester—2003, 2005/3 credits)*

A study of the history of the major nations of Southeast Asia in the twentieth century. Key developments in each country from the period of colonial rule to the rise of national movements. The role of this area in international events, with emphasis on Vietnam, Cambodia, Indonesia, and the Philippines.

HIST 242 The Middle East in Modern Times*Prerequisite, Junior or senior standing or permission of the instructor.**(Second semester/3 credits)*

A study of the Middle East in the modern world. Emphasis on the twentieth century. National movements, Pan-Arabism, Zionism, and the struggle over Palestine. The Arab-Israeli conflict, the Arab world, the influence of oil. Political, social, and economic developments.

HS/PS 245 Global Perspectives on Women, Power, and Politics (CORE—Social and Behavioral Analysis)*(Second semester—2004, 2006/3 credits)*

An interdisciplinary, global perspective on women, power, and politics. The course will focus on the different ways in which gender structures women's political experiences and how race, class, and ethnicity intersect with gender in shaping political consciousness and action. Readings will emphasize women's power within established formal government structures as well as the informal exercise of power through religion, family, and society. Their leadership in grassroots movements and contributions to nation building will be highlighted.

HIST 246 Introduction to Africa*(Second semester—2003, 2005/3 credits)*

A study of the political, economic, and cultural forces that have shaped the lives of the African people from the earliest beginning to the present. The approach will be to examine the major themes in the development of Africa. The focus will be on such topics as state formation, the slave trade, colonialism, nationalism, apartheid, and the problems of nation building.

HIST 247 Europe from 1900 to 1939*(As needed/3 credits)*

A study of Europe and European society in the first part of the twentieth century. Includes the political developments in the major countries of western and eastern Europe as well as social, intellectual, and economic influences. Major topics include the origins of World War I, the great changes in Europe of the 1920s, the totalitarian regimes of the 1930s, and the steps toward World War II.

HIST 248 Europe since 1939*(Second semester—2003/3 credits)*

Major events in Europe: politics, history, diplomacy, and social change in the major countries of western and eastern Europe. Begins with World War II and its effect on European society. Looks closely at the problems of the postwar, including the United Nations, the Cold War, the Common Market, anticolonialism, the collapse of the Communist regimes in eastern Europe, and the events of the 1980s.

AF/HS 250 African American History to the Twentieth Century**(CORE—Historical Analysis)** *(First semester/3 credits)*

A chronological and thematic survey of African American history from pre-colonial Africa to the twentieth century. Focus on the economic, political, social, and cultural context in which a uniquely constituted African American culture developed. Themes include African American women and working-class African Americans.

AF/HS 251 African American History During the Twentieth Century**(CORE—Historical Analysis)** *(Second semester/3 credits)*

Examines African American history in the twentieth century with emphasis on cultural and intellectual contributions and the struggle to achieve human rights. Emphasis on African American women and working-class African Americans.

AN/HS 299 Special Topics: Women in Developing Nations*Prerequisite, 3 credits in anthropology or non-Western history.**(Second semester—Course is offered as needed/3 credits)*

An investigation into the roles of women in Third World countries with special emphasis on the interplay between the forces of tradition and modernity in the development process. How do Third World women deal with the tension between preserving their cultural authenticity while meeting the challenges of the modern age? The course directs attention to this question.

HIST 299 Special Topics: The World since 1945*(Second semester/3 credits)*

A study of the major world events since the end of World War II. Reconstruction of Europe, the rise of Asia and Africa, the Cold War, the Middle East crisis, the nuclear age and military confrontation. War, politics and revolution, and the international response.

HIST 300 From Celts to Vikings, 400-1000*Prerequisite, 3 credits of history at the 200-level or permission of the instructor.**(Course is offered as needed/3 credits)*

A study of the peoples and culture of early medieval Europe, from the late Roman period through the tenth century. Topics include the Celtic population of the Roman Empire; “barbarian” kingdoms such as Celtic Ireland and Scotland, Anglo-Saxon England, Frankish Gaul, and Visigothic and Islamic Spain; Christian missions; social and technological developments; the Carolingian Empire and its Renaissance; Viking Scandinavia and the impact of the Viking invasions on Europe; and the culture of the millennium.

AR/HS 301 Age of Cathedrals*Prerequisite, 3 credits of history at the 200-level or ART 220 or permission of the instructor.**(Second semester—2004, 2006/3 credits)*

A study of medieval European society through Romanesque and Gothic art and architecture, focusing on the uses and meanings of such buildings as cathedrals, monasteries, and pilgrimage churches. Building technology, sculpture, and the book arts will also be explored. There will be field trips to the Washington Cathedral and the Walters Art Gallery.

HIST 306 Religion, Family, and Society in Reformation Europe

(CORE—Western Civilization) *Prerequisite, 3 credits of history at the 200-level or permission of the instructor. (First semester—2003, 2005/3 credits)*

A study of the Protestant Reformation and its impact on aspects of European society such as the family, marriage, women's lives, popular culture, and urban and rural society.

HIST 309 Islam and the Crusades (CORE—Non-Western Civilization)

Prerequisite, 3 credits of history at the 200-level or permission of the instructor. (First semester—2003, 2005/3 credits)

A study of the "holy wars" between the Islamic world and the Christian west in the eleventh through fifteenth centuries, including long-term effects on the modern Middle East.

HIST 311 Women in the Ancient World

Prerequisites, 3 credits of history at the 200-level, WMST 200 or permission of the instructor. (Second semester—2004, 2006/3 credits)

An exploration of the roles and experience of women in early societies, from prehistory to Mesopotamia, Egypt, classical Greece, Celtic and Germanic Europe, and the Roman Empire, including the impact of Christianity.

HIST 312 Women in Medieval Europe

Prerequisites, 3 credits of history at the 200-level, WMST 200 or permission of the instructor. (Second semester—2003, 2005/3 credits)

A study of the roles and experience of European women during the Middle Ages, 500-1500. Legal and social status, queenship and power, religion and spirituality, marriage and family, and women in the ethnic minorities.

HIST 313 Medieval England (CORE—Western Civilization)

Prerequisite, 3 credits of history at the 200-level or permission of the instructor. (First semester—2002, 2004/3 credits)

England's political, social, and cultural history from prehistoric times through the Anglo-Saxon era, the Norman Conquest, the development of Parliament, and the War of the Roses.

HIST 314 Tudor and Stuart Britain

Prerequisite, 3 credits of history at the 200-level or permission of the instructor. (First semester—2002/3 credits)

British history in the sixteenth and seventeenth centuries, including the English Reformation, the reign of Elizabeth I, the English Civil War, and the Glorious Revolution.

HS/PS 315 Politics of Assassination

Prerequisites, HIST 218, PSCI 203 or permission of the instructor. (First semester—2002/3 credits)

An in-depth look at the major political assassinations of the Sixties—John Kennedy and Martin Luther King Jr. How did American institutions, especially the American system of justice, respond to this crisis in national political life?

EC/HS 323 Economic History of the United States

Prerequisite, ECON 200 or permission of the instructor. (First semester—2002, 2004/3 credits)

A survey of the economic and social development of the nation from the colonial period to the present; problems of economic growth, including the rise of national markets, labor unions, and monopolies; the role of the United States in international commerce.

HIST 324 Racism in North America

Prerequisites, HIST 217, HIST 250, or HIST 251. Offered every three years. (First semester/3 credits)

The origins and development of racial attitudes, both scientific and popular, supporting mythologies, and contemporary institutional expressions. Emphasis on an historic overview of racism from the first English contacts with Africans and Indians in the late 16th century to the present and on political approaches to the problems of racism in American society.

HIST 325 U.S. Social History, 1700-1900

Prerequisite, HIST 217 or by permission of the instructor. (Offered as needed/3 credits)

This course is an introduction to the social history of the eighteenth and nineteenth centuries. Emphasis is on the new scholarship dealing with the daily lives and careers of the non-elites or ordinary people. The course treats aspects of the social history of the early American family, the society of the Revolutionary Era, industrialization and workers' protest, family and slavery in the Old South, and the social history of the Civil War.

HIST 326 America in the Twentieth Century, 1900-1945

Prerequisite, HIST 218. (First semester—2002, 2004/3 credits)

Problems and issues of American society, foreign and domestic, from the Progressive Era to the Second World War. Emphasis on the growth and development of the liberal corporate state with special focus on the emergence of America's "open door" foreign policy.

HIST 327 America in the Twentieth Century, 1945-Present

Prerequisite, HIST 218. (Second semester—2003, 2005/3 credits)

Problems and issues of American society from the Truman administration to the present. Special emphasis on the origins of the "cold war" and its impact on American domestic and foreign policies. Special attention given to the social and cultural issues of the 1960s through the 1980s.

HIST 330 Cultural Encounters in Latin American History

Prerequisite, Historical Analysis section of Core requirement.

(Offered as needed/3 credits)

Employing a cross-cultural perspective, this course explores the historical process as being a dialogue between the cultures of the indigenous peoples of Latin America and the European settlement.

HIST 335 Undergraduate Teaching Assistantship

Prerequisites, Junior or senior standing, HIST 217 and HIST 218 and permission of the department. (Either semester/1 credit)

A junior or senior major may serve as a teaching assistant in HIST 217 and 218. The assistant would attend 217 and 218 classes, tutor students, show films, and join in periodic conferences with the instructor and other teaching assistants. Other duties would include assisting the instructor in other class-related projects, such as organizing discussions, helping with constructing exams, and arranging for non-print media instruction. May be taken only twice. Grading is on a satisfactory/unsatisfactory basis.

HIST 344 Revolutions and Revolutionaries

(First semester/3 credits)

A study of the causes and nature of revolutions and the role of the revolutionary.

Emphasis on the modern era—the American Revolution, the French Revolution, the Russian Revolution, and the Chinese Revolution. Also, the international struggle for labor and women's rights.

HIST 353 United States Diplomatic History: America in Vietnam from Truman to Nixon *Prerequisites, HIST 218, 238 or permission of the instructor.*

(Either semester/3 credits)

The large problems of the war—how the U.S. became involved and what the experience meant to the Indochinese and American people. Readings will include newspaper and magazine accounts, debates and polemics, official documents, and interpretations by historians and social scientists.

HIST 375 Independent Study in History

Prerequisite, Permission of the instructor. (Either semester/1, 2, or 3 credits)

A readings course to supplement the regular offerings of the department. Conferences and written reports.

HIST 399 Internship in History

Prerequisites, 18 credits of history, or permission of the instructor.

(Either semester/3 to 15 credits)

Supervised historical writing, research, and/or museum work with private or governmental agencies full- or part-time.

HIST 470 Seminar

Prerequisites, Junior or senior standing, 9 credits of 200- and/or 300-level history.

(Second semester/3 credits)

Advanced study of problems, methods, and theory of historical research and inquiry. Format, perspectives, and topics may vary according to the instructor's expertise and student's interest. Check with the department for scheduling. Open to majors and non-majors.

HONORS PROGRAM

The Hood College Honors Program is a four-year program of coursework, co-curricular events, and extracurricular activities. Entrance is by invitation; all freshman and transfer students admitted to the College are considered for admission to the Program. Honors courses, which are designed to cultivate students' ability to examine our complex world, are interdisciplinary in approach and are often team-taught. Classes are small, discussion-oriented, and enhanced by guest speakers and field trips.

The Honors Program includes the following requirements:

- 6 credits of Honors coursework during freshman year.
- 6 credits of Honors coursework during sophomore year.
- 9 additional credits of Honors coursework during sophomore, junior, and senior years.
- 1 104-level foreign language course (or exemption).

Freshman Year Honors Experience

Freshmen in the Honors Program take two Colloquium courses organized around interdisciplinary themes. In the first semester (HON 101) the course emphasizes the humanities and social sciences. The second semester (HON 102) explores a theme related to the natural sciences.

Sophomore Year Honors Experience

The sophomore year in Honors helps students to explore the nature of knowledge, cultural differences, and the individual's place in society. During the second semester (HON 202) students combine scholarly research with experiential learning.

By invitation, selected Hood students may begin the program at the sophomore level. These students are exempt from HON 101 and HON 102.

Junior and Senior Years

Students in the Honors program will complete two electives and HON 470 Seminar in Honors. Students who study abroad for at least one semester may count that experience as one of their honors electives. Students who complete a two-semester Departmental Honors Paper (499) may count that as one of their honors electives. Honors students may begin taking

their electives in the sophomore year. Because honors electives are offered on an irregular schedule, students who are especially interested in a particular elective are urged to take it the first time it is offered during their eligible years.

Honors Program Thesis

As an alternative to a Departmental Honors Thesis, students in Hood's Honors Program may elect to complete a 3-credit interdisciplinary paper or project during the fall or spring semester of the senior year.

Relationship to the Core Curriculum

Most Honors courses may be used to meet Core Curriculum requirements. Freshmen and sophomores may apply up to 9 credits toward the 21-23 credits required in the Methods of Inquiry section of the Core Curriculum. (There is a 3-credit limit for any one category. No Honors credit may be applied to the laboratory science requirement. Honors credit may be applied to only one of the Aesthetic Appreciation requirements.) Honors elective courses satisfy requirements in the Civilization section of the Core.

Foreign Language Requirement

All students in the Honors Program must meet the 104-level foreign language course requirement. There is no exemption from this requirement for transfer students or adult students.

Transferring into the Honors Program

The Honors Program welcomes qualified transfer students. Those who have successfully completed two years of an honors program at another college before they transfer to Hood may be invited to enroll in the Hood College Honors Program at the junior level without having to complete the freshman and sophomore Honors courses at Hood. Such students must take a minimum of 9 credits in Honors Program courses (two electives and HON 470) in order to complete the Program.

Students who transfer to Hood in their sophomore year, or students who transfer in their junior year without having completed two years of an honors program at another college, may also be invited into the Honors Program. They must take a minimum of 14 credits in Honors Program courses (usually HON 201, HON 202, two electives, and HON 470). Sophomore transfers who complete HON 201 and HON 202 may exempt two courses from the Methods of Inquiry section of the Core (not a lab science and no more than one course in Aesthetic Appreciation).

Transfer students should be aware of the Honors Program Foreign Language Requirement (see above.)

Recognition of Honors Students

To graduate from the Honors Program, students must earn a C- or better in all Honors courses and maintain a cumulative G.P.A. of 3.25. By doing so, and meeting the Honors Program requirements, they will earn Honors Program recognition on their academic records.

HONORS COURSES

HON 101 Honors Colloquium I

Prerequisite, Open by invitation only. (First semester/3 credits)

A colloquium on a selected topic each year, designed to help students acquire skills in critical thinking, writing, and speaking by examining significant works from various periods of history in a variety of cultures.

HON 102 Honors Colloquium II

Prerequisite, HON 101. (Second semester/3 credits)

A colloquium on a selected topic each year in which students explore one or more specific issues arising from the general theme introduced in the first semester colloquium. Emphasis is on collaborative, as well as independent, learning and examination of works from the humanities, sciences, and social sciences.

HON 201 Honors Colloquium III

Prerequisites, HON 102, or admission to the Honors Program as a sophomore. (First semester/3 credits)

This course explores the social and cultural construction of knowledge, including western and non-western paradigms, perceptions of reality, and constructed meanings. Students investigate many ways of “looking at the world” and of thinking about and interacting with the world, including their own roles in society and within disciplines. Readings are drawn from a wide range of theoretical, narrative, poetic, and historical works.

HON 202 Honors Practicum

Prerequisite, HON 201. (Second semester/3 credits)

In this course, students build on their previous three semesters of Honors work to design an individual or small-group learning project that includes an experiential and a research component, both of which are tailored to the student’s personal and academic interests. The project, which will be undertaken with the guidance of a faculty adviser, may be in any academic discipline or combination thereof and should address a social or intellectual problem of the student’s choice. The experiential component will use the campus or wider community as a resource and will have as one of its goals benefiting or contributing to the community in some way. Each student will also make a culminating presentation of her/his experience and research.

EC/HN 300 The European Economy (CORE—Western Civilization)

Prerequisite, Completion of the Social and Behavioral Analysis section of the core. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Offered in Europe during the May Term/3 credits)

Offered in Europe at Hood’s Strasbourg Center. The course will focus on the unification of the European Economies into a single market. The course examines the forces which brought about the unification of the European economies and the social, political, and economic implications of unification for individual member countries and the United States.

HON 301 Images of Women (CORE—Non-Western Civilization & Western Civilization) *Prerequisite, Open to sophomores, juniors, or seniors in the Honors Program or with permission of the instructors. (3 credits)*

An interdisciplinary study of issues of gender in art, religion, and society, with emphasis on the major cultural traditions of West and East. The course examines images of women from prehistoric times until about 1500 and considers the way in which these images change from period to period and from culture to culture.

HON 302 Third World Development: Latin America (CORE—Non-Western Civilization) *Prerequisite, Open to sophomores, juniors, or seniors in the Honors Program or with permission of the instructor. (3 credits)*

An interdisciplinary study of the Third World that uses aspects of literature, culture, politics, biology, demography, history, and economics to understand how the world works for most of humankind. The course features field trips, guest speakers, and a team approach to investigating problems of the developing world.

HON 304 Censorship in America (CORE—Western Civilization)

Prerequisite, Open to sophomores, juniors or seniors in the Honors Program or with permission of the instructor. (3 credits)

This course examines the historical and contemporary aspects of censorship in America, paying particular attention to government and societal attempts to repress speech, press, and the arts.

HON 306 Biology: Facts, Future, and Fiction (CORE—Society, Science, and Technology) *Prerequisite, BIOL 110-139. Open to sophomores, juniors, or seniors in the Honors Program or with permission of the instructor. (3 credits)*

A study of selected topics in contemporary biology and an analysis of biologically based technologies of the future. Texts will include science-fiction literature. Topics include: the human genome project, DNA cloning technology, and neurobiology.

HON 307 The Chesapeake Bay: Human Impact on a Natural System

(CORE—Society, Science, and Technology) *Prerequisite, Open to sophomores, juniors, or seniors in the Honors Program or with permission of the instructor. (3 credits)*

The geology and natural history of the Chesapeake Bay region will be examined in the context of society's exploitation of a natural system. After a discussion of ecological perspectives of the Chesapeake Bay, the settlement of the region will be traced—how the Bay affected the society which developed along its shores, and how the Bay was, in turn, affected by this growth and development. Readings from the scientific literature will be combined with historical, sociological, and economic readings to form a coherent portrait of the interplay between society and the environment.

HON 308 Dante and Giotto (CORE—Western Civilization)

Prerequisite, Completion of the Aesthetic Appreciation section of the Core. Open to sophomores, juniors, or seniors in the Honors Program or with permission of the instructor. (3 credits)

An exploration of the culture of late medieval Florence, addressing such topics as the physical environment of the city, the Florentine historical perspective, spiritual and aesthetic sensibilities. The course will focus on two of the greatest artists of the period: Dante Alighieri and Giotto. (In May, after final exams, students will be offered the opportunity to travel to Italy [Florence, Siena, Padua, and Assisi] as a group.)

HON 309 Mind-Body Medicine: Eastern and Western Approaches to Healing (CORE—Society, Science, and Technology)

Prerequisite, Completion of the Social and Behavioral Analysis section of the Core. Open to sophomores, juniors, and seniors in the Honors Program or with permission of the instructor. (Second semester—2004, 2006/3 credits)

An examination of the newly emerging field of mind-body medicine with attention to historical and cross-cultural aspects of various mind-body-spirit phenomena that have captured scientific interest in recent years. Some of the specific topics to be examined include the placebo effect, psychoneuroimmunology, and Chinese traditional medicine. Readings from scientific literature will be complemented by experiential learning through mind-body exercises.

HON 310 Great Political Trials (CORE—Western Civilization)

Prerequisite, Open to sophomores, juniors, and seniors in the Honors Program or with permission of the instructor. (3 credits)

This course is an analysis of great trials that have reflected the political controversies of their time. Accordingly, the historical and social context of these trials assumes great importance in their outcomes. An understanding of the political environment is crucial to appreciating the symbolic importance of these trials.

HON 311 The Green Gene Revolution (CORE: Society, Science, and Technology)

Prerequisites, Open to sophomores, juniors and seniors in the Honors Program or with the permission of the instructor; one course from the Scientific Thought section of the Core. (3 credits)

In this course, agriculture, the first and oldest industry, is examined both in its historical context and in terms of the global impact of today's agricultural biotechnology. Topics will include the exchanges that occurred when the Old World met the New World; the effects of the products and promises of the Green Revolution on world hunger and the environment; and the products, promises and problems of the Gene Revolution in agriculture.

HON 312 Re-visioning Motherhood in Modern Western Culture

(CORE—Western Civilization) *Prerequisite, Open to sophomores, juniors, and seniors in the Honors Program or with permission of the instructor. (3 credits)*

This course consists of an interdisciplinary study of the institution of motherhood and its representations in modern cultural productions of the Western world. Through readings in social, political, and psychoanalytical theory as well as analysis of literary and filmic texts, students will examine the myth and reality of mothering, its cultural and biological baggage, and its implications for the changing lives of women into the next century. This course may be used for credit in the Women's Studies minor.

HON 314 The Social Construction of Nature and Environments (CORE—Society, Science, and Technology)

Prerequisite, Open to sophomores, juniors and seniors in the Honors Program or with permission of the instructor. (3 credits)

An examination of how different societies perceive the natural world, and how this influences the ways they study it, exchange it, preserve it, and exploit it. The course will compare views of nature, space and time in different cultures, different historical periods, and from different ideological and professional perspectives (e.g., religious, scientific, ecological, economic, entertainment). Sources of evidence about societies' views of nature, social and natural geographical boundaries, and community and space will include scientific writings, travel accounts, museum displays, television programs, essays and paintings. An ongoing question throughout the course will be whether "the natural world" is merely a social construction, or if it has a reality independent of the society that perceives and defines it. May also be used as an elective in the sociology major and the environmental studies and policy major.

EC/HN 330 East Asia: Colonialism, Independence, Development, and Democracy (CORE—Non-Western Civilization)

Prerequisite, Open to sophomores, juniors, or seniors in the honors program or permission of the instructor. (3 credits)

This course examines the politics, economics, culture, literature, and history of this region and its importance to the United States by focusing study intensively on one country. The country chosen for study will vary from year to year depending on developments in the region and student interests.

HON 335 Honors Teaching Assistantship

Prerequisite, Open to juniors or seniors in the Honors Program, with permission of the instructor and the Honors Director. (Either semester)/2 credits)

An opportunity for juniors or seniors in the Honors Program to assist in HON 101, 102, or 201. Honors teaching assistants attend classes and work with instructors in ways such as leading class or small group discussions, assisting with class-related projects, tutoring students, and grading papers. May not be repeated or substituted for required courses in the Honors Program. Grading is on a satisfactory/unsatisfactory basis.

EN/HN 350 Medieval Menace (CORE—Western Civilization)

Prerequisite, Completion of the aesthetic appreciation requirement of the Core.

Intended for Honors Program students, English majors, and Art History majors; others may enroll with permission of the instructors. (3 credits)

This course investigates the real and perceived threats to cultural self-understanding in

Western Europe during the Middle Ages. Course topics center on the visual and literary representations of menace: the forms of monstrosity, the threatening female, the exoticism of the East, the depictions of death and judgment, and the realm of the demonic. Authors and artists included Boccaccio, Dante, Chaucer, Giotto, and Bosch.

EN/HN 368 American Landscapes: Environmental Literature in the United States (CORE—Western Civilization)

Prerequisite, sophomore, junior or senior standing in the Honors Program, or permission of the instructor. (3 credits)

How does the American landscape function in our imagination, our policies, our lives? This course explores the wide and growing range of writings about the environment in the following arenas: literary, political, scientific, philosophical, autobiographical. Readings include Thoreau, Leo Marx, Aldo Leopold, Leslie Marmon Silko, and Annie Dillard, as well as poets such as Walt Whitman, Robert Frost, Elizabeth Bishop, Gray Snyder, and Mary Oliver.

EN/HN 463/563 International Currents in Modern Fiction (CORE—Non-Western Civilization) *Prerequisite, Open to juniors or seniors in the Honors Program or with permission of the instructor. (3 credits)*

A consideration of recent fiction which transcends boundaries of nation and language; such literary internationalism raises concerns of ethnicity, religion, and political allegiance. How does a novelist modulate from local concerns to a global readership? From Africa we may read Chinua Achebe and Nadine Gordimer; from the Arab world, Tayeb Salih; from the far east, Shusaku Endo; from Europe, Italo Calvino; from Latin America, Gabriel García Márquez; and from “America” Vladimir Nabokov.

HON 470 Seminar in Honors

Prerequisite, Open to juniors and seniors in the Honors Program. Can only be taken once. (3 credits)

Advanced interdisciplinary study of a topic of interest to senior honors students and faculty. Class discussion will be supplemented by independent research, collaborative projects, student presentations, and guest speakers.

INTERDISCIPLINARY STUDIES COURSES

Interdisciplinary Studies courses are designed to fulfill the Society, Science, and Technology section of the Core.

INST 300 The Power of the Nucleus (CORE—Society, Science, and Technology)

Prerequisites, One course from the Scientific Thought section of the Core and at least one course from Historical Analysis, Social and Behavioral Analysis, or Philosophical Inquiry sections of the Core or permission of the instructor. (Second semester/3 credits)

A study of the scientific principles involved in nuclear reactions and how the development of related technology such as nuclear bombs and power plants has had an effect on society. Future effects are also considered. Ethical, legal, political, psychological, cultural, medical, and economic issues will be considered.

INST 301 Shaping the Future: Society, Science, and Technology (CORE—Society, Science, and Technology) *Prerequisites, one course each from the Scientific Thought and Social and Behavioral Analysis sections of the Core. (First semester/3 credits)*

This course addresses selected scientific and technological advances and their impact on our world. Students will study the scientific basis for advances in knowledge and technology that have the potential to profoundly change the future. Using past scientific and technological breakthroughs as models, students will analyze the potential impact of the new technology or knowledge on the economic, social, and political aspects of society.

INST 302 The Impact of Computers on Society (CORE—Society, Science, and Technology) *Prerequisites, Completion of the Social and Behavioral Analysis section of the Core, and completion of the computation requirement in the Foundation section of the Core. (Either semester/3 credits)*

A study of the past, present, and future impact of computer and communications technology on society, education, government, and the workplace. The ethical dimensions of computer use will also be examined. Topics include: personal privacy in the information age, analysis of the risks in the application of computer technology, the nature of work and the workplace in the information society, occupational structure and change, and women's changing roles in a technological world.

INST 304 Reaping the Harvest: Advances in Biotechnology and Global Agriculture (CORE—Society, Science, and Technology) *Prerequisite, One course from the Scientific Thought section of the Core. This course is intended for nonscience as well as science majors. (First semester—2002, 2004/3 credits)*

The merging of agriculture and biotechnology in a course that examines the significant advances made in agricultural productivity called the “green revolution” and the emerging techniques and products of biotechnology. The present and future impact of agricultural biotechnology on economic development, the legal ramifications, the ecological impact, and the difficulties of exporting this technology will be studied.

INST 306 Biomedical Ethics (CORE—Society, Science, and Technology)

Prerequisites, One course from the Scientific Thought section of the Core and completion of the Philosophical Inquiry section of the Core. As a philosophy elective, this course will count toward the 24-credit minimum required for the philosophy major. (Either semester/3 credits)

A philosophical and scientific approach to understanding current ethical issues in medicine. Issues to be discussed include abortion, euthanasia, genetic engineering, genetic testing, informed consent, organ transplantation, and experimentation with human subjects. Each topic will be covered from the scientific and the ethical perspective. May be used for the major in philosophy.

INST 307 Hunger, Population, and the Environment (CORE—Society, Science, and Technology) *Prerequisites, One course from the Scientific Thought section of the Core and completion of the Social and Behavioral Analysis section of the Core. (Second semester/3 credits)*

This course investigates hunger, malnutrition, population dynamics, and related environmental issues from a global perspective. Emphasis will be on the dimensions of hunger, the effects of hunger and malnutrition on productivity and work efficiency, fetal and infant mortality, and the growth of populations. The roles that food production plays in shaping global land-use patterns and causing environmental degradation will be analyzed. The course will examine the linkages among hunger, population, and the environment, the three most fundamental problems facing contemporary societies.

INST 310 Today's Decisions; Tomorrow's Destiny (CORE—Society, Science, and Technology) *Prerequisites, Completion of the Scientific Thought, Historical Analysis, and Social and Behavioral Analysis sections of the Core. (First semester/3 credits)*

This course will examine the scientific, historic, and political aspects involved in both meeting our energy needs and satisfying our material wants in the twenty-first century. The importance of oil and the status of renewable raw materials will be considered. Current governmental mandates affecting pollution control and waste reduction will be studied. New technologies promising novel solutions to pollution and waste reduction will be examined.

INST 311 The Chesapeake Bay: Human Impact on a Natural System (CORE—Society, Science, and Technology) *Prerequisite, Completion of the Scientific Thought section of the Core. (Course is offered as needed/3 credits)*

The geology and natural history of the Chesapeake Bay region in the context of society's exploitation of a natural system will be examined. After a discussion of ecological perspectives of the Chesapeake Bay, the settlement of the region will be traced—how the Bay affected the society which developed along its shores, and how the Bay was, in turn, affected by this growth and development. Readings from the scientific literature will be combined with historical, sociological and economic readings to form a coherent portrait of the interplay between society and the environment.

INST 312 Archaeology: Cultures, Technologies, Methods, and Theories (CORE—Society, Science, and Technology) *Prerequisites, Junior or senior standing, completion of the Social and Behavioral Analysis section of the Core, and one course from the Scientific Thought section of the Core. (Second semester/3 credits)*

This course examines the discipline of archaeology as it is currently practiced. The concepts and questions that form the foundation of this field of inquiry will be studied, relating these to different archaeological sites around the world. Both archaeological cultures and scientific techniques currently used to analyze the types of data created by these cultures will be examined. In so doing, we will study societies that vary from one another widely, both in terms of their geographic locations and the time periods in which they existed.

INTERNATIONAL STUDIES

See African and Middle Eastern Studies Minor (pg. 92); East Asian Studies Minor (pg. 138); Economics (International) Minor (pg. 140); South and Southeast Asian Studies Minor (pg. 261).

INTERNATIONAL STUDIES COURSES

Courses in this section are designed to fulfill the Non-western Civilization section of the Core. This does not apply to ITLS 370.

ITLS 300 Cultures of the Middle East (CORE—Non-Western Civilization)

Prerequisite, Completion of one of the following sections of the core: Aesthetic Appreciation or Philosophical Inquiry. (First semester—2002, 2004/3 credits)
Aspects of Middle Eastern culture in the areas of art, history, literature, philosophy, religion, social and political life, and thought from prehistoric times to the eighteenth century.

ITLS 301 Culture of India (CORE—Non-Western Civilization)

Prerequisite, Completion of one of the following sections of the Core: Aesthetic Appreciation, Historical Analysis, or Philosophical Inquiry. (First semester—2003, 2005/3 credits)
Aspects of Indian culture in the areas of art, history, literature, philosophy, religion, social, and political life, and thought from prehistoric times to the eighteenth century.

ITLS 302 Culture of China (CORE—Non-Western Civilization)

Prerequisite, Completion of one of the following sections of the Core: Aesthetic Appreciation, Historical Analysis, or Philosophical Inquiry. (First semester—2003, 2005/3 credits)
Aspects of Chinese culture in the areas of art, history, literature, philosophy, religion, social and political life, and thought from prehistoric times to the eighteenth century.

ITLS 303 Culture of Japan (CORE—Non-Western Civilization)

Prerequisite, Completion of one of the following sections of the Core: Aesthetic Appreciation, Historical Analysis or Philosophical Inquiry. (First semester—2002, 2004/3 credits)

Aspects of Japanese culture in the areas of art, history, literature, philosophy, religion, social and political life, and thought from prehistoric times to the eighteenth century.

ITLS 370 The European Union: Spain and the Environment

Prerequisite, Open to sophomores, juniors, and seniors or with permission of the instructors. (First semester/1 credit)

The course focuses on the European Union and the governmental processes to solve social, political, and economic problems. At the conclusion of the course each student will participate in a simulation representing a different European country. The course is team taught by faculty from a number of departments.

JOURNALISM MINOR

Coordinator: Aldan Weinberg

The journalism minor is designed for non-communication arts majors who may wish to write in their specialties for general audiences, or for those with an interest in journalism for whom a double major with communication arts is not feasible.

Journalism minors must take a minimum of 18 credits, including the following communication arts courses:

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	208	Editing and Layout
CMA	260	Feature Writing
CMA	305	Communications Law

One communication arts course from the following:

CMA	204	Media History
CMA	242	Persuasion

LATIN AMERICAN STUDIES MAJOR, B.A.

Please see page 170 for information on the Foreign Languages and Literatures Department.

Director: Maria Griselda Zuffi

The purpose of the major in Latin American Studies is to encourage the interest of students in international affairs by focusing on Latin America. The aim is to provide the students with a comprehensive exposure to the cultural, historical, economic, and political development of Latin America.

The major requires a minimum of 33 credits divided into three components: **1)** language and culture; **2)** interrelated Latin American studies courses; and **3)** concentration in one particular discipline.

Students are required to study abroad for at least a semester (at a Latin American university*).

**Through Hood's affiliation with the Council on International Educational Exchange (CIEE), our students have the opportunity to study in the Dominican Republic, Chile, and Peru.*

REQUIREMENTS FOR THE MAJOR

15 credits in Spanish:

SPAN	215	Hispanic and Latino Film
SPAN	220	Latin America Today
SPAN	240	Latin American Literature and Popular Culture
SPAN	333	Latin American Poetry
SPAN	336	Latin American Fiction

9 credits consisting of one course dealing with Latin America from three of the following four clusters, to be pursued in the semester or the year of study abroad:

- Economics and Management
- Political Science and Sociology
- History
- Literature, Music, Art, Theater, Cinema

9 credits consisting of a minimum of three courses, including at least two advanced courses, in one discipline (part of the study abroad program).

Internships are strongly recommended.

Students should plan their program in consultation with the Latin American Studies director. Before going abroad, students should take introductory courses in the disciplines they plan to pursue abroad.

LAW

See Pre-Professional Preparation, Pre-Law Studies. Page 239

LAW AND SOCIETY MAJOR, B.A.

This interdisciplinary major is offered by the History and Political Science Department (page 184) and Sociology and Social Work Department (page 252).

Coordinator: Janis Judson

The law and society major integrates course work from sociology, political science, and philosophy. It helps students understand, from a variety of perspectives, how an individual's life is influenced by laws and how social institutions are created and regulated by law.

This program gives students a liberal arts education while preparing them for law-related careers in such areas as court services; corrections; advocacy groups; affirmative action programs; law enforcement; civil rights organizations; regulatory agencies; women's rights groups; state, local, and federal government; and consumer organizations. Majors may also enter law school or related graduate programs in areas such as justice studies, criminology and public policy.

An internship, usually during the junior or senior year, is recommended strongly. Recent internship sites include congressional offices, affirmative action programs, juvenile courts, judges' offices, law firms, the U.S. Attorney's Office, prisons, consumer action agencies, city and state legislative offices, and women's advocacy organizations.

REQUIREMENTS FOR THE MAJOR (36 credits)

LWSC	470	Seminar in Law and Society
PHIL	221	Ethics
PSCI	203	Introduction to U.S. Politics and Policy
PSCI	205	Methods of Political Inquiry <u>or</u> SOC 260 The Philosophy and Methods of Social Research
PSCI	230	Law and Society
PSCI	307	American Constitutional Law
PSCI	336	Gender-Based Discrimination
PSCI	405	Civil Liberties
SOC	101	Principles of Sociology
SOC	253	Deviance and Social Control
SOC	260	The Philosophy and Methods of Social Research <u>or</u> PSCI 205 Methods of Political Inquiry
SOC	323	Ethnicity in America
SOC	330	Sociology of Law

OPTIONAL FOCUSED STUDY

Groupings of elective courses are designed to help the student focus on a particular area of interest within the larger theoretical and practical framework of law and society. While none of these courses will satisfy major

requirements, count as credits in the major, or serve as official concentrations, they will provide the student with a strong background in a chosen area of study.

Government, Law and the Political Process

AF/PS	350	African Politics
PSCI	320	The Legislative Process
PSCI	408	Law and the Regulatory Process

Social and Political Justice

AF/HS	250	African American History to the Twentieth Century <i>or</i> AF/HS 251 African American History During the Twentieth Century
SOC	215	Social Problems
SOC	259	Sociological Theory
SOC	300	Social Inequality
WMST	200	Method in Women's Studies

Foundations

EC/HS	323	Economic History of the United States
PSCI	204	U.S. Political Thought
PSCI	333	Modern Political Thought

LAW AND SOCIETY COURSES

LWSC 375 Independent Study

Prerequisites, 12 credits in the major, and permission of the instructor. (Either semester/1, 2, or 3 credits)
Reading and/or research in a selected area of law and society.

LWSC 399 Internship

Prerequisites, 15 credits in the major, and permission of the supervising instructor and the director of the Law and Society program. (Either semester/3-15 credits)
Participation and experience in law and society related settings through supervised full- or part-time work. Placements may be in a variety of settings such as: court systems, states attorneys' offices, prisons, law enforcement agencies, advocacy organizations, or government offices.

LWSC 470 Seminar in Law and Society

Prerequisite, This course is open only to senior Law and Society majors. (First semester/3 credits)

This course is an integrative seminar for law and society majors, with a focus on the relationship between law and its social context. The course examines how law is used for the attainment of the goals of particular interest and pressure groups within society, as well as looks at the current critical legal theory debates occurring in the academic and legal arenas. The relationship between law and social change and law and political interests will also be explored.

MANAGEMENT MAJOR, B.A.

Please see page 139 for information on the Department of Economics and Management.

The management program is designed to prepare students for leadership careers in complex organizations in the public, private, and non-profit sectors of an increasingly global economy and diversified workplace. Because tomorrow's managers will face intense competitive pressures and strong demands for social accountability, the management program provides a curriculum that builds core competencies in several functional areas (management, finance, marketing, and accounting) and embeds that core curriculum in a liberal arts program. Taken together, this combination equips students with the skills and capabilities needed to successfully respond to the lifelong challenges they will face as managers and leaders of complex organizations. Thus, in addition to required core courses in management, finance, marketing, and accounting, management majors are expected to take courses in economics, math, statistics, computer science, and philosophy. This makes it possible for students to acquire core competencies and insights into the management of complex organizations while permitting them to gain a liberal arts education.

COMMON BODY OF KNOWLEDGE

Students are expected to have significant breadth of knowledge in various functions and activities of an organization. They are also required to have good analytical and quantitative skills. The common body of knowledge accomplishes these goals.

(Courses denoted with an asterisk () must be taken at Hood)*

ECON	200	Principles of Economics
ECON	305	Macroeconomic Analysis
ECON	306	Microeconomic Analysis
MATH	112	Applied Statistics
MGMT	205	Principles of Management
MGMT	281	Principles of Financial Accounting
MGMT	284	Principles of Managerial Accounting
MGMT	301	Organizational Behavior*
EC/MG	303	Principles of Finance and Investment
MGMT	306	Principles of Marketing
MGMT	312	Analytical Methods in Management
MGMT	314	International Business
CS/MG	388	Management Information Systems*
MGMT	411	Seminar in Strategic Management*
PHIL	310	Professional Ethics

DEPTH OF KNOWLEDGE

To provide depth of knowledge over and above the common body of knowledge, students may choose an optional concentration.

OPTIONAL CONCENTRATION (9 credit hours)

Students may choose any three classes from the following and get a general business administration concentration or concentrate in a discipline by selecting three classes from one of the areas below. (All depth of knowledge courses must be taken at Hood.)

Accounting

MGMT	321	Intermediate Accounting I
MGMT	322	Intermediate Accounting II
MGMT	433	Cost of Accounting

Finance

MGMT	402	Business Finance
MGMT	321	Intermediate Accounting I <i>or</i> ECON 324 International Economics
MGMT	410	Investment Analysis

Human Resource Management

EC/PS	328	Labor Economics
MGMT	307	Personnel Management
MGMT	454	Legal Environment of Business**

Marketing

CMA	310	Public Relations
MGMT	420	Marketing Administration
MGMT	423	Marketing Research Methods

**May be transferred in from another institution

Individual Career Interest Concentrations

Management majors may develop, in consultation with their management faculty adviser, an individual interest concentration that focuses on a particular career interest. Examples of such concentrations include information technology, computer science, international business and economics, and public relations.

Strongly Recommended Courses

CA/EN	306	Writing for Business and Management
ECON	324	International Economics
MATH	200	Applied Calculus <i>or</i> MATH 201 Calculus I
MGMT	399	Internship in Management

MANAGEMENT MINOR (15 hours)

MGMT 205	Principles of Management—Introduction to Organizations
MGMT 281	Principles of Financial Accounting
MGMT 301	Organizational Behavior
MGMT 307	Personnel Management

One of the following:

CA/EN 306	Writing for Business and Management
EC/PS 328	Labor Economics
MGMT 314	International Business

BUSINESS ADMINISTRATION MINOR (18 hours)

ECON 200	Principles of Economics
MGMT 205	Principles of Management—Introduction to Organizations
MGMT 281	Principles of Financial Accounting
MGMT 284	Principles of Managerial Accounting

Two of the following:

CS/MG 388	Management Information Systems
EC/MG 303	Principles of Finance and Investment
MGMT 306	Principles of Marketing
MGMT 314	International Business
MGMT 454	Legal Environment of Business

MANAGEMENT COURSES

MGMT 205 Principles of Management—Introduction to Organizations (CORE—Social and Behavioral Analysis) *Credit by exam. (Either semester/3 credits)*

The study of the characteristics of different types of organizations distinguished by purpose or structure. The implications of organizational differences for management and administration will be examined. Students will focus their study on the theoretical and empirical aspects of organizations.

MGMT 281 Principles of Financial Accounting

Credit by exam. (First semester/3 credits)

Basic understanding of accounting information, accounting concepts, procedures, analysis, and reports. The study of accounting as a tool of economic and financial analysis.

MGMT 284 Principles of Managerial Accounting

Prerequisite, MGMT 281. Credit by exam. (Second semester/3 credits)

The use of accounting concepts and ideas developed in MGMT 281 underlying the presentation and analysis of financial data for decision making. The uses and limitations of such data for the analysis and control of managerial operations.

MGMT 301 Organizational Behavior

Prerequisite, MGMT 205 or permission of the instructor. (Either semester/3 credits)

The problems of the individual in organizations: motivation, resistance to change, interpersonal and intergroup conflict, and manager-subordinate relationships. Emphasis on concepts of the behavioral and social sciences for managerial techniques dealing with these problems.

EC/MG 303 Principles of Finance and Investment

Prerequisites, MGMT 284, ECON 200, MATH 112, and MATH 200 or MATH 201. (Either semester/3 credits)

Introduction to the fundamental analytical tools and use of information sources in finance and investments. Study of time value of money, valuation of securities, risk, rates of return, and cash flow analysis.

MGMT 306 Principles of Marketing

Prerequisite, MGMT 205. (Either semester/3 credits)

Factors involved in the marketing function relative to product development, promotion, pricing, physical distribution, and the determination of marketing objectives within the framework of the marketing system and available markets.

MGMT 307 Personnel Management

Prerequisite, MGMT 301. (Second semester/3 credits)

Analysis of problems and techniques faced by human resource management professionals. Topics include human resource planning, training and development, recruitment, selection, performance evaluation, compensation unions, comparable worth, affirmative action, and career planning.

MGMT 312 Analytical Methods in Management

Prerequisites, MGMT 205, ECON 200, MATH 112. Open to sophomores, juniors, or seniors or permission of the instructor. (First semester/3 credits)

This course introduces students to the fundamental concepts of the analytical methodology useful in the managerial decision-making process. The course begins with a basic review of math, linear algebra, and calculus as they are used in business. Following this, the course will cover decision theory, forecasting of future levels of business activity, and using linear programming approach to make the most effective use of an organization's resources.

MGMT 314 International Business

Prerequisites, MGMT 205 and ECON 200. (Second semester/3 credits)

Theories of international business, the role of multinationals and their impacts on home and host countries, comparative management (U.S., Europe, Japan, eastern Europe, developing countries, and China), political risk and other issues about multinationals.

MGMT 321 Intermediate Accounting I

Prerequisite, MGMT 284. (First semester/3 credits)

The first of a two-semester course sequence to cover intermediate accounting. A study of valuation of assets and equities, measurement of income, analysis and preparation of financial statements, and use of generally accepted accounting principles.

MGMT 322 Intermediate Accounting II

Prerequisite, MGMT 321. (Second semester/3 credits)

A continuation of the intermediate accounting two-semester sequence. A study of stockholders' equity, special liabilities, accounting changes, price changes, and accounting issuances of the APB and FASB.

MGMT 335 Teaching Assistantship in Management

Prerequisite, Permission of the Management faculty. (Either semester/1 or 2 credits, may be repeated for a maximum of 4 credits)

Assist with accounting, finance, and management courses. The teaching assistant holds tutorials, offers review sessions and assists students with computer and quantitative projects. Grading is on a satisfactory/unsatisfactory basis.

MGMT 375 Independent Study

Prerequisite, Permission of the chair of the department. (Either semester/1, 2, or 3 credits)
Reading and/or research in a selected field of management.

CS/MG 388 Management Information Systems

Prerequisites, MGMT 301. (Second semester/3 credits)

Study of the management decision-making framework, needs assessment, types of management information systems, selection, evaluation and implementation of systems. Social and policy issues are also considered.

MGMT 399 Internship in Management

Prerequisites, Completion of at least half of the Common Body of Knowledge courses and junior or senior standing. (Either semester or summer/3-6 credits)

A learning experience with an appropriate organization to provide familiarity with the management concepts, skills, and attitudes required for success in a specific career. Responsibility for developing appropriate work projects rests with the student, but each must meet department guidelines and be approved. At least 40 hours of work will be completed for each credit.

MGMT 402 Business Finance

Prerequisite, EC/MG 303. (Second semester/3 credits)

Financial management of business enterprises, with emphasis on financial problems and policies of corporations.

MGMT 410 Investment Analysis

Prerequisite, EC/MG 303. (First semester/3 credits)

Analytical techniques for appraising equity securities and short-term, intermediate-term, and long-term debt instruments with a view particularly toward portfolio balance. The course will consider both the individual investor and corporate and institutional needs for cash management.

MGMT 411 Seminar in Strategic Management

Prerequisite, Completion of the Common Body of Knowledge. Open to seniors only. (Either semester/3 credits)

The analysis of cases in management strategy and decision-making with emphasis on the practical application of concepts in human resource management, marketing, and finance. Integrates various aspects of managerial activity in a systematic approach.

MGMT 420 Marketing Administration

Prerequisite, MGMT 306 or permission of the instructor. (First semester/3 credits)

The analysis of marketing practices and problems with emphasis on the distribution of goods and services effectively to consumers and the development of marketing policies.

MGMT 423 Marketing Research Methods

Prerequisites, MGMT 306, MATH 112, PSY 211 or SOC 261, and permission of the instructor: (Second semester/3 credits)

The role of research in marketing is studied; skill in applying various marketing research methods is developed through field work.

MGMT 433 Cost Accounting

Prerequisite, MGMT 284. (Second semester/3 credits)

An intermediate course in accounting with emphasis on cost control. The course will include definitions and roles of budgets, forecasting, categorization of costs, inventory management, product costing, and transfer pricing.

MGMT 454/554 Legal Environment of Business

Prerequisite, MGMT 205 or permission of the department. (First semester/3 credits)

The purpose of this course is to provide an overview of the contemporary legal and regulatory environment of business. Specifically, it relates various laws and regulations to the major business functions such as employment, production, marketing, finance, and international operations. The course also provides a brief overview of U.S. political and constitutional systems that are the building blocks of our regulatory environment.

Mathematics and Computer Science Department

Professors: Elizabeth B. Chang, Paul J. Gowen, M. Elizabeth Mayfield (chair); **Associate Professors:** Regina Lightfoot, Douglas Peterson; **Assistant Professors:** W. Randolph Ford, Gary Gillard, Masato Kimura, Jeff Martens, William Pierce, Judith Seymour, Kimberly Tysdal, Timothy Wahls; **Instructor:** Kira Hamman

The Department of Mathematics and Computer Science offers bachelor of arts degrees in mathematics and in applied computing, a bachelor of science in computer science, and a master of science degree in computer and information sciences. Basic courses in these disciplines offer a sound foundation for advanced courses and for related study in other disciplines. Advanced courses provide preparation for graduate study or for a career in the field.

The Department coordinates an undergraduate dual-degree program in engineering with The George Washington University School of Engineering.

Facilities: The college's and department's facilities supporting computer science are described in the Computer Science Majors section of this catalog. College and departmental facilities supporting mathematics are described in the Mathematics Majors section of this catalog.

Programs offered:

- Computer and Information Sciences, M.S. Degree
- Computer Science Major (B.S.)
- Engineering Dual Degree (B.A./B.S.)
- Applied Computing Major (B.A.)
- Mathematics Major (B.A.)
- Computer Science Minor
- Mathematics Minor

MATHEMATICS MAJOR, B.A.

The field of mathematics and the related field of computing offer a variety of excellent career opportunities. The Department offers both a major and a minor in mathematics. Mathematics majors may also earn secondary teaching certification.

Mathematics courses at Hood are taught with an emphasis on student participation, active learning, collaboration, and the use of technology. Students at Hood work closely with faculty members. Classes are small, and students can explore topics which interest them. Our senior seminar, in the history of mathematics, is student-organized and student-run. The Department has a computer laboratory devoted to mathematics classes, with computational and graphics software to support the mathematics curriculum.

Math students are among the most active and involved on campus. They are leaders in student government, and in residential and commuter student groups. The math club takes field trips to the Smithsonian and the Maryland Science Center, and to the National Cryptologic Museum. Math students participate in the annual national competition in mathematical modeling. They attend conferences and give presentations. They are members of professional organizations. They complete exciting internships in Washington and Baltimore, and enter graduate school or the work force with valuable skills.

REQUIREMENTS FOR THE MAJOR

The mathematics major is composed of the following courses:

CSCI	181	Introduction to Computer Programming
MATH	112	Applied Statistics
MATH	201-203	Calculus I, II, III
MATH	207	Discrete Mathematics
MATH	304	Differential Equations <i>or</i> MATH 351 Probability
CS/MA	320	Modeling and Simulation <i>or</i> MATH 456 Numerical Analysis
MATH	333	Introduction to Abstract Mathematics
MATH	339	Linear Algebra
MATH	440	Algebraic Structures
MATH	453	Introduction to Real Analysis
MATH	470	Seminar: The History of Mathematics

The mathematics major can be combined with other disciplines (such as biology, chemistry, economics, management, and psychology) in a double-major program; this is particularly useful for those interested in the use of quantitative methods in the other discipline. The mathematics major also can complement study in another discipline that is less directly related to it; the broader a student's background, the more choices and opportunities are available.

SECONDARY EDUCATION CERTIFICATION

Mathematics majors may wish to obtain certification to teach mathematics at the secondary level. Students in the secondary education program receive certification to teach in Maryland upon graduation, as well as reciprocity for teaching in certain other states.

Students must complete the requirements for the mathematics major plus the following mathematics courses:

CS/MA	320	Modeling and Simulation
MATH	112	Applied Statistics
MATH	304	Differential Equations
MATH	314	Logical Inquiry through Modern Geometry

MATH 335	Teaching Assistantship in Mathematics (3 credits)
MATH 470	Seminar: The History of Mathematics

In addition, students must take a course in U.S. history and must meet the requirements specified under Education, Secondary Education Certification.

MATHEMATICS MINOR

Coordinator: M. Elizabeth Mayfield

A minor in mathematics will introduce students to the two major strands of mathematics, the continuous and the discrete. Students will then have the opportunity to explore an area of interest in greater depth.

REQUIREMENTS FOR THE MINOR

MATH 201	Calculus I
MATH 202	Calculus II
MATH 207	Discrete Mathematics
Two additional courses at the 200-level or above.	

MATHEMATICS COURSES

Students enrolling in mathematics courses must have earned a grade of C- or higher in each prerequisite course.

MATH 099 Basic Math Skills: Algebra Review

Prerequisite, Level I placement on Basic Math Skills Inventory. (Either semester/2 credits)
A course designed to review basic concepts of arithmetic and elementary algebra. Topics include fractions, decimals, exponents, order of operations, ratio, proportion, percent, polynomials, linear equations, graphs, slope, and elementary geometry. Grading is on a satisfactory/unsatisfactory basis.

MATH 106 Fundamental Concepts of Mathematics I: Number, Operation, Algebra and Functions

Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the instructor. Credit by exam. (First semester/3 credits)

An introduction to mathematical concepts, their understanding and communication. Topics include place value, multidigit calculations, the properties of integers and rationals, representing and justifying arithmetic claims, the power of algebraic notation, the field axioms of the real numbers, and representing functions by graphs, tables, and formulas. Emphasis is on developing a deep understanding of the fundamental ideas of elementary school mathematics. An integrated mathematics laboratory approach will be used, including the use of appropriate technology. Open to early childhood and special education majors; open to others with permission of the instructor.

MATH 107 Fundamental Concepts of Mathematics II: Geometry, Measurement, Data Analysis, and Probability

Prerequisite, MATH 106 (Second semester/3 credits)

An introduction to mathematical concepts, their understanding and communication. Topics include visualization skills; basic shapes, their properties, and relationships between them; communicating geometric ideas; the process of measurement; geometric concepts of length, area, and volume; designing data investigations; making judgments under conditions of uncertainty. Emphasis is on developing a deep understanding of the

fundamental ideas of elementary school mathematics. An integrated mathematics laboratory approach will be used, including the use of appropriate technology. Open to early childhood education and special education majors, and to others with permission of the instructor.

MATH 111 Problem Solving with Computational Tools (CORE—Foundation)

Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the department. (Either semester/3 credits)

An introduction to the breadth of the field of applied mathematics and an introduction to the use of computers to support this field. The use of spreadsheet software is integrated with problem solving using topics from: probability and statistics, consumer mathematics, discrete mathematics, modeling and simulation and operations research.

MATH 112 Applied Statistics (CORE—Foundation)

Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the instructor. (Either semester/3 credits)

Statistics with emphasis on applications. Topics covered include statistical measures, normal distribution, sampling theory, statistical inference, hypothesis testing and quality control, correlation, regression, analysis of variance. Students will use statistical software packages on the computer to explore topics in more depth.

MATH 120 Pre-Calculus Mathematics

Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory.

Credit by exam. (Either semester/3 credits)

Functions and graphs: polynomial, exponential, logarithmic, and trigonometric functions; analytic geometry. Designed primarily as preparation for calculus.

MATH 200 Applied Calculus

Prerequisite, MATH 120 or Level III placement on the Basic Math Skills Inventory or permission of the instructor. Not recommended for majors in the biological and physical sciences. Not open to students who have completed MATH 201. (Second semester/3 credits)

A one-semester introduction to the key concepts of calculus and their application to management and information sciences. Topics include elementary functions, the derivative, the integral, differential equations, and calculus of functions of several variables. Students will be required to supply their own graphing calculators for use in the course.

MATH 201 Calculus I (CORE—Foundation)

Prerequisites, MATH 120 or Level III placement on Basic Math Skills Inventory.

Not open to students who have completed MATH 200. (First semester/4 credits, 5 hours of integrated class work and computer laboratory)

Relationships, functions, rates of change, initial value problems, derivatives of functions of one variable, numerical solutions, applications. Emphasis is on: problem solving, collaborative work, computer exploration, writing.

MATH 202 Calculus II

Prerequisite, MATH 201 or permission of the instructor. (Second semester/4 credits, 5 hours of integrated class work and computer laboratory)

Antiderivatives and the Fundamental Theorem of Calculus; distance, velocity, and acceleration; the definite integral; uses of integrals and representations of functions; distribution and density functions; Taylor polynomials and infinite series. Emphasis is on: problem-solving, collaborative work, computer exploration, writing.

MATH 203 Calculus III

Prerequisite, MATH 202 or permission of the instructor. (First semester/4 credits, 5 hours of integrated class work and computer laboratory)

Vectors and plane curves, polar coordinates, functions of more than one variable, directional derivatives and gradients, curves and vectors in space, multiple integrals, line integrals, applications. Emphasis is on: problem solving, collaborative work, computer exploration, writing.

MATH 207 Discrete Mathematics

Prerequisite, MATH 120 or Level III placement on the Basic Math Skills Inventory or permission of the instructor. (First semester/3 credits)

An introduction to basic concepts and techniques of discrete mathematics. Topics include logic, sets, positional numeration systems, mathematical induction, elementary combinatorics, algorithms, matrices, recursion, and the basic concepts of graphs and trees. The relationship to the computer will be stressed throughout.

MATH 304 Differential Equations

Prerequisite, MATH 202 or permission of the instructor. (Second semester—2004/3 credits)

The study of and application of the ideas and techniques of calculus to the solution of real-world problems. Emphasis is on qualitative, numerical, and analytic methods of solution. Extensive use of the computer.

MATH 314 Logical Inquiry Through Modern Geometry

Prerequisite, At least one 200-level course or above in mathematics or permission of the instructor. (Second semester—2003, 2005/3 credits)

An investigation of the foundations of Euclidean and non-Euclidean geometry with emphasis on their historical development and applications to the mathematical and physical sciences. Topics covered include logic, the nature of deductive reasoning, and the axiomatic method; Euclid's axioms, Hilbert's axioms; betweenness, congruence, transformations, parallelism; hyperbolic and elliptic geometries; philosophical implications.

CS/MA 320 Modeling and Simulation

Prerequisites, CSCI 181, MATH 207, MATH 200 or 201 or permission of the instructor. (Second semester/3 credits)

A study of mathematics as an applied descriptive and problem-solving tool, with dual emphasis on the concept of modeling and use of the computer as an aid in modeling. Topics include consideration of mathematical models and simulations of importance in the natural and social sciences, and historical perspectives on applied mathematics and modeling.

MATH 333 Introduction to Abstract Mathematics

Prerequisite, MATH 202 and MATH 207 or concurrent enrollment in MATH 207 or permission of the instructor. (First semester/3 credits)

An exploration of topics in advanced mathematics: logic and methods of proof, elementary topology of the real number line, the complex number system, cardinality, other selected topics.

MATH 335 Teaching Assistantship in Mathematics

Prerequisite, Permission of the department. May be repeated for a maximum of 4 credits. (Either semester/1 or 2 credits)

An opportunity for students to serve as teaching and tutorial assistants for lower-division mathematics courses. Under the supervision of department faculty or the Office of Academic Services staff, assistants will aid students seeking to improve their mathematical skills. Grading is on a satisfactory/unsatisfactory basis.

MATH 339 Linear Algebra

Prerequisite, MATH 207 or permission of the instructor. (First semester/3 credits)

A modern introduction to linear algebra and its applications. Emphasis on geometric interpretation, extensive use of the computer. Linear systems, matrices, linear transformations, eigenvalues and dynamical systems.

MATH 351 Probability

Prerequisites, MATH 112 and MATH 202 or permission of the instructor. (First semester—2002, 2004/3 credits)

The mathematical theory of probability with applications: probability spaces, conditional probability and Bayes' Theorem, random variables and their distributions, multivariate distributions, expectation and moments, limiting distributions and approximations. Examples and applications will emphasize the role of probability as a foundation concept of statistics.

MATH 375 Independent Study

Prerequisite, Permission of the instructor. (Either semester/1, 2, or 3 credits)

The study of selected topics in mathematics or computing, accomplished through reading, problem assignments, and projects.

CS/MA 399 Internship in Mathematics and Computing

Prerequisites, 21 credits of mathematics or computer science courses at the 200-level or above and permission of the department. (Either semester/3 to 15 credits)

Supervised work in applied mathematics and/or computer-related projects in a governmental, private-industrial, or educational setting. In order to enroll in this course, a student must meet College internship requirements.

MATH 407/507 Introduction to Graph Theory

Prerequisite, MATH 333 or equivalent (First semester/3 credits)

A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity, and coloring problems.

MATH 440 Algebraic Structures

Prerequisite, MATH 333 and 339 or permission of the instructor.

(Second semester—2004/3 credits)

A rigorous treatment of the basic structures of modern algebra: groups, rings, fields, operation-preserving functions, polynomial rings, field extensions.

CS/MA 446/546 Operations Research

Prerequisite, CS/MA 320 or MGMT 312, and CSCI 181 or permission of the instructor.

(Offered as needed/3 credits)

In-depth study of operations research methods in decision theory, linear programming, distribution models, network models, dynamic programming, game theory, and simulation.

CS/MA 449/549 Applied Statistics for Quality and Productivity

Prerequisites, MATH 112 and CSCI 181 or permission of the instructor.

(Offered as needed/3 credits)

An intensive study of the various tools and techniques used in analyzing quantitative data. Emphasis is on the use of statistics to solve problems and make decisions, and on the use of a computer-based statistical package.

MATH 453 Introduction to Real Analysis

Prerequisites, MATH 333 or permission of the instructor.

(Second semester—2003, 2005/3 credits)

A rigorous development of the basic theory of real functions: the real number system, higher dimensional Euclidean spaces, metric spaces, sequences, limits, continuity, differentiability, the Riemann integral, uniform convergence, power series.

MATH 456 Numerical Analysis

Prerequisites, MATH 333 and CSCI 181 or permission of the instructor.

(First semester—2003/3 credits)

The theory and applications of numerical computing: interpolation and curve-fitting, solutions of algebraic and functional equations, numerical integration, numerical solutions of differential equations.

MATH 470 Seminar: The History of Mathematics

Prerequisite, Junior standing and at least one 300-level course in mathematics or permission of the instructor. (Second semester/3 credits)

A seminar in the history of mathematics. Students will use primary and secondary resources, both print and non-print, to explore the history of mathematics from pre-history to the present.

MEDIEVAL STUDIES MINOR

Coordinator: Emilie Amt

The medieval studies minor examines the history, literature, religion, and art of the Middle Ages. By exploring medieval Europe from the vantage point of several disciplines, students gain an understanding of the period's richness and depth. The minor is offered by the Departments of Art, English, History and Political Science, and Religion and Philosophy.

REQUIREMENTS FOR THE MINOR

The minor consists of at least five courses, distributed as indicated. Required:

HIST 202 Medieval Europe

Choose two of the following:

ART	308	Myths, Saints, and Symbols
ART	351	Medieval Art
ART	375	Independent Study*
ART	470	Seminar: Topics in Art History*
CL	375	Independent Study in Latin**
ENGL	256	Medieval Allegory
EN/HN	350	Medieval Menace
ENGL	375	Independent Study in Literature*
AR/HS	301	Age of Cathedrals
HON	308	Dante and Giotto

Choose two of the following:

HIST	300	From Celts to Vikings, 400-1000
HIST	309	Islam and the Crusades
HIST	312	Women in Medieval Europe
HIST	313	Medieval England
HIST	375	Independent Study in History*
HIST	470	Seminar*
PSCI	332	Ancient and Medieval Political Thought
REL	212	The Christian Heritage
REL	375	Independent Study in Religion*

* Courses require prior written permission of the coordinator.

** Students with sufficient previous study of Latin are invited to arrange an independent study in medieval Latin literature (CL 375).

A Departmental Honors Paper in one of the above disciplines may also be used as one of the courses required for the Minor, with the prior written permission of the coordinator.

Music Department

Professor: Noel Lester (chair, piano, piano ensemble, music history); *Assistant Professor:* Wayne Wold (organ, harpsichord, music theory); *Adjunct Instructors:* Jan Aaland (voice), Patricia McKewen Amato (choral activities), Nancy Beith (piano), Philip Day, Jr. (piano), Anne DiClemente (piano), David Duree (clarinet and saxophone), Brian Hinkley (brass and wind ensemble), RoseAnn Markow Lester (violin, viola, string ensemble, director of preparatory music), Denise Nathanson (cello), Mary Louise Natoli (Kindermusik and Musikgarten), Deidra Palmour (vocal artist-in-residence), Mary Beth Pearce (piano), Catherine Porter-Borden (voice), William Powell (piano), Ena Shin (piano), William Simms (guitar), Barbara Spicher (flute), Ed Stanley (oboe and English horn).

Music is a cornerstone of a liberal arts education and, as such, Hood offers majors and minors in music history/literature and performance. The music curriculum has the following objectives: development of the enjoyment of music, proficiency in the art of music, guidance in the understanding of music, preparation for a career in music, and preparation for graduate school.

Most members of the department are concert artists, some of whom have performed nationally and internationally. Several are recording artists, as well.

Facilities: Hood's facilities for the study of music include eight practice rooms with Yamaha studio upright pianos, teaching studios with grand pianos (mostly Steinways), a state-of-the-art pipe organ, a practice organ (Rodgers), a harpsichord, and several performing venues: Brodbeck Music Hall, Rosenstock Auditorium, and Coffman Chapel. Hood also boasts an excellent collection of books, music, CDs, and videos in the Library and Information Technology Center.

Performances: Students have many performing opportunities through participation in honors recitals, performance labs, choral concerts, the wind ensemble, and the string ensemble. The choral groups perform several times each semester, including the annual Messiah performances with the U.S. Naval Academy, and the wind and string ensembles present an end-of-the-semester concert each term. Numerous concerts each year by distinguished guest artists and faculty artists are also held.

Credit by audition: Students who have a substantial background in applied music may apply for credit for that study by arranging an audition with the department. A maximum of 4 credits will be awarded, based on the audition.

Credit by exam: Students may challenge any music history course through the 200 level (with the exception of MUSC 299) and any music theory course by taking a departmental exam. Successful completion of the exam with a grade of C or better will exempt the student from the course and the student will earn credit for the course.

Programs offered:

- Music Major (B.A.)
- Music History and Literature concentration
- Music Performance concentration
- Music History and Literature Minor
- Music Performance Minor

MUSIC MAJOR WITH MUSIC HISTORY AND LITERATURE CONCENTRATION

The music history and literature concentration requires a minimum of 35 credits in music, with 24 credits at the 200 level or above. Transfer students must complete at least 12 credits of their major at Hood, including the independent study, the senior project, and six other credits of music history or theory, as appropriate.

REQUIREMENTS FOR THE MAJOR

MUSC 101	Theory I
MUSC 102	Theory II
MUSC 201	Theory III
MUSC 202	Theory IV
MUSC 203	History of Music I
MUSC 204	History of Music II
MUSC 205	History of Music III
MUSC 300	The World of Mozart <i>or</i> MUSC 299 Special Topics in Music (European Study Trip)
MUSC 375	Independent Study in American or Non-Western Music
Applied Music	4 credits of applied music in any area
MUSC 470	Senior Project
	Two semesters of music ensemble
	Successful completion of a Piano Proficiency Exam or completion of 4 credits of piano at Hood.

MUSIC MAJOR WITH MUSIC PERFORMANCE CONCENTRATION

Students can major in the following areas of performance: voice, piano, organ, harpsichord, violin, viola, cello, flute, oboe, English horn, clarinet, saxophone, trumpet, trombone, tuba, French horn, Euphonium, guitar, and composition.

The music performance concentration requires a minimum of 36 credits in music, with 25 at the 200 level or above. Students must audition for the department before declaring a major in music performance. Transfer students would be required to complete at least 12 credit hours of their major at Hood, including 6 credits of applied music, the senior recital, and at least one semester of music history. Credits earned by exam do not count toward the minimum credits to be earned at Hood.

REQUIREMENTS FOR THE MAJOR

MUSC 101	Theory I
MUSC 102	Theory II
MUSC 201	Theory III
MUSC 202	Theory IV

Two courses from the following:

MUSC 203	History of Music I
MUSC 204	History of Music II
MUSC 205	History of Music III

One course from the following:

MUSC 299	Special Topics in Music (European Study Tour)
MUSC 300	The World of Mozart

Ten credits of applied music in the area of the performance major
 Four semesters of music ensemble—Piano Performance majors must take MUSC 261 and 262 to satisfy this requirement.

Participation in at least two honors recitals

Senior Recital

Successful completion of a Piano Proficiency Exam or completion of 4 credits of piano at Hood (for all majors except piano)

Piano Proficiency Examination Requirements:

Students will be expected to: (1) be able to play all major/minor scales, parallel motion, two octaves, and primary chords in all keys, (2) play two pieces of early intermediate difficulty (e.g., a selection from the “Anna Magdalena Bach Notebook,” a quick movement from a classical sonatina, a selection from Schumann’s “Kinderszenen,” etc.), and (3) sight-read a chorale or easy piano piece. It is strongly recommended that this exam be taken no later than first semester of the junior year, so that there will be sufficient time left for any remedial piano that may be needed.

MUSIC MINORS

Coordinator: Noel Lester

For students who wish to pursue a cohesive and concentrated study of music, but wish to minor rather than major in music, the following two minors complement other majors at Hood College.

MUSIC HISTORY AND LITERATURE MINOR

REQUIREMENTS FOR THE MINOR (18 credits)

MUSC	101	Theory I
MUSC	102	Theory II

Three courses from the following:

MUSC	203	History of Music I
MUSC	204	History of Music II
MUSC	205	History of Music III
MUSC	299	Special Topics in Music
MUSC	300	The World of Mozart

2 credits of applied music (any area)
Two semesters of music ensemble

MUSIC PERFORMANCE MINOR

REQUIREMENTS FOR THE MINOR (16 credits)

MUSC	101	Theory I
MUSC	102	Theory II

One course from the following:

MUSC	203	History of Music I
MUSC	204	History of Music II
MUSC	205	History of Music III
MUSC	299	Special Topics in Music
MUSC	300	The World of Mozart

6 credits of applied music (all in the area of the minor)
Participation in two honors recitals
Two semesters of ensemble

APPLIED MUSIC

Hood offers individual instruction in piano, organ, harpsichord, violin, viola, cello, flute, English horn, clarinet, oboe, saxophone, all brass instruments, voice, and guitar. Beginning instruction in all areas is available with consent of the Department. In all instrumental areas besides piano, organ, and harpsichord, students are expected to provide their own instruments.

Students may take applied music with or without earning credits. Normally, a student would need to practice about five hours a week for one half-hour* lesson, and eight hours a week for two half-hour lessons. Two half-

hour lessons may be combined into one hour lesson each week, at the discretion of the instructor. One hour* of credit will be awarded for a semester of weekly half-hour lessons.

Students taking applied music for credit must attend three department-approved concerts each semester, and are expected to participate in performance labs, scheduled throughout the semester. Applied music credits are awarded after the teacher certifies that the student has made reasonable progress, has successfully completed a departmental exam every second semester, and has fulfilled the concert and performance requirements. Students must take a departmental exam in each applied area of study every second semester.

There is a modest fee for lessons and use of the practice rooms; several scholarships are available. A maximum of 4 credits by examination may be earned by students with an extensive background in applied music.

**Hour and half-hour are interpreted in terms of the 50-minute class.*

MUSIC ENSEMBLE

Students may elect to enroll in a music ensemble for credit if they are concurrently enrolled in a related applied music course, or have earned at least 4 credits in applied music in the appropriate area. String students would normally enroll in string ensemble, wind students would normally enroll in wind ensemble, voice students would normally enroll in choir or chamber singers, and piano students would normally enroll in piano ensemble and a choral group. Majors in other areas will be assigned as appropriate. Students may take up to 4 semesters of ensemble for credit. In some cases, piano students may have to take an additional 1/2 to 1 credit to satisfy the requirement for MUSC 261 and MUSC 262.

Note: in all cases, the appropriate director must approve placement in music ensembles.

MUSIC COURSES

MUSC 101 Music Theory I

(First semester/3 credits/3 class hours, 1 laboratory hour)

The grammar of music I: concepts, terminology, and skills essential to understanding, composing/arranging, and performing music. Emphasis on beginning notation of rhythms, notes, chords, and harmonic progressions, ear-training skills.

MUSC 102 Music Theory II

Prerequisite, MUSC 101. (Second semester/3 credits/3 class hours, 1 laboratory hour)

The grammar of music, continued. Concepts include non-harmonic tones, seventh chords, secondary dominants, modulations, and continued ear-training.

MUSC 103 Introduction to Music (CORE—Art, Music, Film or Other Media)

(Second semester/3 credits/3 class hours, 1 laboratory hour)

A study of the materials of music from a listener's point of view, the styles and composers of the various periods, and the relationship of music to the other arts and to its social and historical background.

MUSC 160 Choir

Prerequisite, Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area.

(Both semesters/one-half credit)

Participation in Hood's choir, which performs both choral masterworks and lighter repertoire. Grade is based on attendance, participation, and performance.

MUSC 161 String Ensemble

Prerequisite, Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area.

(Both semesters/one-half credit)

Participation in Hood's String Ensemble, which performs music by the masters for smaller string ensemble. There are occasional joint performances with the wind ensemble. Grade is based on attendance, participation, and performance. Selection is based on audition.

MUSC 162 Wind Ensemble

Prerequisite, Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area.

(Both semesters/one-half credit)

Participation in Hood's Wind Ensemble, which performs music by the masters for winds and brass. There are occasional joint performances with the string ensemble. Grade is based on attendance, participation, and performance. Selection is based on audition.

MUSC 201 Music Theory III

Prerequisite, MUSC 102 (First semester/3 credits)

Advanced harmony, including modulations, part-writing, chromatic chords, augmented sixth chords, ninth, eleventh, and thirteenth chords.

MUSC 202 Music Theory IV

Prerequisite, MUSC 201 (Second semester/3 credits)

Twentieth century concepts, including advanced chromatic harmony, impressionism, serial composition, minimalism, and post-modernism.

MUSC 203 Music History and Literature I

Prerequisite, MUSC 101, MUSC 102, MUSC 103 (First semester—2002,2004/3 credits)

A study of the history and literature of Western music, from its beginnings in antiquity through the middle Baroque (antiquity-1650).

MUSC 204 Music History and Literature II

Prerequisite, MUSC 101, MUSC 102, MUSC 103 (Second semester—2003, 2005/3 credits)

A study of the history and literature of Western music, from the high Baroque through early romanticism (1650-1850).

MUSC 205 Music History and Literature III

Prerequisite, MUSC 101, MUSC 102, MUSC 103 (First semester—2003, 2005/3 credits)

A study of the history and literature of Western music, from the Romantic era through the music of today (1850-today).

MUSC 207 The Great Composers I (CORE—Art, Music, Film, or Other Media)

(First semester—2002,2004/3 credits)

A study of the life, music, and influence of four representative masters of Western music: Bach, Haydn, Brahms, and Stravinsky.

MUSC 208 The Great Composers II (CORE—Art, Music, Film, or Other Media)

(First semester—2003, 2005/3 credits)

A study of the life, music, and influence of four representative masters of Western music: Handel, Mozart, Beethoven, and Tchaikovsky.

MUSC 260 Chamber Singers

Prerequisite, Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area.

(Both semesters/one-half credit)

Participation in Hood's Chamber Singers, which performs smaller-scale choral masterworks each semester. Selection is based on audition, and grade is based on attendance, participation, and performance. Membership in Chamber Singers requires concurrent participation in Choir.

MUSC 261 Piano Ensemble I

Prerequisite, 4 credits in applied piano, concurrent enrollment in applied piano, and permission of the instructor. (First semester/one-half credit)

A study of the literature and performance of repertoire for piano ensemble. Topics include music for one piano, four-hands, and two pianos.

MUSC 262 Piano Ensemble II

Prerequisite, MUSC 261 and concurrent enrollment in applied piano.

(Second semester/one-half credit)

A study of the literature and performance of repertoire for piano ensemble. Topics include music with voices and other instruments.

MUSC 299 Special Topics in Music

(CORE—3 credits required—Art, Music, Film, or Other Media)

(First semester/1-3 credits)

Annual trips to Europe designed for the study of the music, art, history, and architecture related to a specific composer or to a specific culture. The trip includes concerts, sight-seeing, visits to museums, cathedrals, and other points of interest.

MUSC 300 The World of Mozart (CORE—Western Civilization)

Prerequisites, Junior standing and completion of the Aesthetic Appreciation section of the Core curriculum. (Second semester—2004, 2006/3 credits)

A study of the life, music and influence of Wolfgang Amadeus Mozart, with special attention given to the historical, social, political, philosophical, scientific, artistic, and literary events of Europe in the late eighteenth century, and how they influenced him.

MUSC 375 Independent Study

Prerequisite, Permission of the department. (Either semester/1, 2, or 3 credits)

A special project or the intensive study of the music of an individual composer, periods, or type, involving independent, first-hand examination of the music. May be conducted in a group when several students pursue the same study. Note: Music History and Literature Minors will pursue a topic in American or non-Western music.

MUSC 470 Senior Project

Prerequisite, Completion of all music theory and music history requirements for the major in music history and literature. The course may, if necessary, be taken in conjunction with the last semester of theory and the last 3 credits of music history.

(Both semesters—first offered Fall 2002/3 credits)

A capstone research project in which the student will work one-on-one with a professor in writing a significant historical paper in music history and literature. The student will present his or her findings in a public reading at the end of the semester of study.

MUSC 475 Senior Recital

Prerequisites, Completion of at least 8 credits of applied music in the area of the recital and taken in conjunction with the last two credits of applied music. Senior recital is normally given in the senior year; students must have departmental approval of the recital program and must adhere to the senior recital guidelines as set forth by the department. (Both semesters/2 credits)

A formal, public recital, sponsored by the Department of Music in which the student presents a 50-minute representative recital in one area of applied music.

PHILOSOPHY MAJOR, B.A.

Please see page 248 for information on the Religion and Philosophy Department.

The philosophy major introduces students to the major figures and important issues in the world's philosophical traditions.

REQUIREMENTS FOR THE MAJOR

The major requires a minimum of 24 credits in philosophy at the 200-level or above, including the following philosophy courses:

PHIL	201	History of Philosophy I: The Ancient World to the Renaissance
PHIL	202	History of Philosophy II: The Early Modern Era to the Twentieth Century
PHIL	207	Logic
PHIL	221	Ethics
PL/RL	301	Indian Thought <i>or</i> PL/RL 306 Chinese Thought
PL/RL	470	Seminar <i>or</i> PHIL 414 Seminar on the American Intellectual Tradition

INST 306 Biomedical Ethics will count as a philosophy elective and will count toward the 24-credit minimum required for the philosophy major.

PHILOSOPHY MINOR

Coordinator: David Hein

The philosophy minor offers an introduction to philosophical approaches, both Western and Eastern. Students in any major will find the philosophy minor useful in providing exposure to intellectual debate and to the theoretical basis of many academic disciplines.

REQUIREMENTS FOR THE MINOR

PHIL	201	History of Philosophy I: The Ancient World to the Renaissance
PHIL	202	History of Philosophy II: The Early Modern Era to the Twentieth Century
PL/RL	301	Indian Thought <i>or</i> PL/RL 306 Chinese Thought
Any other two courses in philosophy.		

PHILOSOPHY COURSES

PHIL 201 History of Philosophy I: The Ancient World to the Renaissance (CORE—Philosophical Inquiry) (First semester/3 credits)

Students will become acquainted with intellectual movements in the history of philosophy from the ancient world to the Renaissance. Students are introduced to Plato and Aristotle, and the thinkers who influenced them. Students will also read and critically examine the works of Cicero, Augustine, Aquinas, Machiavelli, More, Galileo, and Bacon.

PHIL 202 History of Philosophy II: The Early Modern Era to the Twentieth Century (CORE—Philosophical Inquiry) *(Second semester/3 credits)*

An introduction to the primary philosophical movements from the seventeenth century to the twentieth century. This course introduces students to the rationalist and the empiricist traditions, as well as addresses philosophical issues in epistemology, metaphysics, ethics and political theory. Thinkers covered typically include Hobbes, Descartes, Locke, Rousseau, Hume, Kant, Hegel, Marx, Mill, Kierkegaard and Nietzsche.

PHIL 207 Logic

Credit by exam. (Second semester/3 credits)

An introduction to informal and formal logic. This course aims at strengthening students' ability to think critically and to assess the soundness and validity of arguments. Informal logic uses ordinary language to identify, analyze, and evaluate the arguments used in everyday reasoning. It also identifies and explains many of the common fallacies found in such reasoning. Formal logic uses symbolic notation to study valid inference and to enable students to recognize, analyze, and construct valid arguments. (Particularly recommended for students taking the LSAT.)

PHIL 221 Ethics (CORE—Philosophical Inquiry)

(First semester/3 credits)

A critical study of classical and contemporary ethical theories on the topics of ethical relativism, free will and determinism, and the source and justification of moral values. The relevance and applicability of these theories to the solution of pressing contemporary moral problems are emphasized.

PL/RL 301 Indian Thought (CORE—Non-Western Civilization)

Prerequisite, Completion of the Philosophical Inquiry section of the Core.

(First semester/3 credits)

An introduction to the religious and philosophical traditions of India. Special emphasis will be given to the Upanishads and Bhagavad Gita, the classical philosophical systems and the mythologies of Hinduism, and to the Buddhist traditions of South Asia.

PHIL 303 Western Philosophy Since 1900 (CORE—Western Civilization) *Prerequisites, PHIL 201, 202, or 221, or permission of the instructor.*

(Second semester—2003/3 credits) The course is restricted to juniors and seniors.

This course introduces students to the main schools of philosophical thought since 1900. As they learn about such philosophical approaches as pragmatism, analytic philosophy, structuralism, existentialism, process philosophy, and phenomenology, students will consider such topics as truth, meaning, language, law, art, ethics, religion, science, mind, and feminism.

PHIL 305 Great Figures in Western Philosophical Thought (CORE—Western Civilization) *Prerequisite, PHIL 201 or PHIL 202, or permission of the instructor. (Second semester—2004, 2006/3 credits) The course is restricted to juniors and seniors.*

(Second semester—2004, 2006/3 credits) The course is restricted to juniors and seniors.

An introduction to the philosophical works of a major figure or a group of closely related thinkers in the history of philosophy. This course introduces students to the philosophical texts and ideas of an important historical figure or figures and discusses the significance of these ideas to the Western philosophical tradition. Students may repeat when a study of a different figure is offered.

PL/RL 306 Chinese Thought (CORE—Non-Western Civilization)

Prerequisite, Completion of the Philosophical Inquiry section of the Core.

(Second semester/3 credits)

A history of Chinese thought from Confucius to the present. Special emphasis is given to the development of the Confucian, Taoist, and Ch'an (Zen) Buddhist traditions.

PHIL 310 Professional Ethics

Prerequisites, Completion of the Philosophical Inquiry section of the Core. (First semester/3 credits) The course is restricted to juniors and seniors.

This course introduces students to the variety of ethical challenges that currently confront professionals in such fields as law and law enforcement, medicine, education, psychology, print and broadcast journalism, and business. Students will critically examine these ethical issues by focusing on readings that will include a variety of case studies.

PHIL 375 Independent Study in Philosophy

Prerequisites, 6 credits in philosophy, and permission of the instructor. (Either semester/1, 2, or 3 credits)

Students work independently on some philosophic subject matter selected in consultation with the department. Reports and papers are given during the semester.

PHIL 399 Internship

Prerequisites, 18 credits in philosophy, and permission of the department. (Either semester/3-6 credits)

Supervised off-campus educational project designed to provide students with an opportunity to exercise the discipline of philosophical reflection in a nonacademic setting. In addition, the student must submit written work indicating her ability to perceive the philosophical issues within or underlying nonphilosophical contexts.

PHIL 414 Seminar on the American Intellectual Tradition

Prerequisite, 9 credits in Religion or Philosophy, or permission of the instructor. (Second semester—2003/3 credits)

A survey, from the Puritans to the present, of major figures and currents in American thought. The course will cover not only philosophers but representatives of the worlds of literature, religion, politics, social reform, and economics, as well.

PL/RL 470 Seminar

Prerequisites, 9 credits in religion and/or philosophy, or permission of the instructor. (Second semester—2004, 2006/3 credits)

Advanced study of special topics in religion or philosophy.

Physical Education Department

Coordinator of Sports Medicine: Melanie Adams, ATC, CSCS
(acting chair)

The Department of Physical Education offers course work directed at increasing student awareness of the importance of physical activity and at gaining the skills and understanding basic to a lifetime of activity. Students have the opportunity to complete lecture classes focusing upon stress reduction and physical fitness as well as activity classes focusing upon physical fitness, creative expression, risk-taking, and sports skills.

Facilities: The College's athletic facilities include two swimming pools, six tennis courts, a sand volleyball court, a softball diamond, two playing fields, a one-mile exercise course and Gambrill Gymnasium. Included in Gambrill Gymnasium is a dance studio, gymnasium floor, aerobics room, and weight room. The fitness facilities include treadmills, stair machines, exercise bicy-

cles, and a rowing machine, as well as weight machines and free weight equipment. In addition, Hood owns a six-acre wooded area and cabin at Camp Raudy, five miles from campus, which is fully equipped with a ropes initiative course.

PHYSICAL EDUCATION PROGRAMS

The basic instruction program in the Department of Physical Education (PE 100-199) is designed to encourage students' personal growth and understanding of the importance of physical activity in their lives. Students have the opportunity to acquire the skills and knowledge necessary to enhance their quality of life and establish lifestyles that promote wellness. Courses are directed at physical fitness, creative expression, risk-taking, and sports skills acquisition.

The Core Curriculum requirement may be met by completing two credits of physical education 100-199 activity classes, or by completing either PE 225 Health Maintenance: Stress Assessment and Control, or PE 226 Health Maintenance: Physical Fitness. Students who meet the requirement through the activity class program must complete at least one activity class from the conditioning and fitness category.

Classes taken to complete this requirement must be taken for a letter grade rather than satisfactory/unsatisfactory credit with the exception of PE 104 Swimming for Beginners. After completion of the requirement, students may elect additional classes on either a letter-grade or satisfactory/unsatisfactory basis.

The physical education requirement should be completed during the first year.

PHYSICAL EDUCATION ACTIVITY COURSES

Physical Education 100-199 courses. Credit by exam. All activities are listed under the following headings: Aerobic Conditioning and Fitness; Aquatics; Dance; Sports Skills and Individual Activities; and Risk/Challenge Activities.

All activities, unless otherwise specified, meet for one-half semester and are worth 1/2 credit.

AEROBIC CONDITIONING AND FITNESS

PE 110 Aquacise

(Either semester)

Improvement in cardiovascular fitness, muscle strength, and flexibility through exercises performed in the water. Focus is on learning water exercise skills to maintain a lifelong health and wellness program. *Swimming skills are not required.*

PE 112 Basic Conditioning

(Either semester/full semester/1 credit)

Improvement in cardiovascular health, muscle strength and weight control through a basic exercise program. Aerobic activities and a variety of exercise techniques are stressed.

PE 114 Aerobics*(Either semester)*

Improvement in cardiovascular fitness and muscle strength through vigorous dance activities. A variety of resources is used.

PE 116 Step Aerobics*(Either semester)*

Improvement in cardiovascular fitness and muscle strength through step training. Focus is on the beginning stepper with attention directed to safe stepping methods and development of a personal fitness program.

PE 119 Weight Training*(Either semester/full semester/1 credit)*

Techniques and principles of weight training. Attention is directed to correct use of all free weight and selectorized equipment in the weight room and development of an individualized fitness program stressing high intensity or low intensity endurance.

PE 121 Walking and Jogging for Fitness*(Either semester)*

The use of walking and/or jogging to improve health and fitness. Attention is directed at development of an individualized program and increased understanding of the importance of aerobic exercise.

AQUATICS**PE 102 Canoeing***(First semester)*

Basic canoeing skills for lake and river paddling. Canoe safety, stroke work, practical boat handling, and trip planning are included. Swimming skills required.

PE 104 Swimming for Beginners*(Second semester—2003, 2005)*

Basic water skills for individuals who cannot swim. Achievement of minimum competency levels in the front crawl and elementary backstroke are stressed. This course does satisfy one activity class for the physical education requirement even though it is only offered on a satisfactory/unsatisfactory basis.

PE 105 Swimming*(First semester)*

The front crawl, elementary backstroke, back crawl, breaststroke, and sidestroke for individuals who can swim, including an introduction to the butterfly. Mechanical principles of movement in the water and stroke analysis are included.

DANCE**PE 123 Ballet, Basic***(First semester/full semester/1 credit)*

Basic technique for the barre, center, and allegro. Initial experience in improvisation is included.

PE 127 Contemporary Dance, Basic*(Second semester/full semester/1 credit)*

Basic techniques in traditional modern dance. Opportunities for individual and group improvisation are included.

PE 139 Jazz*(First semester)*

Basic technique, barre, center, isolations, and combinations. Traditional funk and lyrical styles; improvisation and choreographical problems are included.

PE 141 African Dance*Extra fee. (Second semester)*

An introduction to traditional African Dance and culture. Focus is upon the traditional dance styles and movements of West Africa.

PE 143 Social Dance*(Second semester)*

Twentieth-century dances including the waltz, polka, fox trot, latin, country line dancing, ethnic, and popular dances. Basic steps, formations, positions, and rhythms are included.

SPORTS SKILLS AND INDIVIDUAL ACTIVITIES**PE 145 Yoga***(Second semester)*

A basic introduction to the Iyengar and Ashtanga styles of Hatha yoga. Focus is upon basic postures with emphasis on body alignment, stretching, strengthening, breathing, and relaxation techniques.

PE 163 Golf*Extra fee. (Second semester)*

Instruction in the fundamentals of golf with emphasis on developing a consistent swing. The use of all clubs, scoring, and course play are included. Extra fee.

PE 167 Orienteering*Extra fee. (Either semester)*

An introduction to the basic skills necessary to navigate through an unknown area using a map and compass as guide. Course is held at Camp Raudy.

PE 170 Self Defense*(Either semester/full semester/1 credit)*

Emphasis is on awareness of potentially dangerous situations and the mastering of techniques appropriate for self protection. A basic approach to personal protection, common sense avoidance techniques and skills such as kicks, blocks, and strikes are stressed.

PE 174 Tennis*(First semester)*

Strokes and strategy for the beginning player. Attention is given to beginning strokes: forehand, backhand, volley, and serve. Elementary strategy is discussed along with basic rules and etiquette.

RISK/CHALLENGE**PE 187 Rock Climbing and Rappelling***Extra fee. (First semester)*

Fundamentals of climbing and rappelling, equipment use and safety procedures. Classes are conducted on campus and at local climbing areas.

PE 189 Rock Climbing and Rappelling II*Extra fee. Prerequisite, PE 187 or permission of the instructor. (First semester)*

Advanced techniques of rock climbing and rappelling for students with previous experience in rock climbing.

PE 191 Whitewater Canoeing*(Second semester)*

Fundamentals of whitewater canoeing, including learning to "read" the water, equipment usage, and safety procedures. This course includes several river trips on whitewater.

PHYSICAL EDUCATION LECTURE COURSES

PE 214 First Aid: Standard First Aid and Adult CPR

Extra fee. (First five weeks of the second semester/1 credit)

Theoretical and practical aspects of everyday emergency treatment of accident victims and cases of sudden illness. Adult CPR techniques are included. Practice on mannequins in rescue breathing, choking, and cardiac arrest will be included. The American Red Cross Standard First Aid and American Red Cross CPR certification may be earned.

PE 215 First Aid: Child CPR

Extra fee. (Second five weeks of the second semester/1 credit)

The application of CPR to infants and children will be presented. Practice on mannequins in rescue breathing, choking, and cardiac arrest will be included. Common infant and child injuries and their prevention also will be addressed. Certification in American Red Cross Infant and Child CPR may be earned.

PE 216 First Aid: Advanced CPR

Prerequisites, PE 214 and PE 215, or Current Community First Aid and Safety Certifications. Extra fee. (Last five weeks of the second semester/1 credit)

Special case emergency situations where help is not immediately available will be addressed. CPR, using advanced techniques including bag mask ventilation and two-person CPR, will be presented. Certification in CPR for the Professional Rescuer may be earned.

PE 225 Health Maintenance: Stress Assessment and Control

(CORE—Foundation) *Credit by exam. (Second semester/3 credits)*

Investigation of stress management and relaxation techniques as related to health maintenance and wellness. Emphasis on developing a lifestyle conducive to overall wellness through the assessment of personality, values, stress prone diet, and environmental and social influences. Each student is expected to participate in an individualized stress reducing program. This course is specifically designed to meet the needs of all students regardless of physical ability.

PE 226 Health Maintenance: Physical Fitness (CORE—Foundation)

Credit by exam. (Either semester/3 credits)

An investigation of physical fitness as an essential component of wellness. Emphasis is upon developing an individualized exercise program and understanding the relationship between physical activity, health, nutrition and weight control. Each student is expected to develop and participate in an individualized fitness program appropriate for her/his physical condition.

PE 335 Assistantship in Physical Education

Prerequisites, Junior or senior standing and permission of the department chair. (Offered as needed/1, 2, or 3 credits)

Supervised experiences related to teaching physical education, coaching an athletic team, or gaining athletic training skills. Grading is on a satisfactory/unsatisfactory basis.

PE 375 Independent Study in Physical Education and Dance

Prerequisites, 2 credits in physical education and permission of the instructor. (Either semester/1, 2 or 3 credits)

Intensive study in a specialized area of dance or physical education.

PHYSICS MINOR

Coordinator: Allen Flora

The minor in physics offers a coherent introduction to the topics of physics. Selection of the physics minor should benefit the following:

- students currently majoring in one of the science fields who want to obtain a more complete understanding of the physical universe;
- students in mathematics who might wish to examine (in a more applied way) the concepts of their discipline; and,
- students considering the dual degree program in engineering offered by Hood College and George Washington University.

Master's level programs in chemical physics and many engineering and physics graduate schools consider favorably the application of a student with a minor in physics and a major in a related discipline such as mathematics.

REQUIREMENTS FOR THE MINOR

MATH	201	Calculus I
MATH	202	Calculus II
MATH	203	Calculus III <i>or</i> MATH 304 Differential Equations
PHYS	203	Introductory Physics I*
PHYS	204	Introductory Physics II*

**PHYS 101 and PHYS 102 could be substituted although PHYS 203 and 204 are recommended. Permission of the coordinator is required for this substitution.*

Students also are required to take a second group of courses, which provide a more detailed look at the topics of physics:

PHYS	222	Introduction to Modern Physics
PHYS	324	Mechanics
PHYS	325	Electricity and Magnetism

PHYSICS COURSES

A grade of C- or above in prerequisite courses is required for all physics course prerequisites.

PHYS 100 The World of Physics (CORE—Scientific Thought/Non-Laboratory Course) *(Second semester/3 credits)*

A nonmathematical introduction to the concepts of physics. Students will explore the important problems of physics, learn about the historical perspective of physics, design and conduct experiments, and discover how physics affects our daily lives.

PHYS 101 General Physics (CORE—Scientific Thought/Laboratory Course)

Prerequisites, Level III placement on the Basic Math Skills Inventory or MATH 120. Credit by exam. (First semester/4 credits/6 hours of integrated laboratory and class work)

An introduction to the principles of physics: kinematics, mechanics, rotational motion, and thermodynamics; the development of physical laws; application to practical problems.

PHYS 102 General Physics (CORE—Scientific Thought/Laboratory Course)

Prerequisite, PHYS 101. Credit by exam.

(Second semester/4 credits/6 hours of integrated laboratory and class work)

A continuation of PHYS 101. Wave motion, sound, electricity, magnetism, static and time varying fields, light and optical phenomena, lenses; application to practical problems.

PHYS 203 Introductory Physics I (CORE—Scientific Thought/Laboratory Course)

Prerequisite, MATH 201 or concurrent enrollment in MATH 201. Credit by exam. Open to students who have not had PHYS 101.

(First semester/4 credits/6 hours of integrated laboratory and class work)

Topics essentially identical to those in PHYS 101, although this is a more analytical course that is primarily for majors in the sciences and mathematics. Physical laws and theories developed by application of calculus. Designed to prepare students for advanced work in the physical sciences.

PHYS 204 Introductory Physics II (CORE—Scientific Thought/Laboratory Course)

Prerequisites, PHYS 203 and MATH 202, or concurrent enrollment in MATH 202. Credit by exam. Open to students who have not had PHYS 102.

(Second semester/4 credits/6 hours of integrated laboratory and class work)

Continuation of PHYS 203. Topics essentially identical to those in PHYS 102, but continuing the analytical approach and use of calculus.

PHYS 222 Introduction to Modern Physics

Prerequisites, PHYS 101, 102 or 203, 204 and MATH 201, 202.

(First semester—2002, 2004/3 credits)

A study of selected topics from atomic theories of matter, atomic spectra, special relativity, solid state, and nuclear physics.

PHYS 324 Mechanics

Prerequisites, PHYS 101, 102 or 203, 204, and MATH 201, 202.

(Second semester—2004, 2006/3 credits)

A mathematical study of statics and dynamics of particles and rigid bodies including work and energy, stability of equilibrium, motion under the action of a central force, fixed axis rotation, and oscillatory motion.

PHYS 325 Electricity and Magnetism

Prerequisites, PHYS 101, 102 or 203, 204 and MATH 201, 202.

(Second semester—Course is offered as needed/3 credits)

Topics chosen from among electrostatics, Gauss' law, dielectrics, steady current, magnetic field of a current, motion of a charge in a magnetic field, electromagnetic induction, Maxwell's equations, magnetic material, Poynting vector, and electromagnetic radiation.

PHYS 327 Optics

Prerequisites, PHYS 101, 102 or 203, 204, and MATH 201, 202.

(First semester—2003, 2005/4 credits/5 class and laboratory hours)

Geometrical optics; interference, diffraction, polarization, scattering, and other phenomena of light; optical spectroscopy.

PHYS 335 Teaching Assistantship in Physics

May be repeated for a maximum of 4 credits. (Either semester/1 to 2 credits)

An opportunity for qualified students to assist in PHYS 101, 102, 203 and/or 204 by tutoring students, correcting problem sets, and/or helping set up equipment for the laboratory in these courses. Assistants work under the supervision of the physics faculty and are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

PHYS 375 Independent Study

Prerequisites, 6 credits of 200-level coursework in physics, and permission of the department. (Either semester/1, 2, or 3 credits)

Independent study, reading, and problems in a selected field of physics.

POLITICAL SCIENCE MAJOR, B.A.

Please see page 184 for information on the History and Political Science Department.

A major in political science prepares students for a wide variety of careers in the public or private sectors, such as law, public administration at local, state, or federal levels, or community advocacy. Combined with study in related disciplines, the political science major is a strong liberal arts program. It also is suitable for a double major combined with economics, history, and management.

The political science courses cover four areas in the discipline: U.S. politics and policy, comparative politics and international relations, law, and political theory. Students are encouraged to take courses in each of these concentrations. Students who plan to do graduate work in political science or public administration should take courses at the 300- and 400-level in as many of these concentrations as possible. In addition, they are encouraged to take statistics and economics in preparation for graduate study. Students interested in careers in public service or international relations are strongly encouraged to develop proficiency in at least one foreign language. Those who plan to enter law school should work closely with the College's pre-law advisers and should also take courses in economics and logic to improve their research and writing skills.

Internships are recommended and are available at local, state, and federal levels. Because of Hood's location near Washington, D.C., and within reach of the state capital, students have an unparalleled opportunity to observe firsthand the workings of government. Hood cooperates with the Washington Semester Program at The American University. The department also provides students with a number of opportunities to participate in simulations of political processes. Students can participate in a simulation of the European Union in Washington, D.C., and a simulation of the United Nations each spring in New York City. Both activities are advised by a political science faculty person.

The political science major provides students with an introduction to decision making at various levels of government; an understanding of public policy formation and of the correlation between political and economic problems; experience in research and access to computer facilities both at the College and the Library of Congress; an exposure to the practical world of politics; and an appreciation of the need for good writing skills.

REQUIREMENTS FOR THE MAJOR

The major in political science requires 30 credits of political science courses at the 200-level or above, including the following:

PSCI	203	Introduction to U.S. Politics and Policy
PSCI	205	Methods of Political Inquiry (or SOC 260)
PSCI	206	Theories of Democracy

PSCI	210	Comparative Politics
PSCI	470	Seminar on Women in Politics

It is recommended that political science majors take ECON 200 Principles of Economics. In addition, competency in a foreign language is recommended.

Fifteen additional credits are necessary for the completion of the major. A total of 15 credits should be taken from the courses listed below.

POLITICAL SCIENCE COURSES

PSCI/SO 201 Urban Life in the Developing World (CORE—Social and Behavioral Analysis)

(Second semester—2004, 2006/3 credits)

An interdisciplinary introduction to the central economic, geographical, political, and social dynamics that influence the nature of urbanization and urban life in the developing world. Main themes include family life, gender dynamics, urban-rural tensions, and the influence of international economic forces in shaping this urbanization. Specific policy challenges such as health, housing, employment, and the environment will receive attention. Case studies of cities in Africa, Asia, and/or Latin America will be used.

PSCI 203 Introduction to U.S. Politics and Policy

(CORE—Social and Behavioral Analysis) *Credit by exam. (First semester/3 credits)*

An introduction to the U.S. system of government and its policy process. Will explore the foundations and structure of the government, the way in which policy is crafted in the U.S. governmental institutions, and other electoral processes including elections.

PSCI 204 U.S. Political Thought

(Second semester—Course is offered as needed/3 credits)

The relationship between citizen and state as viewed by important U.S. thinkers with emphasis on concepts of leadership and representation. The evolution of U.S. politics through the study of significant writings and Supreme Court decisions.

PSCI 205 Methods of Political Inquiry

Prerequisite, Any three credits of social science or permission of the instructor. For political science majors, PSCI 203 or 210 is recommended.

(Second semester—2004, 2006/3 credits)

This course will introduce students to a variety of quantitative and qualitative research methods used in political science. Students will learn the tools needed to conduct original research. Among the topics to be covered are: survey research, interviewing, content analysis, historical analysis, and legal analysis. Students will complete an original research project using at least one of the above techniques.

PSCI 206 Theories of Democracy

(First Semester—2002, 2004/3 credits)

An introduction to the theories of democracy as they have been debated within classical, industrial, colonial, and post-colonial traditions. Key concepts to be explored include community, citizenship, participation, collective rights, individualism, women's rights, and human rights.

PSCI 210 Comparative Politics (CORE—Social and Behavioral Analysis)

(First semester/3 credits)

An introduction to the methods of comparative inquiry with close examination of select western democracies, communist, post-communist, and developing countries. Comparisons of historical processes, governmental institutions, and current public policy challenges.

PSCI 215 International Relations*(Second semester—2003, 2005/3 credits)*

An introduction to the theories and current issues of international relations. Attention given to tension between nationalism and transnationalism and to modern phenomena such as the international economy and the global environment.

PSCI 230 Law and Society (CORE—Social and Behavioral Analysis)*(Either semester/3 credits)*

Law and the legal system in the United States. The impact of legal institutions on society. The law as a reflection of political, economic, and social values.

AF/PS 240 African American Politics*Prerequisite, PSCI 203. (First semester—2002, 2004/3 credits)*

An examination of African American political activity in the twentieth century. African American participation in the U.S. electoral process and the power structure in African American communities.

HS/PS 245 Global Perspectives on Women, Power, and Politics (CORE—Social and Behavioral Analysis)*(Second semester—2004, 2006/3 credits)*

An interdisciplinary, global perspective on women, power, and politics. The course will focus on the different ways in which gender structures women's political experiences and how race, class, and ethnicity intersect with gender in shaping political consciousness and action. Readings will emphasize women's power within established formal government structures as well as the informal exercise of power through religion, family, and society. Their leadership in grassroots movements and contributions to nation building will be highlighted.

PSCI 299 Special Topics in Political Science*Prerequisite, PSCI 203. (First semester—Course is offered as needed/3 credits)*

This course will be a general topics course in political science allowing faculty and students to study particular special interests in politics.

PSCI 300 Terrorism and Justice*Prerequisites, PSCI 215 or PSCI 230 or permission of instructor (Second semester—2004, 2006/3 credits)*

An in-depth examination of the causes and patterns of modern terrorism and reactions intended to achieve justice. Students will investigate case studies of recent occurrences of terrorism and responses. Central themes will include retribution vs. reconciliation, state-sponsored terrorism, and/or international tribunals.

PSCI 305 U.S. Foreign Policy*Prerequisite, PSCI 203 or PSCI 215. (Second semester—2003, 2005/3 credits)*

Review of the contemporary U.S. foreign policy-making process. Emphasis on the history of the U.S. foreign policy, the conflict between the executive and the legislative branches, the role of interest groups, and recent foreign policy crises.

PSCI 307 American Constitutional Law*Prerequisite, PSCI 203. (First semester/3 credits)*

The powers of the state and national governments as interpreted by leading decisions of the Supreme Court of the United States. The development of modern constitutional doctrines.

PSCI 312 The U.S. Presidency*Prerequisite, PSCI 203. (First semester—Course is offered as needed/3 credits)*

An examination of the U.S. presidency, emphasizing the contemporary role of the president, the institutionalized presidency, and theories of presidential behavior.

HS/PS 315 Politics of Assassination

*Prerequisites, HIST 218, PSCI 203 or permission of the instructor.
(First semester/3 credits)*

An in-depth look at the major political assassinations of the sixties—John Kennedy and Martin Luther King Jr. How did American institutions, especially the American system of justice, respond to these crises in national political life?

PSCI 317 State and Urban Politics

Prerequisite, PSCI 203 (Second semester—2004, 2006/3 credits)

The patterns and dynamics of decision-making in the 50 states and in some of the major metropolitan areas. The strengthening linkage between the federal government and smaller-scale governmental entities.

PSCI 320 The Legislative Process

*Prerequisite, PSCI 203 or permission of the instructor.
(Second semester—2003, 2005/3 credits)*

Study of U.S. Congress including congressional committees, party leadership, and the policy process. Students participate in simulation of the legislative process.

PSCI 321 Politics and the Media

Prerequisite, PSCI 203. (First semester—Course is offered as needed/3 credits)

The relationship between politics and the media as illustrated in election campaigns and all forms of political activity. Press coverage of U.S. political institutions and important policy areas. The constitutional issues presented by news-gathering methods.

PSCI 323 Politics of the Third World (CORE—Non-Western Civilization)

Prerequisite, PSCI 210 or 215. (Second semester/3 credits)

Political regimes in the developing nations of Asia, Africa, the Middle East, and Latin America.

PSCI 324 U.S. Campaigns and Elections

Prerequisite, PSCI 203 or permission of the instructor. (First semester—2002, 2004/3 credits)

An analysis of U.S. campaigns and elections. Emphasis on the role that parties, interest groups, and media play in our electoral system.

PSCI 325 Field Work in Politics

Prerequisite, Permission of the instructor.

(First semester—2002, 2004/2 credits/3rd credit option available)

Designed to acquaint the student with political activity. Supervised work with political campaign of student's choice.

EC/PS 328 Labor Economics

Prerequisite, ECON 205 or 206 or permission of the instructor. (First semester/3 credits)

Theories of wage determination, unemployment and inflation, employment trends and labor in the global economy.

PSCI 332 Ancient and Medieval Political Thought (CORE—Western

Civilization) *Prerequisite, Fulfillment of the Historical Analysis section of the Core or permission of the instructor. (First semester—Course is offered as needed/3 credits)*

A critical examination of the political writings of classical and medieval philosophers. Emphasis will be on the development and evolution of concepts such as democracy, justice, citizenship, community, and the relationship between church and state.

PSCI 333 Modern Political Thought (CORE—Western Civilization)

Prerequisite, Previous course in political philosophy or permission of the instructor.

Open to sophomores, juniors, and seniors.

(Second semester—Course is offered as needed/3 credits)

Development of political ideas from Machiavelli to the present day. Analysis of the great political traditions in the context of contemporary problems. Democratic liberalism, socialism, fascism, and communism.

PSCI 334 European Politics and Policy

Prerequisites, PSCI 210, 215, or permission of the instructor. (First semester—2003, 2005/3 credits)

An examination of the institutions and public policy challenges of select European case countries such as the United Kingdom, France, Italy, and Sweden.

PSCI 335 Undergraduate Teaching Assistantship

Prerequisites, Junior or senior standing, PSCI 203, and permission of the department. (Either semester/1 credit)

A junior or senior major may serve as teaching assistant in introductory courses. The assistant would attend classes, tutor students, show films, and participate in periodic conferences with the instructor and other teaching assistants. Other duties would include assisting the instructor in other class-related projects, such as organizing field trips, speakers, and discussion sessions. May be taken only once. Grading is on a satisfactory/unsatisfactory basis.

PSCI 336 Gender-Based Discrimination

Prerequisites, PSCI 203, 307, or permission of the instructor. (Second semester/3 credits)

A study of the various areas of sex-based legal discrimination and an examination of the relevant cases and statutes.

AF/PS 350 African Politics (CORE—Non-Western Civilization)

Prerequisite, HIST 246 or PSCI 210, or permission of the instructor. (First semester/3 credits)

An introductory survey of post-independence political patterns and processes in Africa. Emphasis will be given to current political dynamics such as democratization and state-society relations. Case studies in Southern and Eastern Africa will be used.

AF/PS 353 Contemporary African Political Thought (CORE—Non-Western Civilization)

Prerequisite, HIST 246, or AF/PS 350, or completion of the Philosophical Inquiry section of the Core. (Second semester—Course is offered as needed/3 credits)

An introduction to African political thought from the pre-colonial period to the present. Emphasis will be given to the impact of Islam, cultural nationalism, nationalism, revolutionary theories, democracy, African socialism and Marxism of major African political theorists.

AF/PS 355 African American Political Thought (CORE—Western Civilization)

Prerequisite, Junior or senior standing only, or permission of the instructor. (Second semester—2003, 2005/3 credits)

The course examines African American political thought in the eighteenth, nineteenth, and twentieth centuries within the parameters of Western political discourse. Topics include the changing definitions of African American conservatism, neoconservatism, nationalism, liberalism, radicalism, and feminism.

PSCI 375 Independent Study in Political Science

Prerequisite, Permission of the department. (Either semester/1, 2, or 3 credits)

A readings course to supplement the regular offerings of the department. Conferences and written reports.

PSCI 399 Internship in Political Science

Prerequisites, 18 credits in political science, and permission of the instructor. (Either semester/3 to 15 credits)

An introduction to political behavior in a legal or policy-making setting through supervised full- or part-time work for a complete semester or an equivalent summer term (14 weeks). Students may be placed in a variety of settings: governmental or legislative offices, the court system, interest groups, or research organizations.

PSCI 405/505 Civil Liberties

Prerequisites, 12 credits of political science, history, and sociology, including PSCI 203 and SOC 101, and permission of the instructor. (First semester/3 credits)

The theory and history underlying civil liberties in contemporary American culture. Cases and readings. Freedom of expression and association, freedom of religion, fair trial, and rights of the accused.

PSCI 408/508 Law and the Regulatory Process

Prerequisites, PSCI 203 and 307, and permission of the instructor. (Second semester—2003/3 credits)

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions and how regulation and administration impact on individual rights.

EC/PS 414/514 Environmental Policy

Prerequisites, PSCI 203, 210, or 215 and ECON 210 or permission of the instructor. (First semester/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policymaking and on the problems associated with implementing environmental policies in different political and institutional contexts.

PSCI 470 Seminar on Women in Politics

Prerequisites, 9 credits of 200- and/or 300-level in political science. (Second semester/3 credits/2 class hours)

Intensive study of topics related to women and politics. Presentation of oral reports and preparation of research papers.

Pre-Professional Preparation

PRE-LAW STUDIES

Although there is no specific pre-law curriculum, a strong foundation in the liberal arts, with emphasis on such subjects as English language and literature, political science, philosophy and logic, history, or economics is highly recommended.

The Association of American Law Schools suggests that pre-law education should aim for:

- verbal comprehension and expression.
- critical understanding of the human institutions and values with which the law deals.
- analytical thinking.

Generally, any undergraduate major in the liberal arts and sciences may be designed to meet these goals.

Virtually all law schools require the Law School Admission Test (LSAT) of the Educational Testing Service, given four times a year. Students intending to go to law school directly after graduation should visit the Career Center to receive assistance with program planning and with the law school application process.

PRE-MEDICAL AND PRE-DENTAL STUDIES

Medical schools prefer students who have a broad background in the humanities and social sciences. The following courses are most often the minimum required by professional schools. These courses should be completed by the end of the junior year.

BIOL	8 credits of Biology
CHEM	101 and 102 General Chemistry I and II
CHEM	209 and 210 Organic Chemistry I and II
ENGL	100, 101, <i>or</i> 110-139 English composition course, plus another semester of a writing-intensive course
PHYS	101 and 102 General Physics (requires MATH 120) <i>or</i> PHYS 203 and 204 Introductory Physics I and II (requires calculus)

The courses listed below are strongly recommended, but not strictly required, by professional schools. These courses are best completed by the end of the junior year in order to prepare for the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT). Each student should decide, in consultation with a member of Hood's Health Professions Advisory Committee, whether or not to take additional science courses.

BIOL	307	Human Anatomy and Physiology I
BIOL	316	Genetics
BIOL	331	Microbiology
BIOL	339	Cell Biology
CHEM	301	Biological Chemistry I

Most schools require a year of English, some require calculus, and many encourage the study of philosophy or ethics.

Hood's Health Professions Advisory Committee not only provides advice on preparation for medical, dental, and veterinary schools, but also writes letters of recommendation to accompany a student's applications. Additional information and support is provided by the Hood chapter of the American Medical Student Association (AMSA).

Students considering graduate school in one of the health professions should register with the Catherine Filene Shouse (CFS) Career Center by the end of their freshman year.

Although biology, biochemistry, and chemistry are the majors most often chosen, the student may major in any area. In any case, the student must earn a competitive grade point average (3.5 or higher is typical of successful candidates) and must show proficiency in the sciences. The selection of courses and choice of major should be discussed with a member of the Health Professions Advisory Committee early in the student's program.

The MCAT and DAT tests are given in the late spring (April or May) and in the fall (August or October). The appropriate test should be taken in the spring of the junior year after the student has had the minimum science courses listed above. These minimum requirements, specified in the Medical School Admission Requirements for almost all U.S. and Canadian medical schools, should be completed by the end of the junior year.

Students also should consult the most recent edition of the Association of American Medical Schools (U.S. and Canada) Medical School Admissions Requirements. For dental schools see Admission Requirements of U.S. and Canada Dental Schools. Other sources are available in the CFS Career Center.

Five important factors in being admitted to medical or dental school are: **1)** the undergraduate cumulative average; **2)** the results of the Medical College Admission Test or Dental Admission Test; **3)** evaluations from Hood faculty or the Health Professions Advisory Committee; **4)** a personal interview, if the professional school requests it; and **5)** off-campus experience in community service or in health professions activities.

For more information, please feel free to call on any member of the Health Professions Advisory Committee. They are: Sandra Blakeman, Betsy Estilow, Allen Flora, Eric Kindahl, and Craig Laufer.

PRE-VETERINARY STUDIES

Students interested in veterinary school are encouraged to major in biochemistry, biology, or chemistry, as Hood believes the best preparation for veterinary studies is provided by a thorough grounding in the sciences. However, students may major in any field as long as minimal science requirements specified by veterinary schools are met. All students interested in veterinary school should register by the end of the freshman year with the CFS Career Center.

The four veterinary schools that traditionally accept Maryland residents are: The Virginia-Maryland Regional College of Veterinary Medicine (Virginia Polytechnic Institute and State University), Ohio State University, University of Pennsylvania, and Cornell University.

These four schools require, at a minimum, completion of the following:

Biology with lab (8 credits)
Organic chemistry (8 credits)
Physics (8 credits)

Some schools also require:

Inorganic chemistry (6 credits, 10 credits Ohio State)

Biochemistry (4 credits)

Genetics (4 credits)

Microbiology (4 credits)

Calculus (3 credits)

English (6 credits)

Humanities and Social sciences (6 credits, 14 credits Ohio State)

While requirements for entrance to veterinary schools vary considerably, most schools require GRE scores and animal care experience. Information on other veterinary schools can be obtained from the CFS Career Center.

Psychology Department

Professors: Dana G. Cable, Linda J. Scott; *Associate Professors:* Robert W. Boyle, Jr. (chair), Terry Martin, Wanda Ruffin; *Assistant Professor:* Jeffery Arbuckle; *Lecturer:* Kiran Chadda

The Department of Psychology offers the major in psychology and the opportunity for students to study adult development and aging through an interdisciplinary minor in gerontology.

Psychology is offered as one of the possible concentrations in the Master of Arts in the Human Sciences degree. The purpose of the concentration in psychology is to broaden the student's perspective and increase understanding of the principles of human behavior as they apply to the student's current job role or position. The concentration can be focused on general/psychology or on more narrow areas such as experimental psychology, the helping relationship, gerontology, or thanatology.

Psychology faculty are distinguished scholars and include specialists in gerontology, behavioral medicine, and thanatology. Complemented by experienced adjunct professors and Hood faculty from other disciplines, the Department provides an integrated approach to the human sciences.

Programs offered:

- Human Sciences, M.A. Degree
- Psychology Major (B.A.)
- Gerontology Minor

PSYCHOLOGY MAJOR, B.A.

The major in psychology covers aspects of human and animal behavior ranging from the firing of a single neuron to the death and dying process. Psychology can prepare students for various entry-level jobs in social services, mental health, management, or almost any area that requires a broad liberal arts education. The psychology major also can be the basis for admission to graduate or professional training in psychology, medicine, law, and other areas, limited only by the careful selection of elective courses.

Opportunities exist for internships and in the past students have worked with hospitalized children, adolescents, and adults in outpatient treatment facilities and community mental health agencies; and at the Maryland School for the Deaf, the National Institutes of Health, the National Institute of Mental Health, the Johns Hopkins University Hospital, and the American Psychological Association.

GENERAL REQUIREMENTS

PSY	101	Introduction to Psychology
PSY	211	Elementary Statistics
PSY	212	Survey of Psychological Research
PSY	441	History and Theories of Psychology

DISTRIBUTION AND DEPTH REQUIREMENTS

Distribution: Select one asterisked (*) course from each group listed below.

Depth: Take at least two additional courses from one of the groups listed below, beyond the distribution requirement.

Group I Experimental

PSY	213	Experimental Psychology*
PSY	409	Psychology of Learning, Memory and Cognition
PSY	418	Physiological Psychology
PSY	419	Psychopharmacology

Group II Social/Organizational

PSY	203	Survey of Clinical, Community, and Counseling Psychology
PSY	205	Social Psychology*
PY/SO	221	Social Gerontology
PSY	238	Human Development II: Adulthood and Aging
PSY	434	Tests and Measurements

Group III Personality/Clinical

PSY	203	Survey of Clinical, Community, and Counseling Psychology
PSY	401	Theories of Personality*
PSY	431	Abnormal Psychology*
PSY	434	Tests and Measurements
PSY	456	Behavior Modification

Group IV Developmental

PSY	204	Psychology of Death
PSY	206	Psychology of Women
PSY	208	Psychology of Adolescence
PY/SO	221	Social Gerontology
PSY	237	Human Development I: Childhood and Adolescence*
PSY	238	Human Development II: Adulthood and Aging*
AF/PY	270	African American Psychological Perspectives
PSY	373	Psychology of Aging

PSYCHOLOGY COURSES**PSY 101 Introduction to Psychology (CORE—Social and Behavioral Analysis)**

Credit by exam. (Either semester/3 credits)

An introduction to the basic methods, principles, and facts of modern psychology contributing to an understanding of human behavior and experience. Selected students may be eligible for an honors section of this course.

PSY 203 Survey of Clinical, Community, and Counseling Psychology

Prerequisite, PSY 101. (3 credits)

An introduction to the practice of psychology as applied to the prevention, assessment, and treatment of mental health problems. Focus is on such topics as the theoretical bases for therapeutic skills and methods, principles and ethics of testing and treatment, historical and current issues and trends, and the relevance of research to application.

PSY 204 Psychology of Death

(3 credits)

The psychological aspects of death are studied. Topics include euthanasia, suicide, the grief process, fears and attitudes toward death, care of the terminally ill, and ethical issues related to death and dying. Emphasis is on seeing death as a natural function of life and on helping individuals deal with this inevitable event in an open and honest way.

PSY 205 Social Psychology

(3 credits)

The scientific study of the social behavior of individuals as they interact with others. Topics include: perception of others, affiliation, interpersonal attraction, aggression, small group dynamics, leadership, conformity, conflict, group decision making and productivity, altruism, attitude formation, and change. Theories are presented and applied to broader social questions such as prejudice, interpersonal relationships, effects of urbanization, and women's roles in society.

PSY 206 Psychology of Women

Prerequisite, PSY 101. (3 credits)

A survey of biological and environmental factors that affect the development of behaviors, attitudes, and personality traits in women at different stages in their life cycle. Theoretical and empirical approaches to a better understanding of the values, goals, problems, and abilities of women will be considered.

PSY 208 Psychology of Adolescence

Prerequisite, PSY 101. (3 credits)

The psychological development of the normal individual from the beginning of puberty to the attainment of maturity. Research findings are examined for the purpose of understanding and guiding the development of adolescents in the home, the school, the peer group, and the community.

PSY 211 Elementary Statistics (CORE w/CSCI 181—Foundation)

Prerequisite, Level III placement on the Basic Math Skills Inventory, MATH 099, or equivalent mathematics background. (Either semester/3 credits)

Statistical methods, including frequency distributions and graphing, averages, measures of variability and correlation, t-tests, analysis of variance and several distribution-free tests. Examples are drawn from the social, behavioral, and biological sciences.

PSY 212 Survey of Psychological Research

Prerequisite, PSY 101 or its equivalent. PSY 211 is required as a prerequisite or co-requisite. (First semester/4 credits)

Integrated lecture and laboratory consideration of a variety of research methodologies including: behavioral measurement, naturalistic observation, correlational approaches, quasi-experimental designs, basic experimental designs, small-N designs, and field research. Methodology will be reviewed in the context of studies on observer bias, perception, ability testing, volunteerism, animal conditioning and motivation, human memory, transfer and problem solving, and prosocial behaviors. Understanding legitimate conclusions from various research procedures from the perspective of the consumer of research as well as the producer of research will be the focus.

PSY 213 Experimental Psychology

Prerequisites, PSY 211, 212. (Second semester/4 credits/6 class and laboratory hours)

A continuation of PSY 212 emphasizing principles of experimental research design, with laboratory exercises in the major design categories and their associated statistics. A survey of techniques used in the design of perception, cognition, learning and motivation. Use of the computer to perform statistical analysis. Independent laboratory projects.

PY/SO 221 Social Gerontology

Prerequisite, PSY 101 or SOC 101. (3 credits)

A study of the social aspects of aging. This course explores the role of aged individuals within society and the influence society has on them. Topics include health, income, housing, family relationships, retirement, leisure, and institutionalization.

PSY 237 Human Development I: Childhood and Adolescence

Prerequisite, PSY 101. Credit by exam. (3 credits)

Introduction to the concept of development as a lifelong process. Developmental methodology and theories of development as they apply to childhood and adolescence. Critical life events and their adjustments from the prenatal period through adolescence from a developmental perspective are discussed, stressing the interaction between the developing person and a continually changing world. Emphasis is given to the interdisciplinary nature of human development, i.e., the relationships among the biological, social, and psychological domains.

PSY 238 Human Development II: Adulthood and Aging

Prerequisite, PSY 101. (3 credits)

A study of the basic nature and sequence of adult development and aging. Discussion of the salient psychological issues of adulthood and senescence. Examination of age-related changes in maturational status, accumulated experience, and cognitive abilities that make up the changing basis within the individual for perceiving and responding to new events. Consideration of the methodological and research design problems of studying adult development and aging.

AF/PY 270 African American Psychological Perspectives

Prerequisite, PSY 101. (3 credits)

This course will explore the theories, research, and practices of African American psychology. Focuses on understanding of the forces that have influenced this unique, coherent, and persistent psychological perspective. Themes include definition and development of African American psychology; issues related to identity and personality development of African Americans; and evaluation of psychological principles, theories, and assessment techniques in relation to the personality and behavioral development of African Americans.

PSY 335 Teaching Assistantship in Psychology

Prerequisites, 20 credits of psychology including PSY 212 and 213, and permission of the instructor. (Either semester/3 credits)

A teaching practicum for advanced psychology majors with regularly scheduled hours assisting in PSY 101, 212 and 213. Hours will include regular consultations with course instructor regarding teaching experiences, methods, and issues. Hours may include tutoring, administration of quizzes, grading of laboratory reports and quizzes, and preparation for classroom demonstrations. Relevant reading and a paper will be required. Grading is on a satisfactory/unsatisfactory basis.

PSY 370 Seminar in Contemporary Issues

Prerequisite, Junior standing or permission of department. (Either semester/3 credits)

The study of selected issues and/or social problems that are of interest to psychologists. Each issue will be examined from the various perspectives of specialists within the discipline. Students will participate through readings in primary sources, individual reports, discussion, and possible field work.

PSY 373 Psychology of Aging

Prerequisite, PSY 101 or permission of the instructor:

(3 credits)

A study of the psychological functioning of the aged adult. Examination of the psycho-physiological changes that occur with age that have an effect on the individual's neural structure, biological functioning, cognitive abilities, personality development, and social interactions. Consideration of the special methodological and research design problems of studying aging adults. The current research literature, along with text materials, will be discussed.

PSY 375 Independent Study in Psychology

Prerequisites, 6 credits in psychology and permission of the instructor:

(Either semester/1, 2, or 3 credits)

Investigation of a psychological problem or issue according to individual interests.

PSY 399 Internship in Psychology

Prerequisites, 18 credits in psychology and permission of the department.

(Either semester/3 to 15 credits)

Individualized study and work in a cooperating laboratory or professional setting. Provides an opportunity to work with professionals in the field and to participate in research or other activities. Site approval and components of each student's internship must be approved by and coordinated with the department.

PSY 401/501 Theories of Personality

Prerequisites, PSY 237; Junior or senior standing with a cumulative grade point average of 2.0 or better, and 12 credits at the 200-level or above in psychology or permission of the instructor. (3 credits)

An overview of the different approaches to the understanding of the personality. Emphasis is placed on the normal personality.

PSY 409/509 Psychology of Learning, Memory, and Cognition

Prerequisites, Junior or senior standing with a cumulative grade point average of 2.0 or better, and 12 credits at the 200-level or above in psychology or permission of the instructor. (3 credits)

A contemporary survey of methods, theories, principles, and processes in the expanding field of learning. Included are topics in human and animal learning such as: classical and operant conditioning, discrimination learning, verbal learning and memory, information processing, transfer of learning, language, and cognition.

PSY 418/518 Physiological Psychology

Prerequisites, PSY 101 and PSY 212, junior or senior standing with a cumulative grade point average of 2.0 or better; and 12 credits at the 200-level or above in psychology or permission of the instructor. (3 credits)

The relationships between physiological structure and functioning and behavior. Special attention is given to the overall structure of the central and peripheral nervous system, to nerve physiology, and to the physiological basis for such psychologically significant behaviors as perception, motivation, learning, memory, attention, sleep and dreams, emotions, and drug-induced changes in behavior.

PSY 419/519 Psychopharmacology

Prerequisites, PSY 101 and PSY 212, Junior or senior standing with a cumulative grade point average of 2.0 or better; and 12 credits at the 200-level or above in psychology or permission of the instructor. (3 credits)

A systematic survey of the behavioral effects of drugs, their neurophysiological and biochemical correlates, animal testing and screening procedures, drug therapy in mental illness, and contemporary drug abuse.

PSY 431/531 Abnormal Psychology

Prerequisites, Junior or senior standing with a cumulative grade point average of 2.0 or better; and 12 credits at the 200-level or above in psychology or permission of the instructor. (Second semester/3 credits)

The origins, symptoms, and methods of treatment of the principal forms of deviant behavior, with illustrative case material. Social as well as clinical aspects of individual psychological problems are considered.

PSY 434/534 Tests and Measurements

Prerequisites, PSY 211 or MATH 112 or SOC 261, Junior or senior standing with a cumulative grade point average of 2.0 or better; and 12 credits at the 200-level or above in psychology or permission of the instructor. (First semester/3 credits)

A study of the testing movement, including fundamental statistical procedures. Emphasizes the use of tests in education, industry, and clinical practice. Observation and participation in individual and group testing.

PSY 441 History and Theories of Psychology (CORE—Western Civilization)

Prerequisites, Junior standing and 12 credits in psychology or permission of the instructor. (First semester/3 credits)

The history of psychology and modern psychological theories.

PSY 456/556 Behavior Modification

Prerequisites, (PSY 409 is recommended) Junior or senior standing with a cumulative grade point average of 2.0 or better; and 12 credits at the 200-level or above in psychology or permission of the instructor. (First semester—2002, 2004/3 credits)

Application of operant and respondent learning principles to behavior problems of individuals and groups where the procedures for effecting therapeutic change involve the systematic manipulation of physical, social, and psychological variables. Considers applications to education, child rearing, counseling, prisons, and institutions for the retarded or the mentally ill.

PUBLIC RELATIONS MINOR

Coordinator: Donna Bertazzoni

The public relations minor offers a range of courses combining theory and best practices in the field to students seeking to add depth to knowledge and skills in related majors.

REQUIREMENTS FOR THE MINOR

CMA	201	News Writing
CMA	242	Persuasion
CMA	310	Public Relations
CMA	311	Public Relations Campaigns
CMA	313	Writing for Public Relations

Choose one:

CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	312	Introduction to Public Relations Research
MGMT	306	Principles of Marketing

Religion and Philosophy Department

Professor: David Hein (chair); *Assistant Professor:* Karen Hoffman;
Instructor: John Thompson

The Department of Religion and Philosophy offers two majors: religion and philosophy. The Department also offers minors in religion and philosophy. Five minors are co-sponsored by the Department. They are African and Middle Eastern Studies, East Asian Studies, Classical Studies, Medieval Studies, and Renaissance Studies.

The solid liberal arts foundation provided by either of these majors is a good beginning for a career in almost any field, including law, medicine, and business.

Religion and Philosophy faculty are distinguished scholars and teachers who have extensive knowledge of the Bible, the religions of Asia, American religious history, and the history of philosophy and ethics.

Programs offered:

- Philosophy Major (B.A.)
- Religion Major (B.A.)
- Philosophy Minor
- Religion Minor

RELIGION MAJOR, B.A.

The religion major acquaints students with the world's major religious traditions and helps students develop a critical understanding of the issues involved in the academic study of religion.

REQUIREMENTS FOR THE MAJOR

The major requires a minimum of 24 credits in religion at the 200-level or above, and must include the following religion courses:

REL	203	Old Testament
REL	204	The New Testament
PL/RL	301	Indian Thought <i>or</i> PL/RL 306 Chinese Thought
REL	312	Myth, Symbol, and Ritual
PL/RL	470	Seminar <i>or</i> PHIL 414 Seminar on the American Intellectual Tradition

HIST 306 Religion, Family, and Society in Reformation Europe will count as a religion elective in the 24-credit minimum required for the religion major.

RELIGION MINOR

Coordinator: David Hein

The religion minor gives students the opportunity to explore a variety of religions and issues confronting religion in today's world.

REQUIREMENTS FOR THE MINOR

REL	203	Old Testament <i>or</i> REL 204 The New Testament
PL/RL	301	Indian Thought <i>or</i> PL/RL 306 Chinese Thought
REL	312	Myth, Symbol, and Ritual
Any other two courses in religion.		

RELIGION COURSES

REL 203 Old Testament (CORE—*Philosophical Inquiry*)

(First semester/3 credits)

A critical study of the history, literature, and religion of ancient Israel and the significance of the Hebrew Scriptures for Judaism and Christianity.

REL 204 New Testament (CORE—*Philosophical Inquiry*)

(Second semester/3 credits)

A critical study of the New Testament literature and its theological significance.

REL 211 American Religious History (CORE—*Historical Analysis*)

(First semester—2002, 2004/3 credits)

History of religion in America from the Puritans to the present day. Special attention will be given to certain themes—e.g., this nation as God's New Israel—that are especially characteristic of the American religious experience.

REL 212 The Christian Heritage (CORE—*Philosophical Inquiry*)

(First semester/3 credits)

An introduction to the principal ingredients of Christian history and theology, from the period of the early church to the present day.

PL/RL 301 Indian Thought (CORE—Non-Western Civilization)

Prerequisite, Completion of the Philosophical Inquiry section of the Core.

(First semester/3 credits)

An introduction to the religious and philosophical traditions of India. Special emphasis will be given to the Upanishads and Bhagavad Gita, the classical philosophical systems and the mythologies of Hinduism, and to the Buddhist traditions of South Asia.

REL 302 Judaism and Islam (CORE—Non-Western Civilization)

Prerequisite, Completion of the Philosophical Inquiry section of the Core.

(Second semester/3 credits)

A study of the major theological questions and historical issues in the Jewish and Muslim traditions. Topics will include Rabbinic thought, the life and teachings of Muhammad, Jewish and Islamic mysticism, and the place of both traditions in the modern world.

PL/RL 306 Chinese Thought (CORE—Non-Western Civilization)

Prerequisite, Completion of the Philosophical Inquiry section of the Core.

(Second semester/3 credits)

A history of Chinese thought from Confucius to the present. Special emphasis is given to the development of the Confucian, Taoist, and Ch'an (Zen) Buddhist traditions.

REL 312 Myth, Symbol, and Ritual

Prerequisite, 3 credits in religion. (Second semester/3 credits)

A comparative study of the meaning and function of myth, symbol, and ritual in the world's various religious traditions. Readings will be drawn from ancient and modern sources.

REL 314 Modern Religious Thought (CORE—Western Civilization)

Prerequisites, 3 credits in religion or junior standing and permission of the instructor.

(First semester—2003, 2005/3 credits)

An examination of major figures and themes in twentieth century Christian religious thought. Topics may include feminist and liberation theologies, the problem of evil, relations with other religions, Christology, and human destiny.

REL 375 Independent Study in Religion

Prerequisites, 6 credits in religion and permission of the instructor.

(Either semester/1, 2, or 3 credits)

Students work independently on some religious subject matter selected in consultation with the department. Reports and papers are given during the semester.

REL 399 Internship in Religion

Prerequisites, 18 credits in religion and permission of the instructor.

(Either semester/3-6 credits)

Supervised off-campus educational project with an organization or institution approved by the department.

PL/RL 470 Seminar

Prerequisites, 9 credits in religion and/or philosophy or permission of the instructor.

(Second semester—2004, 2006/3 credits)

Advanced study of special topics in religion or philosophy.

Students may also count HIST 306 as an elective in the religion major.

RENAISSANCE STUDIES MINOR

Coordinator: Mark Sandona

The Renaissance Studies minor explores the history, literature, philosophy, and art of Western Europe from the fourteenth through the seventeenth centuries. Students who are majoring in history, art, English, or a foreign language will find that the Renaissance Studies minor blends well with their interests.

REQUIREMENTS FOR THE MINOR

Select five of the following courses, with at least one course from each of the three groups.

Group I

HIST	203	Renaissance and Reformation
HIST	306	Religion, Family, and Society in Reformation Europe
HIST	314	Tudor and Stuart Britain
HIST	470	Seminar*

Group II

ENGL	273	Renaissance Drama
ENGL	277	English Renaissance Poetry
ENGL	313	Shakespeare
ENGL	365	The Renaissance Amphibium
ENGL	414	Shakespeare on Film
ENGL	470	Seminar*
FREN	207	Cultural Perspectives on French Literature I
FREN	317	Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800
FREN	321	Masque et Illusion dans la France d'Ancien Régime
GER	207	Cultural Perspectives on German Literature I
SPAN	207	Cultural Perspectives on Spanish Literature I
SPAN	440	Heroes and Antiheroes: The Spanish Novel

Group III

ART	352	Northern Renaissance Art
ART	353	Early Renaissance Art
ART	357	High Renaissance and Mannerist Art
ART	358	Baroque Art
ART	470	Seminar: Topics in Art History*
HON	308	Dante and Giotto

* Courses require prior written approval of the coordinator.

RUSSIAN COURSES

RUSS 101 Elementary Russian I (CORE—Foundation)

(Course is offered as needed/3 credits/3 class hours, use of language laboratory)

Development of basic language skills: listening, speaking, reading, and writing. Special emphasis on aural-oral proficiency.

RUSS 102 Elementary Russian II (CORE—Foundation)

Prerequisite, RUSS 101 or permission of the department chair.

(Course is offered as needed/3 credits/3 class hours, use of language laboratory)

Continuation of RUSS 101.

RUSS 103 Intermediate Russian I

Prerequisite, RUSS 102. (First semester—2003/3 credits)

Further development of language skills with emphasis on reading and oral participation.

RUSS 104 Intermediate Russian II*Prerequisite, RUSS 103. (Second semester—2004/3 credits)*

Continuation of RUSS 103.

SOCIAL WORK MAJOR, B.A.

*Director: Joy Swanson Ernst***Please see page 256 for information on the Sociology and Social Work Department.**

The social work program is accredited for undergraduate social work education by the Council on Social Work Education. The social work major, based on a foundation in the liberal arts, provides professional preparation for employment in social work, social services, and other fields of human service. Graduates are prepared for generalist social work practice, useful in a variety of practice settings, including child welfare, corrections, community organization, mental health, family services, and health services.

Beyond the liberal arts core, students majoring in social work must complete courses in four basic sequences: human behavior and the social environment, social research, social policy and social service institutions, and social work methods. Particularly important is the field practicum during senior year, where students apply social work theories of practice and research in one of a variety of settings. Specific practice settings vary each year, but may include child welfare or adult care in county departments of social service, crisis care for abused women and children, family preservation services in private agencies, group care for middle school and high school age youth, school social work services, and residential and traditional mental health services. The choice of field setting is tailored to interests and learning needs of individual students. Often the field experience leads to employment upon graduation. In addition, successful completion of the undergraduate degree may result in advanced standing for graduate social work studies.

The College does not award credit through portfolio evaluation for social work courses. The program actively subscribes to Hood's policies regarding nondiscrimination and affirmative action.

REQUIREMENTS FOR THE MAJOR

The social work major requires foundation courses from a number of different liberal arts disciplines plus specialized social work courses, including one elective in social work and one from the list of recommended electives in a social or behavioral science. Many of the foundation courses meet Core Curriculum requirements. (Note: The Council on Social Work Education requires one semester of human biology, which is fulfilled at Hood with either BIOL 100 or BIOL 132. Coursework completed at other colleges will satisfy this requirement only if exclusively devoted to human biology.)

Foundation Courses

ANTH	201	Introduction to Anthropology
BIOL	132	Biology of Aging
ECON	200	Principles of Economics
PSY	101	Introduction to Psychology
SOC	101	Principles of Sociology
SOC	215	Social Problems
SOC	260	The Philosophy and Methods of Social Research
SOC	261	Quantitative Methods of Social Research
SOC	323	Ethnicity in America

Social Work Courses

SOWK	201	Introduction to Social Work and the Human Services
SOWK	301	Social Policy and Human Service Programs
SOWK	342	Social Work Methods I
SOWK	343	Human Behavior and the Social Environment I
SOWK	344	Human Behavior and the Social Environment II
SOWK	442	Social Work Methods II
SOWK	445, 446	Social Work Field Practice
SOWK	452	Seminar on the Social Work Profession

Social Work Electives

SOWK	214	Child Welfare: Policies and Services
SOWK	330	Social Work with Families
SOWK	333	The Fields of Social Service

Recommended Electives

PSY	208	Psychology of Adolescence
PY/SO	221	Social Gerontology
PSY	373	Psychology of Aging
PSY	431	Abnormal Psychology
SOC	253	Deviance and Social Control
SOC	300	Social Inequality
SOC	311	Sociology of Gender: Sexuality

SCREENING FOR SOCIAL WORK MAJOR

Students wishing to major in social work must apply for and be accepted into the program in order to formally declare the major. Each spring, assessment of student qualifications is conducted by the social work faculty and members of the program's advisory committee. Each student must have completed SOWK 201 with a grade of C+ or better and have an overall minimum G.P.A. of at least 2.5. Students are evaluated on the basis of their emotional maturity and stability, as evidenced by a personal statement, an in-person interview, and an evaluation by a supervisor for the volunteer experience (required for SOWK 201). Students who do not wish to major in social work or who are not accepted into the program may choose the minor, Pre-professional Practice in Social Work.

SOCIAL WORK, PRE-PROFESSIONAL PRACTICE, MINOR

Coordinator: Joy Swanson Ernst

The social work minor offers students in related majors (such as sociology, psychology, law and society, and education) an introduction to the methods and theory of social work practice. It enhances students' understanding of human behavior and social policy, and teaches intervention strategies designed to enhance functioning of individuals, families, groups, and communities.

REQUIREMENTS FOR THE MINOR

SOWK 201	Introduction to Social Work and Human Services
SOWK 301	Social Policy and Human Service Programs
SOWK 342	Social Work Methods I
SOWK 343	Human Behavior and the Social Environment I
SOWK 344	Human Behavior and the Social Environment II

SOCIAL WORK COURSES

Credit may not be earned through portfolio evaluation for courses in social work.

SOWK 201 Introduction to Social Work and the Human Services

Prerequisite, None. Participation in 40 hours of volunteer service is required to reinforce the course material. (First semester/4 credits)

This course is designed to introduce students to the helping process in social work and to the knowledge, values, and skills upon which the process is based. Attention is given to those human services falling under the aegis of social work, the social welfare system and services to special populations. Emphasis is on awareness of human diversity and the importance of examining one's own values and attitudes.

SOWK 214 Child Welfare: Policies and Services

(Second semester/3 credits)

This course provides an overview of public and private human service organizations that serve children and families. Social policies that affect the welfare of children, and the values upon which these policies are based, will be explored from an historical perspective.

SOWK 301 Social Policy and Human Service Programs

Prerequisites, SOWK 201, SOC 323, and ECON 200, junior standing, or permission of the instructor. (Second semester/3 credits)

This course will acquaint students with the fundamental concepts for analyzing public social welfare policy. The major public social welfare programs will be reviewed and analyzed. Perspectives on poverty in America will also be discussed.

SOWK 330 Social Work with Families

Prerequisite, SOWK 201 or permission of the instructor.

(First semester—2002, 2004/3 credits)

The course will offer a social work perspective of the family as a psychodynamic group system. The purpose of this course is to give the student an understanding of the various social work intervention approaches used in helping families.

SOWK 333 The Fields of Social Service

*Prerequisite, SOWK 201 or permission of the instructor.
(First semester—2003/3 credits)*

This course examines social work methods of intervention applicable to various social service settings, such as corrections, substance abuse, health, mental health, family violence, education, and elderly care. The course offering will examine the roles of the professional and the client in a specific social service setting. This course may be repeated for credit so long as the fields covered are different.

SOWK 342 Social Work Methods I

*Prerequisite, Junior or senior standing, SOWK 201, or permission of the instructor.
(Second semester/3 credits)*

This course is designed to equip students with the beginning generalist practice skills necessary for work with individuals. Included are techniques for engaging the client, developing and implementing a treatment plan, working with diverse populations, and the value of research in practice. The student will have the opportunity to apply these skills in the subsequent field practice courses.

SOWK 343 Human Behavior and the Social Environment I

Prerequisites, Junior or senior standing, SOC 101, PSY 101, and BIOL 100 or 222 or permission of the instructor. (First semester/3 credits)

This course encompasses an overview and assessment of theories of human behavior as they relate to the development of individuals from infancy through adolescence. The focus is upon the interplay of biological, psychological, and sociocultural factors as they affect and are affected by human behavior, and upon the social systems that influence and are impacted by this development.

SOWK 344 Human Behavior and the Social Environment II

Prerequisite, SOWK 343 or permission of the instructor. (Second semester/3 credits)

This course provides a continuation of the study of theories of human behavior as related to the development of individuals from young adulthood through the aging process. Continued focus on the interplay of biological, psychological, and sociocultural factors and on the implications of this interplay for social work practice with adults and the elderly. Emphasis is placed on significant social systems in adult development.

SOWK 370 Social Work Practicum

*Prerequisites, SOWK 201, 301, 342 and permission of the department faculty.
(Either semester/3 credits)*

This practicum provides 120 hours of on-site work experience. Students work under the supervision of experienced, professional personnel in a human service agency. Not open to social work majors.

SOWK 375 Independent Study

Prerequisites, SOWK 201, 6 additional credits in social work, and permission of the instructor. (Either semester/1, 2, or 3 credits)

Reading and/or research in a selected field of social work will be required. Each student must submit a typed proposal to the independent study instructor prior to course registration.

SOWK 442 Social Work Methods II

Prerequisite, SOWK 342 or permission of the instructor. (First semester/3 credits)

Techniques of intervention with families, groups, organizations, and communities will be examined. Case examples from students' practice experiences will be utilized. Models of social work practice in micro- and macro-systems will be explored and critically evaluated.

SOWK 445 and 446 Social Work Field Practice

Prerequisites, Senior standing, SOWK 201, 301, 342 and formal acceptance into the Social Work Program (Both semesters/6 credits each)

This fieldwork experience in a social service setting emphasizes application of social work theories, methods and techniques. Students work under the supervision of experienced professional personnel. Two-hundred forty hours of fieldwork and weekly seminar meetings are required for each semester. Grading is on a satisfactory/unsatisfactory basis.

SOWK 452 Seminar on the Social Work Profession

Prerequisite, Formal acceptance into the Social Work Program, senior standing and completion of the major requirements through SOWK 445. (Second semester/3 credits)
 This seminar addresses the issues and problems confronting the social work community. Students are encouraged to view social work practice, the profession, and social welfare services from a variety of provocative perspectives. The seminar completes the student's training in the program.

Sociology and Social Work Department

Professors: Purnima Bhatt, Roger Reitman (chair), Kerry Strand; *Associate Professor:* Shannon Griffiths; *Assistant Professors:* Teresa Ankney, Joy Swanson Ernst

The Department offers three majors—sociology, social work, and law and society—and minors in sociology, social work, pre-professional practice in social work, and social science research (which department majors may take as a concentration within their major field). In addition, courses are offered in anthropology and the Department offers many of the courses recommended for the minor in gerontology.

Facilities: Facilities include a library collection, the Center for Social Science Research, and access to computer terminals.

Programs offered:

- Sociology Major (B.A.)
- Social Work Major (B.A.)
- Law and Society (B.A.)
- Pre-Professional Practice in Social Work Minor
- Social Science Research Minor/Concentration
- Sociology Minor

SOCIOLOGY MAJOR, B.A.

Sociology is the study of social life and the forms and consequences of human interaction. Students who major in sociology are prepared for a wide range of careers in areas such as social action, social research, human service, and administration in government agencies, schools, businesses, nonprofit organizations, and social agencies. Many sociology majors continue their education and pursue such professions as city and community planning, research, politics, social policy administration, criminology, law, social work, and higher education.

The sociology major provides a strong foundation in sociological theory and research skills. Students also may take elective courses in a variety of more specialized subjects, such as social problems, gender, social inequality, ethnicity, and deviant behavior.

Many sociology majors undertake an internship or independent study as part of their program. Students have received credit for internships in government agencies, courts, law firms, political campaigns, women's organizations, school systems, group homes for delinquents, research firms, and health care agencies. Internships are individually arranged for students with specialized interests and career plans.

REQUIREMENTS FOR THE MAJOR

The sociology major requires a minimum of 27 and a maximum of 60 credits in sociology.

The following sociology courses are required:

SOC	101	Principles of Sociology
SOC	259	Sociological Theory
SOC	260	The Philosophy and Methods of Social Research (<i>or</i> PSCI 205)
SOC	261	Quantitative Methods of Social Research (<i>or</i> PSY 211 <i>or</i> MATH 112)
SOC	470	Seminar in Sociology
SOC	472	Practicum in Social Research I
SOC	482	Practicum of Social Research II

To complete the requirements, students may select from among a number of different elective courses in sociology.

SOCIAL SCIENCE RESEARCH MINOR/Concentration

Coordinator: Kerry Strand

This minor can be combined with majors outside the department or can be taken as a concentration by students majoring in social work or law and society. It requires 15 credits of course work in sociology/social science. It is designed to provide students in social sciences and fields that use social science research methods (such as education, social work, management, and communication arts) with research skills that are useful in a wide variety of job settings, including human services, education, media, marketing, politics, social action, and health-related organizations.

Students who complete the minor/concentration meet practicum requirements (SOC 472 and SOC 482) by working on a collaborative, community-based research project.

The following courses are required:

SOC	260	The Philosophy and Methods of Social Research (<i>or</i> PSCI 205)
SOC	261	Quantitative Methods of Social Research (<i>or</i> PSY 211 <i>or</i> MATH 112)
SOC	472	Practicum in Social Research I
SOC	482	Practicum in Social Research II

One of the following is also required:

ANTH	201	Introduction to Anthropology
ECON	200	Principles of Economics
ECON	205	Principles of Macroeconomics
PSCI	203	Introduction to U.S. Politics and Policy
PSCI	230	Law and Society
SOC	101	Principles of Sociology

SOCIOLOGY MINOR

Coordinator: Kerry Strand

The sociology minor offers students a systematic introduction to the theoretical and methodological bases of the discipline and, at the same time, contributes to their ability to look at human problems and the human condition analytically; to understand important features of the society in which they live; and to think and communicate logically and clearly.

REQUIREMENTS FOR THE MINOR

SOC	101	Principles of Sociology
SOC	260	The Philosophy and Methods of Social Research (<i>or</i> PSCI 205)
SOC	259	Sociological Theory
Any two additional courses in Sociology.		

SOCIOLOGY COURSES

SOC 101 Principles of Sociology (CORE—*Social and Behavioral Analysis*)

Open to all students. Credit by exam. (Either semester/3 credits)

Fundamental sociological perspectives, processes, concepts, and issues. Overview of the study of social structure, social organization, social institutions, social interaction, inequality, culture, and social change.

PS/SO 201 Urban Life in the Developing World

(Second semester—2004, 2006/3 credits)

An interdisciplinary introduction to the central economic, geographical, political, and social dynamics that influence the nature of urbanization and urban life in the developing world. Main themes include family life, gender dynamics, urban-rural tensions, and the influence of international economic forces in shaping this urbanization. Specific policy challenges such as health, housing, employment, and the environment will receive attention. Case studies of cities in Africa, Asia, and/or Latin America will be used.

SOC 215 Social Problems (CORE—*Social and Behavioral Analysis*)

(Either semester/3 credits)

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment, inequality, crime, and the quality of education and work and family life. Includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

PY/SO 221 Social Gerontology

Prerequisite, PSY 101 or SOC 201. (Second semester/3 credits)

A study of the social aspects of aging. This course explores the role of aged individuals within society and the influence society has on them. Topics include health, income, housing, family relationships, retirement, leisure, and institutionalization.

SOC 253 Deviance and Social Control

Prerequisite, SOC 101 or permission of the instructor: (First semester/3 credits)

An examination of major approaches to defining and explaining non-normative behavior. Analysis includes the social contexts in which behavior, individuals, and groups come to be identified as deviant as well as the influence of historical and political climates on definitions of deviance. Attention is given to the social control of deviance and deviants and the individual consequences of being labeled deviant.

SOC 259 Sociological Theory

Prerequisite, SOC 101. (First semester/3 credits)

An examination of the roots and development of the most important classical thinkers in sociology. The major emphasis in the course will be on Marx, Durkheim, and Weber.

SOC 260 The Philosophy and Methods of Social Research

Prerequisite, 3 credits of social science or permission of the instructor: (First semester/3 credits)

An introduction to the philosophy, logic, and basic research methods of the social sciences. Includes an examination of the fundamental ideas and principles underlying the scientific study of human behavior as well as a survey of the research designs and techniques commonly used in social research: experiments, questionnaires, interviews, observations, case studies, evaluation research, and content analysis.

SOC 261 Quantitative Methods of Social Research (CORE w/CSCI 181—

Foundation) *Prerequisite, MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the instructor. One hour of required lab. (Second semester/3 credits)*

Survey of basic statistical methods most applicable to analysis of social science data, including descriptive and inferential methods, graphing, development of facility in reading tabular material, and application of design to quantitative methods. Includes an introduction to computers for analysis of data.

SOC 300 Social Inequality

Prerequisite, SOC 101. (Second semester—2004, 2006/3 credits)

A systematic and analytical examination of the organization of social inequality in society. Major theoretical and research problems in the study of stratification; the forms and functions, characteristics, correlates, and consequences of stratification; the distribution of wealth and power; and the relationship of social stratification to social mobility, ideology, and societal institutions. Includes an assessment of social inequality in terms of race, class, status, ethnicity, religion, and sex.

SOC 303–310 Topics in Sociology

Prerequisite, SOC 101. (Second semester—2003, 2005/3 credits)

An examination of relevant concepts, issues, theories, and research literature pertaining to a selected substantive area in sociology. May be repeated for credit as topics vary.

SOC 311 Sociology of Gender

Prerequisites, SOC 101. (Second semester/3 credits)

The first part of this course focuses on the principles, theories, concepts, and research on gender and gender relations in the U.S. The second part of the course will vary. Topics may include: gender and work; gender and development; sexuality; family; the social construction of gender; feminist theory; the intersection of gender, race and class; and gender in a comparative perspective.

SOC 323 Ethnicity in America (CORE—Western Civilization)

(Either semester/3 credits)

A survey of the status and treatment of ethnic groups in the United States: patterns of dominant and subordinate relations; prejudice and discrimination, historical and current problems, demographic and social background, political and social policies.

SOC 330 Sociology of Law

Prerequisites, SOC 101 and PSCI 230, or permission of the instructor.

(Second semester—2004, 2006/3 credits)

This course introduces and explores the economic, political, and social foundations of law, the study of crime, criminals and criminality, and the foundations and operations of formal systems of crime and criminal control. Emphasis will be on explanations of social order, the history of criminal law, and critical socio-political analysis of law. The impact of the legal system on society and the individual will be explored. Cross-cultural approaches to rule and law creation and enforcement will be included.

SOC 332 Sociology of Development

Prerequisite, SOC 101. (First semester—2003, 2005/3 credits)

The course will analyze development from a sociological perspective. The first section of the course will summarize the dominant theories of development. The second part of the course will focus on the relationship between developed and non-developed societies, the socio-cultural forces in non-developed societies that facilitate or retard development, and alternative approaches to solving problems that confront non-developed societies.

SOC 335 Undergraduate Teaching Assistantships

Prerequisites, Senior major in sociology, and permission of the instructor of SOC 101.

(Either semester/2 credits)

A few senior sociology majors may serve as teaching assistants for SOC 101. They will function as discussion leaders for small groups of students, attend SOC 101 classes, give and aid in grading tests, show films, tutor students, and participate in periodic conferences with the instructor and other teaching assistants. Grading is on a satisfactory/unsatisfactory basis.

SOC 375 Independent Study

Prerequisites, 6 credits in sociology and permission of the instructor.

(Either semester/1, 2, or 3 credits)

Reading and/or research in a selected field of sociology.

SOC 399 Internship

Prerequisites, 12 hours of sociology and permission of the department.

(Either semester/3 to 15 credits)

Participation in a social action, research, advocacy, human service or other organization related to student's interests and/or career goals. Site approval and components of each student's internship must be approved by and coordinated with the department faculty.

SOC 470 Seminar in Sociology

Prerequisites, SOC 101, SOC 259, and SOC 260. (Second semester/3 credits)

This is a capstone course required of all sociology majors. Through the use of several texts, the course will analyze issues, debates, and controversies in sociology. The topics and texts will vary.

SOC 472 Practicum in Social Research I

Prerequisites, A course in social or behavioral research methods and a course in statistics or permission of the instructor. (First semester/3 credits)

Advanced strategies and techniques of social science research, with a focus on research design, sampling, and data collection. Students assume major responsibility in the Center for Community Research working with community members on applied research projects that meet community needs.

SOC 482 Practicum in Social Research II

Prerequisite, SOC 472 or permission of the instructor. (Second semester/3 credits)

Advanced strategies and techniques of social science research, with a focus on data analysis and interpretation, report writing, and the implications of research findings for social policy and social action. Students assume major responsibility in the Center for Community Research, working with community members on applied research projects that meet community needs.

SOUTH AND SOUTHEAST ASIAN STUDIES MINOR

The minor in South and Southeast Asian Studies is interdisciplinary and is offered jointly by the Departments of History and Political Science, of Economics and Management, and of Religion and Philosophy. It offers the opportunity to put together an interdisciplinary program that surveys this important area of the world. The program gives students a basic understanding of the traditional cultures and an introduction to the contemporary situation in South and Southeast Asia.

REQUIREMENTS FOR THE MINOR

HIST	238	Contemporary Southeast Asia
ITLS	301	Culture of India
PL/RL	301	Indian Thought

One of the following:

ITLS	300	Cultures of the Middle East
ITLS	302	Culture of China

One of the following:

ECON	324	International Economics
HIST	353	United States Diplomatic History: America in Vietnam from Truman to Nixon
PSCI	323	Politics of the Third World

SPANISH MAJOR, B.A.

Please see page 170 for information on the Foreign Languages and Literature Department.

The Department of Foreign Languages and Literatures offers a major in Spanish that, in addition to providing a deep understanding of the Spanish language and culture, gives a new perspective on the English language and American culture. The major also prepares students for graduate studies or for careers in teaching, government, business, industry, and international organizations.

Spanish majors must spend a semester in a Spanish-speaking country or live for two years in the Spanish House, a small residence on campus where Spanish is spoken. This residence is under the leadership of a young Spanish or Spanish-American woman.

Internships are available for qualified Spanish majors. Recent internship sites have included the Organization of American States, the Mexican Embassy, the National Association of Cuban American Women, The Maryland Governor's Commission on Hispanic Affairs, AYUDA in the nearby Washington, D.C., area and the Servicios Industriales Peñoles in Mexico.

For nonlanguage majors, the Department offers a program leading to a Certificate of Proficiency in Spanish.

PLACEMENT EXAMINATIONS

Online advanced placement in Spanish is available to incoming freshmen. Before registration, freshmen should arrange to take the Department's placement examination. Those who place in the 103 section of their intended language will receive 3 additional credits; those who place in 203 or a civilization course of their intended language will receive 6 additional credits; and those who place in 207, 208, or a 300-level course will receive 9 additional credits. In all cases, students will receive the extra credits only if they enroll in one of these courses within the first semester at Hood and complete it with a grade of C or better. Students who have completed college-level language courses are ineligible to earn additional credits for these courses.

RECOMMENDED SCHEDULE

It is recommended that students intending to major in a language take the following courses in their intended language no later than their sophomore year: 203, 204, 207, and 208. To prepare for graduate school and certain careers, a second foreign language is recommended, but students may not study two languages at the beginning level simultaneously.

REQUIREMENTS FOR THE MAJOR

Spanish majors are required to take 27 credits in Spanish at the 200-level or above; they may take a maximum of 60 credits in Spanish including 100-level courses. (Students who transfer to Hood in their junior year intending to major in Spanish must be qualified to enroll in courses at the 200-level or above.) Majors must take the following Spanish courses:

SPAN	203	Spanish Conversation and Composition
SPAN	204	Spanish Culture and Civilization
SPAN	207, 208	Cultural Perspectives on Spanish Literature I, II
SPAN	230	Phonetics and Diction
SPAN	315	Advanced Composition

9 additional credits in Spanish or Latin American literature at the 300-level or above

SECONDARY EDUCATION CERTIFICATION

Spanish majors also may wish to obtain certification to teach Spanish at the secondary level. Students in the secondary education program receive certification to teach in Maryland upon graduation, as well as reciprocity for teaching in certain other states.

Students must complete the requirements for the Spanish major.

In addition, they must meet the requirements specified under Education, Secondary Education Certification.

SPANISH MINOR

Coordinator: Roser Caminals-Heath

A Spanish minor offers students an understanding of the Spanish language and culture. Students who minor in Spanish must take a minimum of 15 credits in Spanish at or above the 200-level.

REQUIREMENTS FOR THE MINOR

- | | | |
|------|-----|---|
| SPAN | 203 | Spanish Conversation and Composition |
| SPAN | 207 | Cultural Perspectives on Spanish Literature I <i>or</i> |
| | | SPAN 208 Cultural Perspectives on Spanish Literature II |
- One Spanish civilization course
 - One 300-level Spanish course
 - One 200-level or above Spanish course of your choice.

SPANISH CERTIFICATE OF PROFICIENCY— NONMAJORS

The Department of Foreign Languages and Literatures offers programs leading to the Certificate of Proficiency in French, German, or Spanish for which students are required to: 1) complete a minimum of 15 credits beyond the intermediate level; and, 2) pass an oral and written examination.

When students have completed these requirements, the department notifies the Registrar, so that this fact will be entered on the student's academic record, and presents the student with an official statement recognizing the successful demonstration of language proficiency.

This official statement, which gives recognition to performance capability in a language, may be earned by any student at Hood who meets the requirements.

SPANISH COURSES

All courses are conducted in Spanish. Students must earn a grade of C or better in the previous course in order to enroll in any 200-level course.

SPAN 101 Elementary Spanish I (CORE—Foundation)

(First semester/4 credits/5 class hours, use of language laboratory)

Development of the basic language skills: listening, speaking, reading, and writing. Special emphasis on aural-oral proficiency.

SPAN 102 Elementary Spanish II (CORE—Foundation)

Prerequisite, SPAN 101 or permission of the department chair. Credit by exam.

(Second semester/4 credits/5 class hours, use of language laboratory)

Continuation of SPAN 101.

SPAN 103 Intermediate Spanish I

Prerequisite, SPAN 102 or satisfactory performance in placement examination or permission of department chair. Credit by exam.

(First semester/3 credits/3 class hours, use of language laboratory)

Further development of language skills with emphasis on reading and oral participation.

SPAN 104 Intermediate Spanish II

Prerequisite, SPAN 103 or permission of department chair. Credit by exam.

(Second semester/3 credits/3 class hours, use of language laboratory)

Continuation of SPAN 103.

SPAN 203 Spanish Conversation and Composition

Prerequisite, SPAN 104 or satisfactory performance on placement examination or permission of the department chair. Credit by exam. (First semester/3 credits)

Concentration on writing, conversation, and structural difficulties. Reading and discussion of cultural materials of an interdisciplinary nature. Weekly written compositions.

SPAN 204 Spanish Culture and Civilization

Prerequisite, SPAN 203 or permission of the department chair. (Second semester/3 credits)

Introduction to Spanish civilization: study of the cultural features of the Spanish language and the social, cultural, and intellectual life of the Spanish people. Discussion and weekly written assignments.

SPAN 207 Cultural Perspectives on Spanish Literature I (CORE—Literature)

Prerequisite, SPAN 104 or satisfactory performance on placement examination or permission of the department chair. (First semester/3 credits)

An introductory course that examines texts by major Spanish writers from the Middle Ages to the Siglo de Oro. Illustrated lectures, films and selected documents of and on the period will provide the cultural background required to understand the issues found in the texts and will connect them to social, philosophical and aesthetic movements.

SPAN 208 Cultural Perspectives on Spanish Literature II (CORE—Literature)

Prerequisite, SPAN 207 or permission of the department chair. (Second semester/3 credits)

An introductory course that analyzes literary genres and examines major Spanish texts from the Siglo de Oro through the nineteenth century. Illustrated lectures, films, and selected documents of the period will provide the cultural background required to understand the issues found in the texts and will connect them to social, philosophical and aesthetic movements.

SPAN 215 Hispanic and Latino Film

Prerequisite, SPAN 203 or satisfactory performance in placement examinations or permission of the department chair. (Either semester/3 credits)

A selection of feature films and documentaries from Latin America, Spain and the U.S. These films will be discussed as social texts which articulate through different genres and epochs crucial issues of national identity, violence, repression, north/south relations, gender and memory as a collective reconstruction of the past. Directors such as Solanas, Subiela, Bemberg (Argentina), Gutiérrez Alea (Cuba), Almodóvar (Spain), and Rodríguez (U.S. Latino). Directors may vary.

SPAN 220 Latin America Today

Prerequisite, SPAN 104 or satisfactory performance in placement examination or permission of the department chair. (Either semester/3 credits)

A look at Latin America as it is today: historical, social, economic, and geographical factors that are shaping the different countries and their people.

SPAN 230 Phonetics and Diction

Prerequisite, SPAN 104 or permission of the department chair. (Either semester/3 credits)

Study of the basic phonological structure of Spanish. Corrective drill in pronunciation, rhythm, and intonation. Practice in the oral interpretation of Spanish prose, poetry, and drama. Regional accents and other aspects of the spoken language.

SPAN 240 Latin American Literature and Popular Culture

Prerequisite, SPAN 203 or satisfactory performance in placement examination or permission of the department chair. (Either semester/3 credits)

A survey of the main trends in literary and popular culture from the twentieth century. A close reading of the texts which constituted the foundation of our literary historiography from Modernism to Postmodernism. Discussion of the region's key concepts: transculturation, "magical realism/marvelous real," "Boom and Postboom," "testimonio," and the new (not so new) historical novel.

SPAN 315 Advanced Composition

Prerequisites, SPAN 204 and at least 6 additional credits at the 200-level, or permission of the department chair. (Either semester/3 credits)

Development of proficiency in writing Spanish, with emphasis on the contrastive aspects of English and Spanish structure. Special attention to style and to the idiomatic use of language. Introduction to translation. Weekly compositions or translations.

SPAN 321 Twentieth Century Spanish Literature (CORE—Western Civilization)

Prerequisite, SPAN 208 or permission of the department chair. (Either semester—Course is offered every third year/1 credit for student teachers or 3 credits for other students)

Study of selected works from the Generation of 1898 to the present. Unamuno, Ortega, Machado, Baroja, Jiménez, García Lorca, Cela, Otero, Matute, and others.

SPAN 333 Latin American Poetry

Prerequisite, SPAN 208 or permission of the department chair. (Either semester—Course is offered as needed/1 credit for student teachers or 3 credits for other students)

Study of selected poetry, essay, and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli, and Octavio Paz.

SPAN 335 Teaching Assistantship in Spanish

(Either semester/1, 2, or 3 credits)

An opportunity for qualified seniors to conduct practice sessions, tutor students, and/or administer examinations in specified 100- and 200-level courses. Students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

SPAN 336 Latin American Fiction (CORE—Western Civilization)

Prerequisite, SPAN 208 or permission of the department chair. (Either semester/3 credits)
Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato, and other major writers.

SPAN 343 Spanish Theater (CORE—Western Civilization)

Prerequisite, SPAN 207 or 208 or permission of the department chair. (Either semester; offered every third year/3 credits)
Study of the development of Spanish drama and its changing styles and themes including plays by Lope de Vega, Calderón, Tirso de Molina, Alarcón, Cervantes, Zorrilla, Benavente, and García Lorca.

SPAN 375 Independent Study in Spanish

Prerequisites, Permission of the instructor and the department chair. (Either semester/1, 2, or 3 credits)
Study of a selected subject. Conferences and reports.

SPAN 399 Internship in Spanish

Prerequisite, Open to junior and senior majors, with permission of the department chair. (Either semester/3 to 9 credits)
Supervised work in a governmental or international agency, in industry, or other appropriate settings involving Spanish-speaking people.

SPAN 440 Heroes and Antiheroes: The Spanish Novel (CORE—Western Civilization)

Prerequisites, SPAN 207 or 208 or permission of the department chair. (Either semester; offered every third year/3 credits)
A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the nineteenth century realists.

SPAN 470 Seminar

Prerequisite, 12 credits in Spanish above the intermediate level. (Either semester—Course is offered as needed/3 credits)
A study in depth of a subject selected according to the special interests of the students and those of the faculty.

WOMEN'S STUDIES MINOR

Coordinator: Shannon Griffiths

The Women's Studies minor is an interdisciplinary, 15-credit program that allows the student to study women and issues of gender from a variety of perspectives. Before proceeding to further study in the minor, students are expected to complete the foundations course, WMST 200 Method in Women's Studies. Subsequent courses in the minor should be chosen in consultation with the student's adviser in a pattern that suits the student's particular interests and needs.

REQUIREMENTS FOR THE MINOR

WMST 200 Method in Women's Studies

Select four of the following courses:

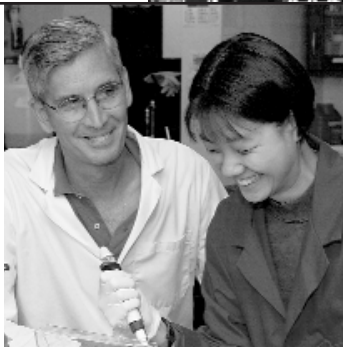
AFAM	470	African American Feminist Thought
AN/HS	299	Special Topics: Women in Developing Nations
ECON	320	Women in the World Economy
ENGL	271	Studies in the Nineteenth and Twentieth Century Novel: Portraits of Women
ENGL	278	The Woman in the Poem
FREN	215	Women as Heroine in Recent French and American Film
FREN	320	Francophone Women Writers
HIST	210	Women in Twentieth Century America
HS/PS	245	Global Perspectives on Women, Power, and Politics
HIST	311	Women in the Ancient World
HIST	312	Women in Medieval Europe
HON	301	Images of Women
HON	312	Re-visioning Motherhood in Modern Western Culture
PE	227	Health Maintenance: Women's Health— Women's Choices
PSCI	336	Gender-Based Discrimination
PSY	206	Psychology of Women
SOC	311	Sociology of Gender

WOMEN'S STUDIES COURSE

WMST 200 Method in Women's Studies (CORE—*Social and Behavioral Analysis/Historical Analysis*) (Course is offered as needed/3 credits)

This course will explore the method by which the status, roles, and experiences of women in history and society may be defined, primarily in the American but also in cross-cultural perspective.

Graduate Studies



Graduate Studies

The mission of the Graduate School at Hood College is to provide post-baccalaureate study in discipline-based and professional-based master's degree programs. The Graduate School promotes professional expertise in an academic environment that encourages the scholarship of teaching, discovery, application, and integration of knowledge.

Graduate students most often choose Hood College because of its reputation for preparing students for professional success. The College offers graduate programs leading to the Master of Arts, Master of Science, and Master of Business Administration degrees. Programs are listed in the *Guide to Graduate Studies* on page 272.

Hood's graduate programs are designed for the student who seeks career advancement or career change. They offer excellent preparation both to students who intend to continue their studies at the doctoral or professional degree level and to students who plan to apply their new knowledge and skills in the workplace.

Graduate programs at Hood College reflect the job requirements of regional employers. Hood's graduate programs benefit from the College's strong connections to regional businesses, research laboratories, high technology firms, government agencies, and educational organizations. Hood faculty work with professional advisory groups to make certain that the curriculum reflects both state-of-the-art theoretical knowledge and the reality of current practice.

The Hood faculty are excellent teachers and well-regarded scholars. The key to a truly outstanding education is excellent teaching. Hood's faculty are teachers and scholars, selected both for their skill as teachers and for their knowledge of and interest in the discipline they teach. Virtually all are involved in independent professional research and scholarly work, as well as projects undertaken with graduate students.

In addition, many Hood graduate courses are taught by scientists, researchers, business leaders, educators, and policy leaders from companies and organizations in the region.

Hood's powerful mix of outstanding full-time faculty members and adjunct faculty specialists results in graduate programs of exceptional breadth and depth of instruction.

Hood's graduate programs are extensions of strong and high-quality undergraduate programs. Over the past two decades, Hood has developed graduate programs in disciplines where there are particularly strong undergraduate majors. The same excellent faculty and academic resources that make Hood's undergraduate programs in these areas distinctive have formed the basis for the graduate programs. And the same experienced faculty members who have contributed to the College's national reputation as a school for undergraduates have developed, and teach in, these graduate programs.

Hood College's Graduate School is coeducational. Enrollment in Hood's graduate programs is about 60 percent women and 40 percent men. Housing on campus for graduate students is not available.

A Hood College graduate degree is an excellent investment in your future. The cost to enroll in Hood's graduate programs is competitive with colleges and universities in the region. However, the value of a Hood degree is greater than simply the dollars invested; Hood's excellent reputation among employers in the region adds significantly to the currency of the Hood degree.

Hood's graduate programs are designed for working adults. Hood offers strong, well-regarded academic programs, convenient scheduling and access to classes and services, and individual attention. The majority of graduate students are part-time (enrolled for three to six credits a semester), but with careful planning, full-time status is possible in most programs.

Full-time status for graduate students requires registration in nine credits of academic coursework each semester and six credits in the summer session. Graduate students have seven years in which to complete their degrees. Classes are scheduled during late afternoon and evening. Services—such as registration and advising—are available during evening hours.

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Graduate Admission

ENTRANCE CRITERIA

To be considered for admission to graduate study, the applicant must hold a bachelor's degree from a regionally accredited college or university with at least a 2.5 cumulative grade point average on completed undergraduate work and meet specified program requirements in a discipline of study.

Some programs have additional admission requirements. Please check for special requirements listed in the sections of this catalog describing the programs.

International students must have transcripts from foreign institutions evaluated by a certified organization, such as World Educational Services. The official letter of evaluation serves to replace official copies of the student's transcript. Special requirements for international students are listed in the section titled International Students.

Students are admitted on a degree, nondegree, special, or audit basis. Audit students receive no grade or credit for the coursework.

PROCEDURE FOR APPLYING

Application forms are available in the Graduate School Office. An application form may also be secured by writing the Graduate School; by telephoning 301-696-3600, 800-922-1599; by faxing 301-696-3597; or by using the Internet: hoodgrad@hood.edu or www.hood.edu.

The completed application for admission and a \$30 non-refundable application fee should be submitted to the Graduate School, Hood College, 401 Rosemont Avenue, Frederick, Maryland 21701-8575. Checks or money orders should be made payable to Hood College.

The applicant must arrange to have two copies of the official transcripts of all undergraduate work sent directly to the Graduate School from the appropriate institutional registrar(s). Students who have completed graduate degrees elsewhere should have two copies of the official transcript of their graduate work sent to the Graduate School. A student who has completed a graduate degree, and submits a transcript confirming this, does not need to submit an undergraduate transcript. Student copies and hand-carried copies of transcripts will not be accepted. Students will not be permitted to begin coursework prior to the receipt of official transcripts.

The Graduate School operates under a policy of rolling admissions; however, applications must be received in the Graduate School Office at least two weeks before the beginning of a semester to be assured of consideration for admission to the upcoming semester. Applicants are urged to initiate a formal application as far in advance as possible of the semester or summer term in

which they plan to enroll to ensure admission to courses. Applicants may register for courses only after they have submitted their transcripts and have been approved for admission.

All documents sent as part of the application for admission become the property of Hood College. Under no circumstance will they be duplicated, returned to the applicant, or forwarded to any other college, university, individual, or agency. These documents will not be available to any person who is not involved in the admissions process, with the exception of the academic adviser. Copies of transcripts and other relevant academic information will be released to the academic adviser.

The Dean of the Graduate School will notify the applicant of the admissions decision.

After being admitted to graduate study, the student is asked to complete a Personal Data Form. Information on this form is needed for institutional research and for federal and state reporting purposes.

The Application for Admission and undergraduate transcripts will be held until the student registers to take classes or until three years have expired. A student who has not taken a graduate course and whose application exceeds the three-year limit will be required to reapply, arrange to have undergraduate transcripts sent to the College, and pay the application fee again.

TRANSFER OF CREDIT FOR PRIOR WORK

For transfer of prior graduate coursework, please refer to *Transfer of Credit for Prior Work* on page 285.

INTERNATIONAL STUDENTS

The graduate programs require that a student whose native language is not English take the Test of English as a Foreign Language (TOEFL) administered through the Educational Testing Service of Princeton, New Jersey. An international student may not register for classes until an official report of the TOEFL score is on file in the Graduate School Office. The following requirements are necessary for international students entering any graduate degree program: **1**) a minimum TOEFL score of 231 computer-based scale (575 former scale), **2**) a minimum of 18 computer-based TOEFL (50 on the former scale) on each individual section, and, **3**) a score greater than 4.0 on the essay rating. Any student whose native language is not English and has completed a baccalaureate in the United States will either supply a TOEFL score or will have a waiver from the academic department to which she/he is applying.

International students must have transcripts evaluated by a certified organization, such as World Educational Services. The official letter of evaluation serves to replace official copies of the student's transcript.

Almost all of our students work full time and attend classes in the evenings. All courses that are offered exclusively to graduate students are conducted during evening hours. It is not possible to earn a graduate degree during daytime hours at Hood College. It usually takes two or more years of part-time study to earn a master's degree.

International students who plan to attend on a full-time basis must be aware of these conditions. International students with student visas must pursue nine hours of credit each semester to be considered full-time graduate students. The number of programs that offer enough courses for a full-time load during every semester is limited.

International applicants must arrange for financial support from their governments, from international organizations, or from personal and family resources. We estimate the costs for one year of graduate study at Hood College to be approximately \$22,200 in U.S. funds. This includes tuition, fees, books, lodging, food, clothing, transportation, and incidental expenses.

It is incumbent upon all students to understand that the academic standards of the graduate programs at Hood College are applied equally to all students without regard to written, oral, or semantic capabilities in English. Thus, all prospective students should consider their competency in English with care. The Office of International Student Programs offers support services and programs to help students with personal, academic, and practical concerns.

ENGLISH AS A SECOND LANGUAGE

Academic Services offers an English as a Second Language (ESL) course for non-native speakers who

- score between 173 and 213 on the computer-based TOEFL examination (500 to 550 on the former scale)
- rank at or above 4.0 on the essay section of the TOEFL.

The course, ENGL 090, focuses primarily on advanced-level academic writing and therefore is most suitable for students able to carry a full-time course load while simultaneously enhancing English composition skills.

HOUSING

The College does not provide housing for graduate students. All graduate students must make arrangements for their own housing. Generally, housing is available in the area.

VISITING GRADUATE STUDENTS

Holding the Ph.D.

Persons holding the Ph.D. degree and wishing to take graduate courses must follow the complete application and registration procedure. However, a letter from the student's employer acknowledging that the visiting student

holds the Ph.D. degree will be accepted in lieu of transcripts as part of the application procedure. Those individuals who wish to pursue a master's degree must submit official transcripts.

Enrolled at other graduate institutions

Some students who are enrolled at other graduate institutions may wish to take one or more graduate courses at Hood College. Those students must follow the complete application and registration procedure. However, in lieu of transcripts and as part of the application procedure, a letter from the student's adviser (or the dean) of the sending institution will be accepted. Such a letter should indicate that the student is in good standing and that "visiting student status" is requested.

Graduate Tuition and Financial Arrangements

TUITION, FEES, AND OTHER CHARGES FOR THE 2002-2003 ACADEMIC YEAR

Tuition: \$325 per credit

Audit: \$162.50 per credit

Application fee: \$30

Biology Lab fee: \$50

Comprehensive fee: \$20 per term

Approximate thesis binding fee: \$15

Parking fee: Full-time students: \$30 for a two-year permit; \$15 for a one-year permit. Part-time students: \$18 for a two-year permit; \$9 for a one-year permit.

TUITION PAYMENT METHODS

Payment of tuition in full is due at the time of registration. If this causes undue hardship, payment terms may be arranged through the Accounting Office in Alumnae Hall. When a student who is paying in installments withdraws from a course, she or he is liable for any deferred tuition payments in accordance with the refund policy. There will be a 10 percent late fee for all amounts deferred after the close of the registration period.

MasterCard and VISA credit cards will be accepted for payment of tuition, fees, and bookstore charges.

EMPLOYER TUITION REIMBURSEMENT

The Employer Tuition Reimbursement Contract allows a student, whose employer is reimbursing the tuition, to defer payment. Based on the amount to be deferred, a 10 percent deferral fee will be charged for the semester. Grades, transcripts, and future registrations are held until the account balance is paid in full.

FAMILY TUITION PLAN

Please see page 87 for information on the Family Tuition Plan.

FINANCIAL AID

Information regarding student loans is available from the Office of Financial Aid, located in Apple Academic Resource Center; telephone 301-696-3411. In order to be eligible for federal loans, a student must be accepted for enrollment in a degree program, take a minimum of 3 credits each semester, and be making normal progress toward a degree from Hood (completion of a minimum of 75 percent of the courses attempted and meet the grade point average requirements described in *Graduate Academic Policies*). To apply for a federal loan, a student must complete both a Free Application for Federal Student Aid (FAFSA) and the Hood Graduate Financial Aid Application.

International students, although not eligible for federal loans, may apply for loan assistance from private educational loan programs if they have a credit-worthy cosigner who is a U.S. citizen or permanent resident. Additional information can be obtained by contacting the Office of Financial Aid.

Some programs have contract funding to support graduate students. Students should inquire about this possibility with the Graduate School Office.

VETERANS' EDUCATIONAL BENEFITS

Hood College serves as a liaison/informational resource to veterans by providing Veterans Administration forms and certifying eligibility status. To initiate or continue benefits, veterans must contact the Registrar's Office at the beginning of each semester and comply with the policies and procedures established by the Registrar and the Veterans Administration. Information and application forms may be obtained from the Registrar's Office located in the Joseph Henry Apple Academic Resource Center. All students, including veterans, are required to pay the usual fees to the college at the time of registration.

Graduate Resources

BENEFICIAL-HODSON LIBRARY AND INFORMATION TECHNOLOGY CENTER

Please see page 12 for information on the Beneficial-Hodson Library and Information Technology Center.

ACADEMIC COMPUTING

Please see page 13 for information on Academic Computing.

BOOKSTORE

Please see the Whitaker Campus Center on page 14 for information on the Bookstore.

CAREER CENTER

Graduate students are welcomed and encouraged to utilize the wide range of free services and resources available in the Catherine Filene Shouse Career Center. The Center offers evening hours, individual career counseling, computer stations, employer information, workshops, a large career library, job fairs, an alumnae/i database, recruiting programs, networking events, and numerous resources on résumé writing, job search strategies, and other career-related topics.

EXTRACURRICULAR ACTIVITIES

In addition to the academic facilities, graduate students also have access during their enrollment to the dining hall, Whitaker Campus Center, and recreation facilities that include the Huntsinger Aquatic Center Outdoor Pool, a weight room, an aerobics room, a dance studio, a gymnasium, tennis courts, a volleyball court, and a one-mile parcourse exercise track that circles the campus. A current student ID may be required for some of these activities.

Hood College sponsors a number of cultural events, speakers, and other activities. Graduate students are encouraged to take advantage of these extracurricular activities.

WHITAKER CAMPUS CENTER

Please see page 14 for information on the Whitaker Campus Center.

Graduate Academic Policies

Policies and procedures for graduate studies at Hood College are intended to safeguard the integrity of the degree granted, to facilitate the student's progress toward the degree, and to prevent delays and misunderstandings.

The student is responsible for being thoroughly familiar with all policies and procedures as well as the requirements of the degree program. This catalog should be consulted regularly. Students who have questions about requirements or procedures should consult their adviser or the Dean of the Graduate School.

ACADEMIC STANDARDS

Academic Conduct

All Hood College graduate students are expected to comply with the following rules of academic conduct. At the time of admission to graduate study, each student must sign a statement indicating his or her understanding of these regulations.

- **Examinations, Tests, and Quizzes.** During examinations, tests, quizzes, comprehensive examinations, or other classroom work, no student shall give or receive aid in any way or form not authorized by the instructor.
- **Papers, Essays, Oral Presentations, and Theses.** Presenting oral or written work that is not the student's own (except as the instructor specifically approves) is dishonest. Any direct statement taken from other sources must be documented. Sources of information and of ideas or opinions not the student's own must be clearly indicated. Instructors may prescribe limitations on the sources to be used.
- **Projects and Reports.** Unless otherwise directed, each student must do her or his own work, experiments, drawings, and so forth, from her or his own observations. Students may work together provided that each member of the group understands the work being done, and provided that the instructor does not prohibit group work.

Violations of Academic Conduct

When an instructor has evidence that a graduate student is not in compliance with these expectations, it is the obligation of the instructor to bring it to the attention of the student and to evaluate the specific work as a zero. That zero is to be calculated into the final course grade. Students may appeal the action of the instructor by written petition to the Graduate Council through the Dean of the Graduate School. The Graduate Council will appoint an ad hoc Committee on Academic Conduct that will investigate the appeal and make a recommendation to the Graduate Council regarding its disposition. The final decision will rest with the Graduate Council.

Academic Dismissal

A student whose cumulative average is below B (3.0) after the completion of 15 credit hours of graduate coursework at Hood College will be dismissed for academic reasons.

Academic Warning

Students whose academic cumulative average is below B (3.0) after taking 9 credits will be sent appropriate warning notices to alert them to their low grade average.

DEGREE CANDIDACY

Admission to Degree Candidacy

Upon successful completion of 12 graduate credits that meet departmental requirements in a degree program at Hood with a cumulative average of B (3.0) or higher, the student is formally recognized as a degree candidate. At that time, the student must complete and submit the Master's Degree Candidacy Program Form for approval. Degree candidacy forms are mailed to the student. Students who have not submitted a degree candidacy form in accordance with the time limits specified in their degree candidacy notification letter will not be permitted to register. The form must be submitted to the Graduate School Office according to the established time limits.

It is the student's responsibility to obtain signatures of the adviser and department chair or program director before the form is submitted to the Graduate School for approval of the Dean.

Students who have received approval for transfer credit must complete the appropriate section on the degree candidacy form.

Students who take courses after completing 12 graduate credits meeting departmental requirements, and who do not complete the Master's Degree Candidacy Program Form, cannot be certain that such courses will meet or be accepted as degree requirements.

Once a Master's Degree Candidacy Program Form has been signed it may be changed only upon written request of the student, with the approval of the adviser, department chair, and the Dean of the Graduate School. Forms for changing the Master's Degree Candidacy Program Form are available in the Graduate School Office.

Changes in degree candidacy must be filed with the Graduate School Office prior to the semester in which the student plans to take the proposed new course.

The grade point average for degree candidacy is based on all courses in the degree program, all courses in the major discipline, and all other graduate courses recognized as meeting the program requirements. A student with a cumulative average below B (3.0) after completion of 12 graduate credits at Hood is not in good standing and is not classified as a candidate for a graduate degree.

Changing from Non-Degree to Degree Status

A student who wishes to change from non-degree status to a degree program must inform the Graduate School Office, in writing, of this intent. A maximum of 12 credits taken by a non-degree student may apply to a degree program.

Changing from One Degree Program to Another

A student who, after completing a degree candidacy form, has been admitted to a master's degree program at Hood College and who wishes to transfer to another degree program at Hood, or to change the concentration or major, must submit a written petition containing the reasons for the proposed transfer to the Dean of the Graduate School. The Dean will consult with the appropriate department(s) before rendering any decisions. Credits earned in the original program may apply to the new program if, in the opinion of the Dean, they are appropriate to the new degree. Academic performance in any and all graduate coursework will be considered in appeals to transfer between degree programs. Students who have failed to earn a degree after attempting a comprehensive examination twice—or after failing to complete satisfactorily a field work project, software project, or thesis—may not transfer credits earned in that program to another degree program.

Second Master's Degree

A student who has earned one master's degree from Hood College may earn a second master's degree upon satisfactory completion of the program requirements in a second graduate degree program. Up to six hours of graduate credit may be applied from the first master's degree program to the second one. The seven-year limitation and all other academic requirements will apply to the second program except that the second major or concentration must be different from the first major or concentration. Students planning to pursue a second degree must notify the Graduate School in writing of their intent.

DEGREE REQUIREMENTS

Faculty advisers, the Dean of the Graduate School, and the staff are available to assist students. Procedures have been set up to check progress toward the degree. It is the student's responsibility, however, to know the requirements for her or his degree and to fulfill them. It is the student's responsibility to be thoroughly familiar with the academic policies and procedures, as outlined in this catalog.

Academic Advisement

Each degree candidate is assigned to an adviser who **1)** evaluates any coursework taken elsewhere and proposed for transfer to a Hood graduate program, **2)** assists the student in developing a concentration, **3)** presents the student's application for candidacy to the Dean of the Graduate School, and **4)** in some instances, supervises thesis or field work if such an option is selected.

Comprehensive Examinations

Comprehensive examinations are built upon the content of the graduate courses taken as components of a graduate program and upon courses for which a waiver or exemption has been granted. A student may not be examined in an area where transfer credit has been awarded. While many or most of the examination questions may deal with specific subject content, some may require the student to draw together several concepts in order to demonstrate an understanding of interrelated ideas. A Notification of Intent

to take the Comprehensive Examination is sent to all degree candidates in August for the fall and spring examination dates. The student must arrange to take the comprehensive examination one month in advance of the scheduled date. Arrangements are made with the department. Only students who are in good standing and whose Master's Degree Candidacy Program Forms are on file in the Graduate School may petition to take the comprehensive examination.

The following procedures apply to the comprehensive examination:

- **Notification of Intention.** The student must complete the form entitled Notification of Intention to Take the Comprehensive Examination, secure the signature of the adviser, and submit the form to the Graduate School, in accordance with the published deadline. No examination will be assembled unless the Notification Form is on file with the Graduate School.

Students who require special services, equipment, or seating arrangements because of a disability or pregnancy, need to contact the Disability Services Coordinator at 301-696-3421.

- **The Questions.** Comprehensive examination questions are written by the instructor of each course.

- **Assembling the Examination.** In consultation with the student, the adviser or the department chair prepares the comprehensive examination. Ordinarily, the test questions are drawn from one department. Occasionally, questions are drawn from several departments and appropriate department chairs are expected to assist the advisers in obtaining questions. Only one question may come from a basic human sciences course. The examination is presented to the Graduate School at least two weeks in advance of the scheduled examination. Comprehensive examination envelopes are assembled for each student. Identifying information and general instructions are on the envelope. The questions, specific directions, and blue examination booklets are placed in each envelope.

- **Administration of the Examination.** Comprehensive examinations are administered twice each year. Ordinarily, the examinations are scheduled during the spring and fall semesters. The exact dates of the examinations are published in the College calendar for each year. The place of administration of the comprehensive examination will be announced.

The examination is administered and proctored by the staff of the Graduate School. The comprehensive exam is given in two parts, from 9 a.m. to noon and 1 p.m. to 4 p.m. The examinations begin at 9 a.m. promptly. All papers must be completed by 4 p.m. Students are expected to comply with the rules of academic conduct found under the Academic Standards section of the catalog.

Students who are unable to take a comprehensive examination on the scheduled date because of hardship may petition the adviser for a substitute date. If the adviser approves the petition, the student must contact the Graduate School to make arrangements for the administration of the examination and the substitute date. In all cases, the substitute date must be within 30 days prior to the scheduled examination date.

The Graduate School must be informed of any alternate plans.

• **Grading of the Examination and Reporting the Results.** The adviser or the department chair, with the assistance of the departmental instructors, arranges for grading of the examination. Where possible, the original writer of an examination question is called upon to grade that question. Questions are graded on a pass-fail basis. The adviser collects all the graded examination questions and, using departmental guidelines, grades the total examination as either pass or fail. Usually a student's total examination is graded pass when four questions are graded pass. However, different departments have different standards for rating the total examination. Frequently two or three faculty members are called upon to read and assist with the evaluation.

Once the total examination is evaluated, it is the responsibility of the adviser to notify the student and the Dean of the Graduate School regarding the results of the comprehensive examination. This notification must be in writing.

The process of examination evaluation and notification must be completed within 30 days following the administration of the examination.

• **Options for Students Who Have Failed the Comprehensive Examination.** Only one re-examination may be arranged. Re-examination occurs during the next semester following the initial comprehensive examination, excluding summer session. The student must file another Notification of Intention to Take the Comprehensive Examination. The student also confers with her or his adviser six weeks in advance of the re-examination. The student who has failed both the comprehensive examination and re-examination is not eligible for the master's degree, and has no further degree options.

If a student fails the comprehensive examination, the only option available to that student is re-examination. The thesis, field work, or project option is not available to students who fail a comprehensive examination.

Field Work Project

A student must have a completed Master's Degree Candidacy Program Form on file in the Graduate School before the student will be permitted to register for a field work project. Registration must be completed during the regular registration period.

The field work project is a culminating activity and therefore should follow all necessary work to assure adequate content and methodology. It is required in some degree programs and may be optional in others. Students may elect to do either a 3-credit or a 6-credit field work project. Students who elect to do a field work project must complete a Permission to Enroll Form, which is available in the Graduate School Office, before registering for course number 585, Master's Field Work Project. The Permission to Enroll Form requires a preliminary field project title, a written proposal, and the signatures of the field work adviser/instructor, program director or department chair, and the Dean of the Graduate School. The 6-credit field work project is similar to a master's thesis in structure, complexity, depth of study, and rigor. The 3-credit field work project is a disciplined application of theories and techniques learned during the master's study and applied in

a field work setting with clearly-defined learning objectives. It is graded Satisfactory (S) or Unsatisfactory (U). The grade is awarded by the field work adviser/instructor. (The Dean of the Graduate School will review the report and verify the approval of the Reading Committee.)

The student is responsible for initiating either a 3-or 6-credit field work project proposal and for securing a field work adviser/instructor for the project. The field work adviser/instructor will secure two additional persons to serve as a Reading Committee to review the final project report. The adviser/instructor serves as chair of the Reading Committee. The basic procedure established for the master's thesis should be followed for the 6-credit field work project. The procedure for a well-structured independent study should be followed for the 3-credit field work project.

The final typed or printed copy of the field work project, with the signatures of the Reading Committee, must be delivered to the Graduate School by the student in accordance with the published calendar. The Reading Committee will have reviewed the report for correctness of format, for content, for bibliography, etc. The final report associated with the 3-credit field work project, while meeting the requirements of quality and rigor expected at the master's level, is not required to be as extensive in bibliography citations and structure as the 6-credit field work report.

The title of the report will also be noted in the student's file. The report will then be forwarded to the appropriate department chair or program director. By arrangement with the Library, copies of the report from the 6-credit field work project may be bound.

A comprehensive examination/non-thesis option is not available to students who do not satisfactorily complete a project or field work.

Master's Thesis

A student must have a completed Master's Degree Candidacy Program Form on file in the Graduate School before the student will be permitted to register for thesis preparation or a field work project. Registration must be completed during the regular registration period.

A thesis is required in some degree programs and is an option in others. Before registering for course number 580, Master's Thesis Preparation, a preliminary thesis title and a written proposal must be completed. The proposal with the title page signed by the thesis adviser, department chair, and Dean of the Graduate School must be submitted with the registration form. The thesis preparation course is a 6-credit course. It is graded Satisfactory (S) or Unsatisfactory (U). The grade is awarded by the thesis adviser. Final approval of the Dean of the Graduate School is required for completion of the thesis project.

A detailed statement of regulations and guidelines concerning the master's thesis is available from the Graduate School and should be consulted before a student enrolls for Master's Thesis Preparation.

A thesis is a 6-credit course; the charge for Master's Thesis Preparation is in accordance with the per credit tuition as indicated in the Graduate Tuition and Financial Arrangements section of this catalog.

A comprehensive examination/non-thesis option is not available to students who fail a thesis defense.

Time Limits

All requirements for the degree at Hood must be met within seven years following the date of first enrollment. In the case of students offering transfer credits from other institutions, the seven-year period begins from the date of original recording of the earliest credit accepted for transfer.

If you started during	Your time expires end of	If you started during	Your time expires end of
Fall 1994	Spring 2001	Fall 1998.....	Spring 2005
Spring 1995	Fall 2001	Spring 1999.....	Fall 2005
Fall 1995	Spring 2002	Fall 1999.....	Spring 2006
Spring 1996	Fall 2002	Spring 2000.....	Fall 2006
Fall 1996	Spring 2003	Fall 2000.....	Spring 2007
Spring 1997	Fall 2003	Spring 2001.....	Fall 2007
Fall 1997	Spring 2004	Fall 2001.....	Spring 2008
Spring 1998	Fall 2004	Spring 2002.....	Fall 2008

A summer session may be added to the start or to the end without time penalty.

Transfer of Credit for Prior Work

If a student wishes to have credit for prior graduate coursework taken at another accredited institution transferred toward the Hood College degree, she or he must submit a formal written request. A catalog from the former institution with the course description circled, a photocopy of the appropriate page(s) or a course syllabus, and an official copy of the graduate transcript must be sent to the Graduate School Office. The burden of proof for the eligibility of graduate transfer credit is on the student. The procedure for submitting transcripts described in the section, Procedure for Applying, must be followed in order to have the transcript accepted.

Transfer credit must be of good quality and relevant to the student's proposed program. A grade of B (3.0) or better has been used as a standard for the definition of good quality. A faculty adviser and the Dean of the Graduate School will rule on transfer credit. Students seeking transfer credit should also read the section entitled Time Limits. The seven-year time limit begins with the date of the earliest registration for credit accepted for transfer.

Under certain circumstances, transfer credit for work completed elsewhere after enrollment at Hood College may be accepted. This transfer credit will not be allowed for work equivalent to courses offered at Hood. Students who take courses before receiving official approval do so at their own risk.

No transfer of credit will be permitted for individual courses carrying fewer than two semester hours of credit. Credits earned on a pass/fail basis will not be accepted for transfer to Hood College graduate programs. A maximum of 6 credits of work appropriate to the program will be permitted in transfer. Transfer credit does not apply toward the grade point average.

CONFERRING OF DEGREES

Degrees are formally conferred only at the commencement exercises in May, but for all practical purposes the student has the degree as of the date requirements are completed. A statement to that effect may be requested from the Dean of the Graduate School. All graduating students who have petitioned to graduate with the Graduate School Office will receive full information about commencement early in May. Attendance is not required of master's candidates, but all are encouraged to participate. For further information, see the section in this chapter on Graduation.

Graduation

The approved Master's Degree Candidacy Program Form, with signatures, must be on file with the Graduate School. Students who expect to complete all of the requirements for the master's degree in January, May, or September of a school year must petition the Graduate School in writing in order to be eligible to receive their degrees. The form for this petition is sent to all degree candidates at the beginning of January. Students graduating in January and May may participate in the May commencement ceremony. Students who receive the degree in September may participate in commencement exercises in May of the following year. If a student petitions the Graduate School Office but does not complete the degree requirements on schedule, then that student must petition once again to be eligible the following academic year.

GENERAL POLICIES AND OPERATING PROCEDURES

Campus Safety

The Office of Campus Safety is located on the mezzanine of the Apple Academic Resource Center (phone 301-696-3569). To locate an officer on campus when the Security Office is closed, dial 0 for the College switchboard.

Emergency Canceling of Classes

Many radio and television stations will announce the emergency canceling of Hood College classes. Closing will be announced in Frederick as well as in Hagerstown, Montgomery County, and other locations. Courses taught at other locations are governed by the closing policy of the sponsoring agency. During inclement weather a recorded message may be heard by calling the College switchboard at 301-663-3131.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (P.L. 93-380) extends to students the right of access to their education records maintained at the College. The Vice President for Academic Affairs, the Dean of the Graduate School, and the Registrar maintain these records for enrolled and former students. Information and notification as to the type of record; the accessibility of and policies for maintaining, reviewing, and expunging the record; and the procedures for inspecting, reviewing, obtaining copies of, or challenging the record, are established by the appropriate offices.

Financial Obligations and Future Registrations

Grades, transcripts, future registrations, and diplomas will be withheld and the student will not be graduated, until she/he has paid all tuition, fees, and other bills incurred at the College, and has returned all library books.

Interrupted Studies

Students who are away from the College for less than two years will be considered active students and will be maintained on mailing lists, etc. Students whose graduate studies are interrupted or discontinued for two or more years will be classified as inactive students; they will not be maintained on mailing lists. Inactive students may return to active status by registering for a graduate course. This policy does not affect the seven-year time limit required for the completion of a graduate degree at Hood College.

Parking

See page 17.

Religious Observance

Hood College recognizes individual student choice in observing religious holidays that occur during regularly scheduled classes. Students are responsible for work missed.

Students with Disabilities

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Hood makes every reasonable effort to accommodate the needs of students with disabilities.

Students who have a disability are asked to notify the Disabilities Services Coordinator as soon as possible. Early notification prevents delay in initiation of services and ensures the student full access to educational activities. The Disabilities Services Coordinator and/or the medical staff, in consultation with the student, prepares a plan for services and forwards authorization for specified services (such as note-taking and interpreting) to the appropriate offices on campus.

Transcripts

In compliance with the Family Education Rights and Privacy Act of 1974, transcript requests must be in writing. Forms are available in the Office of the Registrar.

Use of Facilities

Graduate students may use the academic facilities of the College in a manner consistent with the requirements of the courses in which they are enrolled and only during hours when the academic phase of the College is in operation. Graduate students may use their Graduate Student Identification Cards to gain admission to the outdoor pool.

GRADING SYSTEM

Instructors in graduate programs are required to use the following uniform criteria in assigning grades to students:

Grade Meaning

A	Excellent mastery of course content and excellent ability to apply course content concepts. The work displays initiative, independence, and application. In some courses, originality may be required.
B	Good mastery of course content and ability to apply course content concepts. Work shows good grasp of the significance, interrelatedness, and uses of the material covered.
C	Minimal understanding and knowledge of course concepts.
F	Unsatisfactory understanding of basic facts and principles which constitute the course content. Work receives no academic credit.
S	Satisfactory performance on thesis, field work or software engineering projects. Grade is given as an interim grade while work is in progress and as a final grade when work is complete.
U	Unsatisfactory performance on thesis or field work. Grade is given as an interim grade when work is in progress and as a final grade for completed work that is judged unsatisfactory; work receives no academic credit.
W	Withdrawal. This grade is assigned to students who withdraw after the 100 percent refund period or before the end of the eleventh week of classes.
I	Incomplete work.
AU	This grade is assigned to students who audit courses.

Plus and Minus Grades

Instructors may use plus (+) and minus (-) signs with grades to provide differentiation among students.

Grade Points and Grade Point Averages

Each grade has a grade point value. A grade point average (G.P.A.) of 3.0 is required for graduation and for status as a degree candidate. Only prerequisite and required courses count in the G.P.A. requirement for graduation. A student whose G.P.A. is below 3.0 after attempting 15 credits is dismissed for academic reasons.

Grade	Point Value	Grade	Point Value
A	4	C+	2.33
A-	3.67	C	2
B+	3.33	C-	1.67
B	3	F	0
B-	2.67	U	0

Grades of W and I carry no point value and are not considered when calculating the G.P.A.

Incompletes

A substantial portion of a course must be completed before an incomplete is awarded. A grade of “I” (incomplete) will be assigned when illness, emergency, or unusual circumstances beyond the student’s control prevent the student from completing the assigned coursework and/or examination(s) by the end of the semester or session.

A student who wishes to apply for a grade of “I” must secure and complete, with the instructor, the Application for Incomplete Grade form. This form is available from the Graduate School Office. The course instructor will identify the conditions under which the grade of “I” will be removed and the consequences for failure to meet those conditions. Both the instructor and the student must sign the Application for Incomplete Grade form. The completed Application for Incomplete Grade form must be submitted to the Graduate School Office at the time of the agreement.

Any “I” must be removed by the last day of the next calendar semester unless otherwise extended by written permission of the instructor.

Any “I” not removed or officially extended will become an F.

REGISTRATION AND ENROLLMENT

A student must be officially admitted and registered prior to attending any class session of any course.

Academic Semesters and Sessions

The academic year at Hood contains a fall semester, a spring semester, and summer sessions. A calendar published in this catalog gives significant dates within the semesters and sessions.

Auditing

A student may enroll in most lecture courses as an auditor. Audited courses must be included on the student’s schedule. The student receives neither a grade nor grade points for an audit; however, the audit does appear on the transcript. A student may take for credit at a later time a course that was previously audited. There is no limit on the number of courses a student may audit during a semester.

Auditors are permitted on a space-available basis only. New students who would like to audit a course are required to complete an application form and to arrange for undergraduate transcripts to be sent directly to the Graduate School.

Students who register to audit a course may not change their registration status except to withdraw. Students who register to receive credit for a course may change to audit only during the first three weeks of the semester or first week of the summer session and only upon written petition for cause submitted to the Dean of the Graduate School.

Course Cancellation

The Graduate School reserves the right to cancel courses in which fewer than eight students are enrolled. In the event that a course is cancelled, full tuition will be reimbursed.

Double-Numbered Courses

Certain courses have been designated as appropriate for both graduate students and undergraduates. These “double-numbered courses” are identified by numbers in both the 400 and 500 range. Undergraduate students enroll in the 400-level course and receive undergraduate credit. Graduate students enroll in the 500-level course and receive graduate credit. Graduate students may have different performance standards from the undergraduates that relate to the quality and/or quantity of work required, and may also involve measures of grading at the discretion of individual faculty members. Final examinations for graduate students are normally administered at a regularly scheduled class meeting. Undergraduates may take their final examinations during undergraduate self-scheduled exam periods.

Examination of Admissions Folders

After the applicant has enrolled at Hood College, she or he may examine the contents of her or his admissions folder in the presence of a College officer at a time and date arranged with the Graduate School.

This policy is in conformity with the amended Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment.

Exemption from Courses

A student may request an exemption from taking any course offered. Exemptions are granted by the department that teaches the course for which an exemption is sought. To request an exemption, the student must present a written petition to the chair of the department that offers courses in the field where the exemption is being sought. The petition should include the course number and title for which an exemption is being requested and the justification for the request. The action of the department regarding the request will be forwarded to the Graduate School, which will notify the student regarding the disposition of the request and make the necessary notations in the student’s record.

Exemption does not constitute credit toward the degree. The total number of credits required for the degree program must be completed in order for the student to qualify for the degree.

Independent Study

All departments offer a course entitled Independent Study and numbered 575. These courses offer students an opportunity to undertake an individual project supervised by a faculty member. To be eligible for independent study, the student must identify a faculty member who is willing to supervise the independent study project. The College cannot guarantee that all students will be able to undertake an independent study.

To register for an independent study, the student must submit to the Graduate School a completed Permission to Enroll Form. The form requires a written proposal and signatures of the instructor, chairperson of the department, and Dean of the Graduate School. Registration must be completed during the regular registration period.

The student and instructor must arrange a regular schedule for conferences and submission of work throughout the semester, including the date when the final paper is due.

A student may register for no more than 6 credits of independent study in any degree program. A student may register for 1, 2, or 3 credits of independent study during any semester or during the summer session.

Registration

Courses and schedules of classes are announced well in advance of the beginning of each semester and summer session. Dates and hours when students may register and instructions for registering are included with the schedules. Returning and previously accepted students may register by mail, telephone, fax, e-mail, or in person. Students in the BMS and CSCI programs must have their registration forms signed by their adviser.

Students are responsible for seeing that they have met all appropriate prerequisites before registering for courses. Failure to meet course prerequisites places the student at risk and will not be considered as cause for a refund of tuition. Because some courses may be closed due to heavy student subscription, students are encouraged to register early. Students nearing the completion of their programs should register as early as possible to avoid facing closed classes. The regular registration period continues through the end of the first day of classes. The Academic Calendar lists the first day of classes for each semester.

Repeating Courses

There are limited circumstances under which a graduate student may retake a course. A graduate student may retake a course if more than seven years have lapsed or the course content is considered outdated. Students who have failed a course and students in the 30-credit computer and information sciences option who have received less than a B- in a required course may repeat the course once.

All grades earned for a course will remain on the academic record and be computed in the grade point average. Credit will be awarded only once. Students must notify the Graduate School when they register for a repeat course.

Schedule Changes

Students may substitute or add courses through the Graduate School only during the first week of classes in the fall and spring semesters. During the summer sessions, the substitution or addition of courses is limited to the first two days of classes. All schedule changes must be submitted in writing.

Student Course Load

To be considered full-time, a graduate student must pursue 9 hours of credit each semester. Six credit hours is the maximum load for all graduate students during the six-week summer session, except with permission of the adviser and the Dean of the Graduate School.

In gauging the amount of time required for study in preparation for classes, the Graduate Council recommends that three or more hours of study be reserved for each hour of class. This is a general recommendation and may vary depending upon the course and individual differences in each student's background.

Withdrawal from Classes and Refunds

Notification of withdrawal must be in writing and must indicate the course number, course title, and the name of the instructor. If faxing or e-mailing a withdrawal, it is the student's responsibility to call to ensure receipt. Refunds will be given on the basis of the date and time notification is received in the Graduate School Office. Please refer to the refund schedule in the Academic Calendar. Tuition refunds are based on the full tuition charge for the course. A grade of W (indicating withdrawal) will be noted on the student's transcript. This notation carries no academic penalty. A student who does not give official notice of withdrawal will not be eligible for refunds and a grade of F (Unsatisfactory) will be recorded on the permanent record. The Registrar's Office will notify the instructor when a student withdraws officially.

A graduate student may withdraw from a course up to the last three weeks of classes. During the last three weeks of classes, a student may not withdraw from a course. It is the responsibility of the student to notify the Graduate School Office that she or he is withdrawing.

The Office of Financial Aid is required to recalculate federal financial aid eligibility for students who withdraw. Up through 60 percent of the semester a pro rata schedule is used to determine how much federal aid a student has earned at the time of withdrawal. The portion of unearned aid must be returned to the federal programs. When unearned aid is returned a student may owe the College additional funds.

Failure to begin or ceasing to attend classes does not constitute official notice of withdrawal.

EXCEPTIONS TO ACADEMIC POLICIES, REGULATIONS, OR REQUIREMENTS

Exceptions to academic policies, regulations, or requirements as stated in this catalog or elsewhere are rarely made. A student who believes an exception is justified may petition the Graduate Council. The petition should be addressed to the Council, in care of the Dean of the Graduate School, and should state exactly what exception is being requested and the reasons for it. The degree-seeking student's faculty adviser must countersign the petition, indicating her or his recommendation; non-degree students should petition through the Dean of the Graduate School. A student who is dismissed for academic reasons may petition the Graduate Council for re-admission. A student may not petition for re-admission more than twice.

Petitions are to be processed according to the following procedure:

- The petition must be forwarded by the petitioner to her or his academic adviser for review and written recommendation.
- In cases involving a thesis, computer project, or field work project, the academic adviser will forward the petition to the thesis or project adviser for an additional written recommendation regarding the progress of the student.
- The reviewed petition will be forwarded by the adviser and/or thesis or project adviser to the department chair with the recommendation.
- The department chair will forward the signed and reviewed petition with the recommendation(s) to the Dean of the Graduate School. A chair's recommendation is desirable.

The student's petition should include the following information:

- 1) the specific exception being requested and the reason(s) for the request;
- 2) a listing of all courses taken that would apply to the Hood College master's degree with grades received and dates when courses were taken;
- 3) any transfer courses with the name of the institution that awarded the credit, with grades and with dates;
- 4) the expected date of graduation;
- 5) for students engaged in theses or projects, a copy of the abstract; and,
- 6) all required signatures. Petitions are considered by the Graduate Council's Subcommittee on Student Petitions at regularly scheduled meetings. Petitions should be submitted well in advance of the scheduled meeting date.

Graduate Course Offerings

500-599 Courses numbered in this way designate graduate courses.

The discipline to which the credits listed below are assigned will depend upon the field that the student selects as the area of concentration:

570 Seminar See individual department listings for descriptions. (3 to 6 credits)

575 Independent Study Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms. Prerequisite, permission of the chair of the department. A maximum of 6 credits may be applied to a degree program. (1 to 6 credits)

579 Independent Research Project

580 Master's Thesis Preparation Supervision of the master's thesis. Required of all degree candidates who select the thesis option. (6 credits)

585 Master's Field Work Project Supervision of the master's field work project. Required of all degree candidates who select the field work project option. (6 credits)

Optional 3-Credit Field Work Project An optional 3-credit field work project is available for students who want to apply theories and techniques learned during their master's study in a field work setting.

598 Special Topics (Reserved for double-numbered courses.) See individual departmental listings in current class schedule.

599 Special Topics A special topics course may be offered either within a single department or on an interdepartmental basis. The content and methods of such courses depend upon the interests of the faculty and students. (1 to 6 credits)

M.S. in Biomedical Science

Honorary Adjunct Faculty

Larry Arthur, President, SAIC-NCI-FCRDC; Robert Buckheit, Director, Southern Research Institute; Peter Canonico, Director, Frederick Research Center (Ret.); Mary Carrington, Senior Scientist, Laboratory of Genomic Diversity; Neal Copeland, Director, Mammalian Genetics Laboratory, ABL-Basic Research Program, NCI-FCRDC; Michael Dean, Chief, Human Genetics Section, Laboratory of Genomic Diversity, NCI-FCRDC; Harvey Galnick, Chief, Hematology Service, CPD, National Institutes of Health; Mary Kate Hart, Microbiologist, Division of Virology, USAMRIID; Louis Henderson,

Supervisor, Protein Chemistry Laboratory, NCI-FCRDC; **William Murphy**, Head, Transplantation Biology Laboratory, SAIC-NCI-FCRDC; **Peter Nara**, Director of Research and Development, Biological Mimetics, Inc.; **Stephen O'Brien**, Chief, Laboratory of Genomic Diversity, NCI-FCRDC; **Stephen Oroszlan**, Laboratory of Molecular Virology and Carcinogenesis, NCI-FCRDC; **Judith Pace-Templeton**, Chief, Office of Product Development and Regulatory Affairs, USAMRIID; **Nancy Rice**, Head, Molecular Biology of Retroviruses, ABL-NCI-FCRDC (Ret.); **Joseph Rosebrock**, President, ImmTech, Inc.; **Michael Turrell**, Epidemiologist, USAMRIID; **Bert Zbar**, Chief, Laboratory of Immunology, NCI-FCRDC.

The Master of Science degree in Biomedical Science is a 33-credit program of graduate research and academic study developed for:

- persons holding a bachelor's degree and currently employed in a biomedical or biotechnological research establishment who are seeking additional academic background as part of a career and professional growth program;
- teachers and other professionals with interests in biomedical science who wish to obtain a graduate degree; and,
- professionals already holding advanced degrees who desire to update or extend their previous academic experiences in biomedical or biotechnological sciences.

The courses are taught in the evenings, thus, the program offers an alternative to conventional graduate education for those who work full time.

Applicants will be accepted into the program based on selection criteria that include undergraduate coursework, grade point average, area of research interest, and experience. In addition, an essay is required that discusses the student's matriculation intent and desire to complete the M.S. degree in Biomedical Science as well as the relatedness of her/his work experience and future goals.

The program in biomedical science is administered within the Department of Biology by the Director of the Biomedical Science Program, assisted by an Advisory Council and Administrative Committee for Biomedical Science.

Placement Examination: Applicants may be required to take a preliminary written examination in basic cell biology and biochemistry to enable both the applicant and the faculty to determine whether the individual's current knowledge is adequate for successful completion of the degree requirements. Results of this examination will enable the faculty to advise the applicant regarding course selection. The preliminary examination will be administered during the first semester of study or, in some cases, before graduate study commences.

Prerequisites for Degree Candidacy: In addition to completing 12 hours of graduate study at Hood, applicants for degree candidacy must have achieved at least a B average in their graduate work.

THESIS TRACK REQUIREMENTS

Four core courses (12 credits)

Four elective courses (12 credits)

BMS 570 Research Seminar (3 credits)

BMS 580 (6 credits) Laboratory-based research thesis, under the direction of a thesis adviser and a reading committee.

An oral defense of the thesis is required.

NON-THESIS TRACK REQUIREMENTS

Four core courses (12 credits)

Six elective courses, three of which must be laboratory/lecture courses (18 credits)

BMS 571 Biomedical Science Seminar (3 credits). This includes the preparation and oral defense of a mock grant proposal.

Comprehensive examination covering material from the core and elective courses

CORE COURSES (ALL CONCENTRATIONS)

BMS 511 Biochemistry I (3 credits)

BMS 512 Biochemistry II (3 credits)

BMS 523 Cell Structure and Function (3 credits)

BMS 524 Molecular Biology of Eukaryotic Cells (3 credits)

Total credits (12 credits)

CURRICULAR CONCENTRATIONS

Students are encouraged to select elective courses within a concentration. The curricular concentrations are the faculty's suggestions to help ensure a cohesive program of coursework. However, students, in consultation with their academic advisers, may select a combination of elective courses individualized to their own needs and interests. *Only students who declare the concentration in Regulatory Compliance may take the Regulatory Compliance courses.*

CONCENTRATION IN BIOTECHNOLOGY/ MOLECULAR BIOLOGY

BMS 525 Virology (3 credits)

BMS 526 Developmental Mechanisms (3 credits)

BMS 528 Immunology (3 credits)

BMS 531 Prokaryotic Genetics (3 credits)

BMS 534 Basic Principles and Methods of Molecular Genetics (Lab, 3 credits)

BMS 535 Advanced Topics in Recombinant DNA Technology: Gene Transfer, Expression, and Detection (Lab, 3 credits)

BMS 537 Computer Applications in Biology (Lab, 3 credits)

BMS 538 General Pharmacology (3 credits)

BMS	539	Molecular Immunology (Lab, 3 credits)
BMS	540	Advanced Topics in Recombinant DNA Technology: Genome Analysis and Mapping (Lab, 3 credits)
BMS	541	Advanced Topics in Recombinant DNA Technology: Gene Structure and Function (Lab, 3 credits)
BMS	590	Advanced Topics in Biomedical Techniques (Some sections have a lab, 3 credits)

CONCENTRATION IN MICROBIOLOGY/ IMMUNOLOGY/VIROLOGY

BMS	525	Virology (3 credits)
BMS	526	Developmental Mechanisms (3 credits)
BMS	527	Pathogenic Microbiology (Lab, 3 credits)
BMS	528	Immunology (3 credits)
BMS	531	Prokaryotic Genetics (3 credits)
BMS	533	Medical Virology (3 credits)
BMS	537	Computer Applications in Biology (3 credits)
BMS	538	General Pharmacology (3 credits)
BMS	539	Molecular Immunology (Lab, 3 credits)
BMS	543	Advanced Immunology (3 credits)
BMS	590	Advanced Topics in Biomedical Techniques (Some sections have a lab, 3 credits)

CONCENTRATION IN REGULATORY COMPLIANCE

Regulatory Compliance Courses - 15 credits

BMS	544	Good Laboratory Practices: A Practical Approach
BMS	545	Product Development
BMS	546	Good Manufacturing Practice
BMS	547	Development of Pharmaceuticals and Regulatory Environment
BMS	548	Good Clinical Practice

Students in other concentrations in the M.S. in Biomedical Science may not register for Regulatory Compliance courses as electives for degree completion except by permission of the instructor and their academic advisers.

RESEARCH OPTION

Four core courses (12 credits)		
Regulatory Compliance courses (15 credits)		
BMS	570	Research Seminar (3 credits)
BMS	585	Master's Field Work Project (with presentation) (3 credits)

NON-RESEARCH OPTION

Four core courses (12 credits)		
Regulatory Compliance courses (15 credits)		

BMS 571 Biomedical Science Seminar (3 credits)

This includes the preparation and oral defense of a mock proposal. Comprehensive examination (covering material from the core and Regulatory Compliance courses and an elective)
One elective course (3 credits) (See suggestions below.)

Suggested additional electives:

BMS	537	Computer Applications in Biology
BMS	538	General Pharmacology
BMS	542	Ethics in Science
ENV	505	Biostatistics

CERTIFICATE IN REGULATORY COMPLIANCE

Candidates must be eligible and apply for admission to the graduate school and complete BMS 544, BMS 545, BMS 546, BMS 547, and BMS 548.

COURSES

BMS 511/BIOL 411 Biochemistry I

Prerequisites, Two semesters of organic chemistry. (First semester/3 credits)

A study of the structure and function of biological macromolecules, particularly proteins. Topics include acid-base equilibria, protein folding, enzyme catalysis, allosterism, and protein engineering.

BMS 512/BIOL 412 Biochemistry II

Prerequisite, Two semesters of organic chemistry. (Second semester/3 credits)

A study of the generation and storage of metabolic energy and of the structure, biosynthesis, and function of nucleic acids.

BMS 523 Cell Structure and Function

Prerequisites, Organic Chemistry and Cell Biology. (First semester/3 credits)

A study of the structure of cellular organelles and the biochemistry of cellular events, including signal transduction, transport, protein synthesis, respiration, secretion, and tissue organizations. Emphasis is given to experimental designs used in analyzing cellular structures and/or functions.

BMS 524/BIOL 424 Molecular Biology of Eukaryotic Cells

Prerequisite, BMS 523 or equivalent. (Second semester/3 credits)

The molecular biology of gene expression in eukaryotic cells. Topics include gene mapping, diagnostic screening for genetic anomalies, molecular cloning and genetic regulatory mechanisms. Emphasis on current experimental techniques used to map genes and understand gene expression.

BMS 525/BIOL 425 Virology

Prerequisites, BMS 523 and BMS 524. (3 credits)

An introduction to animal viruses with emphasis on classification, structure, the molecular biology of replication and biological activity within eukaryotic cells.

BMS 526 Developmental Mechanisms

Prerequisites, BMS 523 and BMS 524. (Offered as needed/3 credits)

A study of developmental mechanisms including determination, differentiation, induction, pattern formation and morphogenesis in the context of model organisms.

BMS 527 Pathogenic Microbiology (Laboratory-Lecture course)

(Second semester/3 credits/lab fee)

The biology of microorganisms including morphological, biochemical, genetic, pathogenic,

and antigenic attributes with special emphasis on experimental and theoretical aspects of the mechanisms of pathogenicity and virulence.

BMS 528/BIOL 428 Immunology

Prerequisite, BMS 523. (First semester/3 credits)

Theories and mechanism of the immune response, including structure and function of immunoglobulins, antigen-antibody reactions, immunobiology, immunogenetics, immunologic enhancement, immunologic protection, immunologic injury, humoral and cell mediated immunity, and experimental methods of analysis of antigen-antibody reactions.

BMS 531 Prokaryotic Genetics

Prerequisites, BMS 511 and BMS 512, or BMS 523, or permission of the instructor: (3 credits)

A study of selected topics in genetic regulation, replication, recombination, and repair of bacteria. An examination of research that uses genetic approaches to investigate biological systems at the molecular level.

BMS 533 Medical Virology

Prerequisite, BMS 525. (Offered as needed/3 credits)

The role of viruses in human infectious diseases and tumor formation; the host response to viral infection and the epidemiology of viral diseases.

BMS 534/BIOL 434 Basic Principles and Methods of Molecular Genetics (Laboratory–Lecture course) *Prerequisites, BMS 512 or BMS 524. (First semester/3 credits/lab fee)*

Techniques for the isolation of nucleic acids, restriction enzymes and restriction mapping, vectors for molecular cloning, in vitro packaging of lambda DNA, techniques for screening recombinant clones, cloning of cDNA, expression of cloned genes, expression vector design, characterization of clones, in vitro manipulation of cloned sequences, eukaryotic host-vector systems, problems in protein processing and production of cloned gene products, ethical questions.

BMS 535 Advanced Topics in Recombinant DNA Technology: Gene Transfer, Expression, and Detection (Laboratory–Lecture course)

Prerequisite, BMS 534, or permission of the instructor: (Summer 2002, 2004/3 credits/lab fee)

A study of the theory and techniques for the introduction, expression, and detection of macromolecules in eukaryotic cells. The topics to be covered include the introduction of recombinant genes in eukaryotic hosts by transfection, lipofection, and microinjection. Methodologies to produce transgenic animals will be discussed. Analysis of eukaryotic gene expression and detection of activity, northern and western analysis, and fluorescent in situ hybridization to chromosomes.

BMS 537 Computer Applications in Biology (Laboratory–Lecture course)

Prerequisites, Includes an introductory computer science course or the equivalent, BMS 523 and BMS 524. (Second semester/3 credits/lab fee)

Applications of computer software in analysis of biological data. Uses of computers in biotechnological developments with topics including DNA sequence analysis and projection of molecular structures.

BMS 538 General Pharmacology

Prerequisites, BMS 511, BMS 512, and BMS 523, or permission of the instructor: (First semester/3 credits)

An introduction into the properties of therapeutic drugs used to treat disease. Topics include receptors, pharmacokinetics, therapeutic properties, toxicities, indications for use, drug development and testing. The course will emphasize general principles and specific, selected therapeutic classes of drugs.

BMS 539 Molecular Immunology (Laboratory–Lecture course)

Prerequisite, BMS 528. (First semester/3 credits/lab fee)

This combined lecture and laboratory course is designed to introduce modern molecular concepts and techniques used in immunology. The lecture includes discussions of Ig gene assembly, rearrangements, regulation and expression; T-cell receptors; molecular mecha-

nisms of antigen processing; and advances in antibody engineering. The laboratory exercises cover basic immunological techniques such as ELISA, immunoblot, hybridoma preparation and evaluation, immunoaffinity chromatography and phage display of antibody fragments.

BMS 540 Advanced Topics in Recombinant DNA Technology: Genome Analysis and Mapping (Laboratory–Lecture course) *Prerequisites, BMS 534, or permission of the instructor: (Second semester—2004/3 credits/lab fee)*

A study of the techniques used in the cloning, analysis, and mapping of genomic DNA. Topics include cloning with cosmid, P1 and YAC vectors, techniques used in linkage analysis and the direct detection of genomic polymorphisms, and strategies to prepare genetic and physical maps. The impact of the combined use of genetic and physical maps in biomedicine will be discussed.

BMS 541 Advanced Topics in Recombinant DNA Technology: Gene Structure and Function (Laboratory–Lecture course) *Prerequisites, BMS 534, or permission of the instructor: (Second semester—2003/3 credits/lab fee)*

A study of advanced topics in recombinant DNA technology including high resolution mapping of RNA, nucleic acid-protein interactions, current methodologies for DNA sequence analysis and mutagenesis strategies. The impact of these recombinant DNA techniques on developments in biomedicine will be discussed.

BMS 542 Ethics in Science

(Summer/3 credits)

The course is intended to bring attention to the myriad ethical dilemmas one might potentially face while in a career in science, including how the information gained in the research lab is conveyed to the wider scientific audience and how society at large benefits from the knowledge. Topics included are the peer review process, the patent process, the Recombinant DNA Advisory Committee, the FDA's role in drug approval and clinical trial assessments, the funding of research in the private and public sector, and the national research prioritization process. Each topic will be discussed using current key articles as an illustration of each concept.

BMS 543 Advanced Immunology

Prerequisite, BMS 528, or permission of the instructor: (Second semester/3 credits)

A seminar course offering an in-depth investigation of a prescribed area of immunology. Past topics have dealt with AIDS/HIV, cancer, and intracellular signaling; all emphasizing the role of the immune response. The format includes invited experts as well as oral and written student presentations. Emphasis is placed on the use of current literature to develop a thorough understanding of recent advances. The course is intended not only for graduate students, but also for investigators wishing to become current in the area addressed.

BMS 544 Good Laboratory Practices: A Practical Approach

Prerequisite, Completion of BMS 511, 512, 523, or 524, and declared concentration in Regulatory Compliance, or permission of the instructor: (First semester/3 credits)

The course is designed to provide a practical knowledge and understanding of Good Laboratory Practice (GLP) regulations with examples useful to laboratory workers, study directors, and management. The course will address the current interpretation of the code of federal regulations (21CFR58) and the International Committee on Harmonization (ICH).

BMS 545 Product Development

Prerequisite, Completion of BMS 511, 512, 523, or 524, and declared concentration in Regulatory Compliance, or permission of the instructor: (First semester/3 credits)

The course provides an overview of the regulatory process for new biologics, drug, and device development. Emphasis is on a strategic development approach and good science standards to ensure safe and effective new therapies for prevention and treatment of disease.

BMS 546 Good Manufacturing Practice

Prerequisite, Completion of BMS 511, 512, 523, or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (Second semester/3 credits)

This course will provide students with an in-depth review of current good manufacturing practice regulations promulgated by the Food and Drug Administration (FDA) in their regulation of the drug and device industries. Recent FDA regulatory compliance experience regarding the application of the GMP regulations, including areas where industry has failed to correctly apply or interpret current GMPs will also be examined.

BMS 547 Development of Pharmaceuticals and the Regulatory Environment

Prerequisite, Completion of BMS 511, 512, 523, or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (Second semester/3 credits)

The development of pharmaceutical products is under strict regulatory control. This course examines the interaction of the scientific and regulatory environment required to assure the safety and efficacy of pharmaceutical products for human and veterinary use. The process for development of pharmaceutical products is discussed relative to issues of ethics, environmental protection, validation, audits, and business decisions which accompany the development of ethical drugs. The regulatory approval processes for new drugs in developed countries are contrasted to those of developing nations. Course grades are determined by evaluation of mid-term and final exam.

BMS 548 Good Clinical Practice

Prerequisite, Completion of BMS 511, 512, 523, or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (Second semester/3 credits)

This course provides a detailed explanation of the guidelines that should be followed when generating clinical data that are intended to be submitted to the Food and Drug Administration in support of a product license. The principles of clinical trial conduct and design can be applied to any investigation involving human subjects.

BMS 570 Research Seminar

Prerequisites, Completion of 24 credits of coursework in the BMS program with a B average, or permission of the instructor. (First semester/3 credits)

A comprehensive review of literature pertinent to the individual student's thesis will be presented orally and in written format. Thesis proposals will be discussed and critiqued, and data will be evaluated and interpreted by all students. In addition, the guidelines to writing the thesis and the preparation of the oral defense will be examined. This course is graded on a satisfactory/unsatisfactory basis.

BMS 571 Biomedical Science Seminar

Prerequisites, Completion of 30 credits of coursework in the BMS program with a B average, or permission of the instructor. (First semester/3 credits)

A review of current literature in selected areas of molecular and cellular biology, immunology, and microbiology. Students will make oral presentations of the data from published research. In addition, students will choose a specific research problem to address in a grant proposal-like paper. The scientific merit of the proposal will be defended before a faculty reading committee. This course is graded on a satisfactory/unsatisfactory basis.

BMS 590 Advanced Topics in Biomedical Techniques

Prerequisite, Permission of the instructor. (May require a lab fee/3 credits)

A practical course in newer methods and instrumentation used in biomedical research. Theory is discussed but emphasis is on the actual performance of procedures and interpretation of results. The course is intended not only for graduate students but also for investigators who are interested in learning procedures used in disciplines other than their own field that can be useful in their research.

Master of Business Administration

Students who were accepted into the M.B.A. program prior to summer 1995 should refer to the catalog published the year they entered.

The goal of the M.B.A. curriculum is to provide students with a broad professional education that prepares them for responsible leadership and management positions in business and public service. Students integrate business theory and practical application in taking a creative, innovative approach to solving complex problems in today's global business environment. The importance of making both socially and ethically responsible decisions in today's business world is stressed.

The program is designed for part-time students who wish to complete their M.B.A. by taking classes in the evening. Students who majored in business administration at the undergraduate level may complete the program in as few as 36 credit hours. Teaching methods used include lectures, discussions, and case studies. Strong faculty and student involvement and interaction in and out of the classroom are designed to improve students' communication, presentation, leadership, and team-building skills.

FOUNDATION COURSES

Six foundation courses (18 credit hours) are designed to provide a background for students who did not take courses in business administration at the undergraduate level. Students who have completed appropriate undergraduate coursework may be exempted from foundation courses. It is expected that students meet the "foundation requirements" before they enroll in "core requirements." Any exceptions to this must be approved by the M.B.A. director.

ECON	551	Foundations of Economics (3 credits)
MGMT	551	Management Theory (3 credits)
MGMT	552	Quantitative Methods for Managers (3 credits)
MGMT	553	Foundations of Accounting (3 credits)
MGMT	554	Legal Environment of Business (3 credits)
MATH	500	Statistics (3 credits)

CORE REQUIREMENTS

Ten core courses (30 credit hours) provide a common body of knowledge and are required of all students in the M.B.A. program. These courses provide a solid foundation in management, economics, accounting, finance, and marketing. Included in the core is a capstone course, **MGMT 590 Management Policy**, which is taken by M.B.A. students in their final semester of study after all other core courses have been completed. Students must meet the prerequisite requirements before enrolling in a class. Any exceptions to this policy must be approved by the M.B.A. director.

ECON	560	Managerial Economics (3 credits)
MGMT	560	Organizational Behavior (3 credits)
MGMT	561	Financial Management (3 credits)
MGMT	562	Financial and Managerial Accounting (3 credits)
MGMT	563	Marketing Management (3 credits)

MGMT 564	Production and Operations Management (3 credits)
MGMT 565	International Management (3 credits)
MGMT 566	Management Information Systems (3 credits)
MGMT 567	Social and Ethical Issues of Business (3 credits)
MGMT 590	Management Policy (3 credits)

CONCENTRATION COURSES

Students are required to complete two courses from the following list. Students may elect to take courses in one concentration (accounting, finance, human resource management, information systems, marketing, or public management) or in two different concentrations. No substitutions are allowed with regard to any “concentration courses.”

Accounting Concentration

MGMT 580	Strategic Cost Management (3 credits)
MGMT 581	Financial Statement Analysis (3 credits)

Finance Concentration

MGMT 576	Advanced Financial Management (3 credits)
MGMT 577	Portfolio and Investment Management (3 credits)
MGMT 581	Financial Statement Analysis (3 credits)

Human Resource Management Concentration

MGMT 584	Leadership and Supervision (3 credits)
MGMT 585	Human Resource Management (3 credits)

Information Systems Concentration

Students may select courses in Information Systems by selecting two graduate Computer Science courses with consent of their adviser, and the director of the computer science program.

Marketing Concentration

MGMT 570	Marketing Research (3 credits)
MGMT 571	Advertising Management (3 credits)

Public Management Concentration

MGMT 585	Human Resource Management (3 credits)
MGMT 587	Public Administration (3 credits)

COURSES

ECONOMICS

ECON 500 Economic Aspects of Contemporary National Issues

(3 credits)

The application of economic analysis (macro and micro) to current economic issues. Some attention will be given to the political and institutional framework within which economic activity takes place. A basic human sciences course.

ECON 551 Foundations of Economics

(First semester/3 credits)

Introduction to the basic tools of economic analysis that are employed to examine the environment of a firm at both the microeconomic and macroeconomic levels. The micro portion focuses upon the behavior of consumers and firms in the product and resource

markets. The macro portion examines the domestic and international factors that influence the aggregate level of economic activity, and the role of monetary and fiscal policies in promoting full employment, price stability, and economic growth.

ECON 560 Managerial Economics

*Prerequisites, MGMT 552, MATH 500, and ECON 551, or their equivalents.
(Either semester/3 credits)*

This course involves the application of microeconomic theory to the business enterprise and the managerial decision-making process. Topics include goals of a firm, decision criteria, analysis and estimation of demand, production and costs, and pricing to achieve the firm's objectives under various market conditions.

MANAGEMENT

CS/MG 527 Management Issues in Information Systems

Prerequisite, CSCI 514 for CS/IT majors or MGMT 566 for MBA majors, or permission of the instructor. (Second semester, every other year; next offered 2003/3 credits)

An examination and critical assessment of real-life management issues surrounding information systems in application environments. These issues involve the management of information, project management, and information resources and systems within the organization.

CS/MG 533 Managing Technical Project Teams

Prerequisite, CS/MG 527. (First semester, every other year; next offered 2003/3 credits)

This course investigates the process of managing a computer-related project. It includes scheduling techniques and automated tools such as scheduling packages. Focus will be on the team environment conducive to successful project completion.

MGMT 551 Management Theory

(First semester/3 credits)

Introduction to the structures and processes of organizations, major organizational subsystems, and environments with an emphasis on organizational design and the management of change processes. Includes the study of the organization as a bureaucratic, political, cultural, social, and decision-making system.

MGMT 552 Quantitative Methods for Managers

(Second semester/3 credits)

This course provides a brief review of algebra and also covers basic calculus, differentiation, vectors and matrices, linear programming, optimization techniques, and budget allocation. Personal computer applications as they apply to the managerial decision-making process are stressed throughout the course.

MGMT 553 Foundations of Accounting

(Second semester/3 credits)

An intensive study of the fundamentals of accounting with five primary learning objectives: **1)** to understand the economic events that do and do not enter the accounting process; **2)** to understand the basic accounting cycle; **3)** to prepare and analyze the four primary financial statements—the statement of operations, the statement of retained earnings, the statement of financial position, and the statement of cash flows; **4)** to provide an introduction to managerial accounting topics, including cost accumulation systems and planning and control systems; and, **5)** to understand how accounting information is used in managerial decision making.

MGMT 554/454 Legal Environment of Business

(First semester/3 credits)

The purpose of this course is to provide an overview of the contemporary legal and regulatory environment of business. Specifically, it relates various laws and regulations to the major business functions such as employment, production, marketing, finance, and international operations. The course also provides a brief overview of U.S. political and constitutional systems that are the building blocks of our regulatory environment.

MGMT 560 Organizational Behavior

Prerequisites, MGMT 551, or its equivalent. (Either semester/3 credits)

Study of the behavior of individuals, small groups, and their leaders in organizations. Among the topics addressed are motivation, learning, perception, job satisfaction, communication, and individual and group change.

MGMT 561 Financial Management

Prerequisites, MGMT 553, MGMT 552, or their equivalents. (Either semester/3 credits)

This course introduces the fundamental concepts of financial management. Emphasis is placed on the valuation, investment, financing and dividend decisions of a firm. The basic concept of risk and its relation to value is used to explore these areas. Specific topics include capital budgeting, cost of capital, risk and return, capital structure and dividends, working capital management, and international financial management.

MGMT 562 Financial and Managerial Accounting

Prerequisites, MGMT 553, or its equivalent. (First semester/3 credits)

This course extensively examines the use of accounting information for decision-making. Descriptions and cases of actual financial and managerial accounting practices in real-world business, governmental and not-for-profit organizations will introduce students to traditional and emerging practices in accounting. Students will also evaluate the impact that various accounting methods have on the financial statements of an entity.

MGMT 563 Marketing Management

(Second semester/3 credits)

This course is directed toward providing the students with an understanding of marketing and its relationship with various functions within an organization. The course addresses different marketing variables that managers face in today's business environment. It provides an overview of topics like the relationship of marketing to other factors, the forces in a firm's external environment, advertising, segmentation, positioning, consumer behavior, marketing research, product planning, pricing strategies, physical distribution, and competitive strategies. The course covers advanced concepts in addition to some fundamentals. The primary objective is to develop the student's ability to better manage marketing as a core function in a firm.

MGMT 564 Production and Operations Management

Prerequisites, MGMT 552 and MATH 500, or their equivalents. (First semester/3 credits)

This course covers the planning and control functions for manufacturing and service operations. Topics include total quality management, operations analysis, inventory control, linear programming, simulation, and project planning.

MGMT 565 International Management

Prerequisites, MGMT 561, MGMT 551, or their equivalents, and ECON 551 or its equivalent. (Second semester/3 credits)

This course examines multinational corporations as economic, political, and social institutions. Topics covered include ownership and financial strategies of multinationals, international public institutions, political risk, foreign exchange risk, comparative management, and future of multinationals.

MGMT 566 Management Information Systems

Prerequisite, MGMT 552, or its equivalent. (Second semester/3 credits)

This course provides an overview of the management of information systems. The course covers decision-making framework, types of information systems, needs assessment, selection and evaluation, implementation, social and policy issues. Computer applications and exercises, cases and readings are emphasized.

MGMT 567 Social and Ethical Issues of Business

Prerequisites, Completion of 12 hours of core courses including MGMT 560.

(Second semester/3 credits)

Introduces principles of ethical thinking and applies them to situations and models for business decision making. Explores and analyzes business ethics issues relating to the interaction between the organization and society. Provides a conceptual and systematic study of business ethics to develop consistent criteria for business ethics decision making.

MGMT 570 Marketing Research

Prerequisite, MGMT 563, MATH 500, and MGMT 552, or their equivalents.

(Second semester/3 credits)

The goal of this course is to provide an overall, managerial command of marketing research. After completing the course, the student should understand the characteristics and uses of good marketing research, be aware of the alternative sources and approaches that are available for conducting it, be able to work in a group setting for marketing research decisions, be able to design and implement a marketing research project, and be proficient in critically evaluating research conducted by others. The discussion focuses both on the viewpoints of researchers as well as the managers who use the information obtained by this research. This course requires a working knowledge of statistics and ability to use a statistical analysis package.

MGMT 571 Advertising Management

Prerequisite, MGMT 563. (First semester/3 credits)

This course is designed to give students an understanding of the advertising process and how to manage it. It covers the components of a successful advertising campaign and helps students develop an appreciation of the issues involved in advertising planning and decision making. Students also learn how the recent social science findings, developments and theories can facilitate advertising management.

MGMT 576 Advanced Financial Management

Prerequisite, MGMT 561. (Second semester; every other year; next offered 2004/3 credits)

Considers advanced topics in corporate financial management including domestic and international capital budgeting, working capital, financing and dividend policy, hedging financial risk, mergers and acquisitions, and international financial management.

MGMT 577 Portfolio and Investment Management

Prerequisite, MGMT 561. (3 credits)

Covers characteristics and valuation of corporate securities, measurement of returns, market performance and efficiency, options and futures, bond portfolio strategies, duration and immunization, and portfolio management theory and techniques.

MGMT 580 Strategic Cost Management

Prerequisite, MGMT 562. (3 credits)

This course will select advanced topics in emerging areas of cost management practice for in-depth study. Extensive readings from the practitioner and research literature, cases from real-world manufacturing, service, and governmental/non-profit organizations, and roundtable forums will familiarize the graduate business students with some of the issues and trends in current cost management practice. The case analysis focuses on the strategic management implications of contemporary cost analysis.

MGMT 581 Financial Statement Analysis

Prerequisites, MGMT 561 and 562. (3 credits)

This course examines the accounting principles and procedures underlying a firm's financial statements. The objective of the course is to assess the success of a firm's strategies as measured by profitability, liquidity, solvency, and asset management relative to the level of risk incurred by the firm.

MGMT 582 Negotiation and Conflict Resolution

(First semester; every other year/3 credits)

This course will explore the dynamics of negotiation and conflict. Students will learn effective negotiation techniques and how to manage agreement. We will also examine how to make conflict a creative rather than a negative experience. Negotiation and conflict resolution skills will be analyzed and practiced.

MGMT 584 Leadership and Supervision

(3 credits)

Leadership theory and styles, processes of leadership in goal setting, motivation and evaluation, and personnel development related to educational, business, and agency settings.

MGMT 585 Human Resource Management

Prerequisite, MGMT 560. (First semester/3 credits)

This course is designed to provide an understanding of modern human resource management. Principle areas will include employee influence, human resource flow, work systems, and rewards. Cases and group exercises are included to examine job analysis, selection standards, performance evaluation, training and development, and job evaluation.

MGMT 587 Public Administration

Prerequisite, MGMT 551. (3 credits)

A study of the principles of public administration in the United States with special attention to organization and management. Topics include fiscal, personnel, planning, and public relations practices.

MGMT 590 Management Policy

Prerequisite, All other core courses and the two concentration courses; thus, this capstone course must be taken in the last semester. (Either semester/3 credits)

The management policy course serves to integrate the disciplines of the various areas covered by the core courses. Using the case method, students are challenged to solve comprehensive management problems at the strategic, policy-making level of the organization including ethical and international implications.

MGMT 595 Independent Research Project

Prerequisites, Permission of the instructor and enrollment in the concentration. (3 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed "Permission to Enroll" form must be submitted to the Graduate School at the time of registration.

M.S. in Computer and Information Sciences

The Master of Science degree in Computer and Information Sciences is a 30- to 42-credit program of graduate study for professional development. It is intended for:

- persons holding bachelor's degrees in computer science or a related field who will enter the program at an advanced level;
- persons already employed in applied computing and data processing who are seeking additional academic background as part of a career and professional growth program; and
- persons holding bachelor's degrees in a discipline other than computer or information science who are seeking preparation for careers in these fields.

The program is open to qualified applicants to the Graduate School. It is designed to enable students with varying entering levels of competency to meet their individual educational needs. An undergraduate major in mathematics or computer science is not required.

There are two program concentrations. One emphasizes technical computer science and the other emphasizes information systems and technology.

The Computer Science concentration is intended for people who have or will have positions that require significant technical expertise in one or

more areas of computer science. Objectives of this concentration are to ensure an adequate background in the fundamental subject areas and paradigms of the discipline of computer science and to increase the student's knowledge of contemporary issues in applied computer science.

The Information Technology concentration is intended for people who will be managing or integrating information technology in a variety of environments such as business, government, education, and medicine. The objective of the Information Technology concentration is to provide the concepts, framework, and techniques needed to optimize the use of information technology resources within these environments.

Both concentrations require the same set of foundation courses, and each concentration has its own set of core courses, electives, and options. A student entering the program is assigned an adviser who will assist the student in selecting the appropriate concentration based on the student's career goals. An approved plan of study must be submitted to the department before enrolling in courses beyond the foundation level. Elective courses may be taken in other subjects only with the permission of the department.

FOUNDATION COURSES

The Master of Science in Computer and Information Sciences requires completion of four foundation courses designed to provide the appropriate prerequisite background for both concentrations. Students with undergraduate degrees in computer science or a related field may apply for exemptions from some or all of these foundation courses. A minimum grade of B- must be earned in a foundation course before it can be used as a prerequisite for another course. A student failing to earn a B- in a foundation course may repeat it once. The foundation courses are:

CSCI	501	Introduction to Software Development (1 credit)
CSCI	503	Algorithms and Programming I (3 credits)
CSCI	504	Algorithms and Programming II (3 credits)
CSCI	508	Computer Organization and Design (3 credits)
MATH	505	Discrete Mathematics for Computer Science (3 credits)

Information on exemption of the foundation courses may be obtained from the Department of Mathematics and Computer Science.

Note: No student may enroll in more than 9 credits of graduate course work in computer science in a semester without explicit department approval, granted at a regularly-scheduled department meeting. In no case may a student take more than 9 credits in his or her first semester as a graduate student at Hood.

COMPUTER SCIENCE CONCENTRATION

Core Requirements

CSCI	516	Systems Analysis (3 credits)
CSCI	519	Advanced Data Structures (3 credits)
CSCI	524	Principles of Software Engineering (3 credits)

CSCI	553	Data Communications and Network Architectures (3 credits)
CSCI	564	Operating Systems (3 credits)
CSCI	571	Programming Languages: Their Design and Compilation (3 credits)

Electives

The remaining courses used to complete the student's program are elective courses that are selected in consultation with the adviser. At least two courses must be selected from the list of designated computer science electives. Other elective courses are selected freely from the department's computer science and information technology offerings.

CSCI	528	Artificial Intelligence and Expert Systems
CSCI	535	Object-Oriented Programming
CSCI	550	Digital Logic and Switching Theory
CSCI	557	UNIX System Programming
CSCI	561	Computer Architecture
CSCI	565	Database System Concepts
CSCI	566	Parallel Computing
CSCI	583	World Wide Web Programming

Grade Requirements

A minimum cumulative grade average of 3.0 must be obtained in courses beyond the foundation courses as well as overall. In addition, a minimum grade of B- must be earned in each course which is counted toward the degree.

Program Options

There are two program options for the Computer Science concentration. The first requires that the student complete 30 credits of graduate course work beyond the foundation courses. The second requires that the student complete at least 24 credits of graduate coursework beyond the foundation courses, plus complete 6 credits of one of the following: software engineering project (CSCI 595), thesis (CSCI 580), or field work project (CSCI 585). Students must get permission from the department and their adviser before enrolling in any of these 6-credit options.

Software Engineering Project

A software engineering project is optional for the Computer Science concentration. Students who are accepted to do a software engineering project must register for 6 credits of CSCI 595. The student is responsible for initiating a project proposal and for securing a faculty adviser and a reading committee for the project. An oral defense of the project is required, as well as a written project report.

Regulations and guidelines concerning the software engineering project are available from the Department of Mathematics and Computer Science. A student considering this option should consult with her/his academic adviser.

INFORMATION TECHNOLOGY CONCENTRATION

Core Requirements

CSCI	514	Contemporary Issues in Information Technology (3 credits)
CSCI	516	Systems Analysis (3 credits)
CSCI	518	Systems Engineering and Integration (3 credits)
CSCI	530	Applied Database Concepts (3 credits)
CSCI	548	Telecommunications and Networking for the Information Age (3 credits)
CSCI	555	Information Systems Security (3 credits)

Electives

The remaining courses used to complete the student's program are elective courses that are selected in consultation with the adviser. At least two courses must be selected from the list of designated information technology electives. Other elective courses are selected freely from the department's computer science and information technology offerings.

CSCI	521	Applied Computer Graphics
CS/MG	527	Management Issues in Information Systems
CS/MG	533	Managing Technical Project Teams
CSCI	540	Human Computer Interaction
CS/MA	549	Applied Statistics for Quality and Productivity
CSCI	570	Seminar: Professional and Ethical Issues in Computing
CSCI	581	Intro to Web Site Design
CSCI	583	World Wide Web Programming

Grade Requirements

A minimum cumulative grade average of 3.0 must be obtained in courses beyond the foundation courses as well as overall. In addition, a minimum grade of B- must be earned in each course which is counted toward the degree.

Program Options

There are two program options for the Information Technology concentration. The first requires that the student complete 30 credits of graduate coursework beyond the foundation courses. The second requires that the student complete at least 24 credits of graduate coursework beyond the foundation courses, plus complete 6 credits of one of the following: thesis (CSCI 580) or fieldwork project (CSCI 585). Students must get permission from the department and their adviser before enrolling in any of these 6-credit options.

COURSES

COMPUTER SCIENCE

CSCI 501 Introduction to Software Development

Prerequisite, MATH 120 or equivalent. (Summer/1 credit)

This course is intended for students entering the graduate program in Computer and Information Sciences who have had little or no previous programming experience.

Programming in a current high-level programming language is introduced. Topics include syntax, data types, control structures, and encapsulation. Design principles, testing, and the software engineering life cycle are introduced. Grading is S/U. Cannot be applied toward the MS degree in Computer and Information Sciences.

CSCI 503 Algorithms and Programming I

Prerequisites, CSCI 501 and either a minimum grade of B- in MATH 505 or concurrent enrollment in MATH 505, or permission of the instructor. Previous experience with a high-level programming language such as Ada, BASIC, C, C++, Fortran, or Pascal is recommended. (Either semester/3 credits)

Introduction to the basic techniques of program development including input, output, assignment, control structures, simple and aggregate data types, and subprograms. All phases of the course will focus on problem-solving strategies, modular design, and debugging techniques. Students will also learn a specific high-level programming language, which will be used to implement programming concepts and do programming assignments.

CSCI 504 Algorithms and Programming II

Prerequisite, A minimum grade of B- in both CSCI 503 and MATH 505, or permission of the instructor. (Either semester/3 credits)

A study of abstract data types and data structures such as stacks, queues, linked lists, trees, graphs, and their implementations. Topics also include algorithms for hashing, sorting, searching, and analysis of algorithm efficiency. Students will be required to use a high-level programming language at an advanced level in programming assignments.

CSCI 508 Computer Organization and Design

Prerequisites, A minimum grade of B- in both MATH 505 and CSCI 503, or permission of the instructor. (Either semester/3 credits)

A comprehensive introduction to the general organization, architecture, and functional characteristics of computer systems. Topics include machine level representation of data, assembly level machine organization, memory system organization and architecture, alternative architectures, and device interfaces.

CSCI 514 Contemporary Issues in Information Technology

Prerequisite, A minimum grade of B- in CSCI 503, or concurrent enrollment in CSCI 503, or permission of the instructor. (First semester/3 credits)

This course addresses the current issues that surround the use of information technology (IT) and the development of IT-based solutions. Using an overview of the IT components utilized in the areas of computer hardware and software, information processing, and telecommunications as a foundation, this course explores the current issues and trends which challenge IT professionals. The primary purpose of this course is to teach students how to approach, investigate, consider, analyze, use and apply information technology in order to address specific information-based needs. The course is intended to serve as a foundation for more advanced work in Information Technology.

CSCI 516/416 Systems Analysis

Prerequisite, A minimum grade of B- in CSCI 503, or permission of the instructor. (First semester/3 credits)

An introduction to structured systems analysis techniques and their use in the creation of computer information systems. Topics include functional decomposition with emphasis on data flow diagrams, data dictionary, process specification, and system modeling.

CSCI 518 Systems Engineering and Integration

Prerequisite, CSCI 514, or permission of the instructor. (Second semester/3 credits)

A comprehensive review of the procedures, tools, and standards that comprise the field of systems engineering and integration. This course provides a detailed examination of the systematic application of proven procedures, tools, and standards to information-oriented problems for the purpose of defining, designing, managing, and implementing effective information technology solutions.

CSCI 519/419 Advanced Data Structures

Prerequisite, CSCI 504 (3 credits)

An intensive introduction to object-oriented programming and advanced data structures. Topics will include such data structures as heaps, priority queues, hash tables, advanced tree structures including B+ or B* trees, and graphs. The course will emphasize the relative advantages and disadvantages of various design and implementation choices, and the way these choices affect software quality. Integration of component-based methodologies into their software designs will be discussed. Instruction will be in the C++ programming language, including the C++ Standard Library.

CSCI 521/421 Applied Computer Graphics

Prerequisites: A minimum grade of B- in both MATH 505 and CSCI 503, or permission of the instructor: (3 credits)

A study of computer graphics from an applied point of view. The course will consider concepts and techniques underlying the creation and use of graphics, including computer drawing, CAD presentation, image editing, bit-mapped and vector graphics, image compression, algorithms for line and curve mapping, and image manipulation. Students will also get hands-on experience in using various kinds of graphics software.

CSCI 524 Principles of Software Engineering

Prerequisite, A minimum of B- in both CSCI 504 and CSCI 516, or permission of the instructor. (Second semester/3 credits)

This course will examine and discuss the life cycle of computer software. The major issues addressed are: analysis of the project, requirements specification, design, coding, testing and reliability, and maintenance.

CS/MG 527 Management Issues in Information Systems

Prerequisite, CSCI 514 for CS/IT majors or MGMT 566 for MBA majors, or permission of the instructor. (Second semester; every other year; next offered 2003/3 credits)

An examination and critical assessment of real-life management issues surrounding information systems in application environments. These issues involve the management of information, project management, and information resources and systems within the organization.

CSCI 528 Artificial Intelligence and Expert Systems

Prerequisite, A minimum grade of B- in CSCI 504, or permission of the instructor. (First semester; every other year; next offered 2002/3 credits)

An introduction to the fundamental principles, techniques, and tools of artificial intelligence, including significant past developments, current applications, and future directions. In particular, expert systems will be studied as an example of a successful mainstream application of AI. Other topics will be chosen, as time permits, from among the following: state-space searching, knowledge representation, logic and deduction, LISP as a programming language for AI, natural language processing, neural networks, learning, vision, robotics, and cognitive science. Topics will be treated at a level of depth and detail appropriate for a first course in AI.

CSCI 530/430 Applied Database Concepts

Prerequisites, A minimum grade of B- in CSCI 504, or permission of the instructor. (Either semester/3 credits)

A study of the design and implementation of databases from a real world applications point of view. The course includes a review of database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory, and data protection issues. The course will also address topics such as assessing end-user needs, developing specifications, designing functionally equivalent solutions, and evaluating commercial database packages.

CS/MG 533 Managing Technical Project Teams

Prerequisite, CS/MG 527. (First semester; every other year; next offered 2003/3 credits)

This course investigates the process of managing a computer-related project. It includes scheduling techniques and automated tools such as scheduling packages. Focus will be on the team environment conducive to successful project completion.

CSCI 535/435 Object-Oriented Programming

Prerequisite, A minimum grade of B- in CSCI 504, or permission of the instructor. (Second semester/3 credits)

Intensive study of object-oriented programming for students already familiar with object concepts at the level of CSCI 504. Topics include: abstract data types, object instantiation, inheritance, polymorphism, member access control, exception handling, parametric classes, use of class libraries. Emphasis upon programming for future reusability and programming-by-contract distinguishes this course from a simple survey of language features.

CSCI 540 Human-Computer Interaction

Prerequisite, CSCI 516, or permission of the instructor.

(First semester/every other year; next offered 2002/3 credits)

Topics covered will be chosen from the relationships between people and computers and the role of human factors and psychology in those relationships; usability; interaction and interface design issues; command languages, menus, error messages, and response time; physical interaction, I/O devices, and interaction style and techniques; the design process and user models; interface evaluation, rapid prototyping and interactive refinement; natural language; integration of user interfaces with software engineering.

CS/MA 546/446 Operations Research

Prerequisite, A minimum grade of B- in both MATH 505 and CSCI 503, or permission of the instructor. (3 credits)

In-depth study of operations research methods in decision theory, linear programming, distribution models, network models, dynamic programming, game theory, and simulation.

CSCI 548 Telecommunications and Networking for the Information Age

Prerequisites, A minimum grade of B- in CSCI 514 and CSCI 508, or permission of the instructor. Not open to students who have completed CSCI 553. (First semester/3 credits)

This course is designed to provide computer professionals with a working knowledge of data communications, computer networks, and open systems. The course includes an in-depth review of basic terminology and concepts in data communications, telecommunication protocols, transmission techniques, and computer network architecture alternatives. Additional topics include internetworking, circuit and packet switching, and telecommunication solutions such as xDSL, ATM, and Frame Relay.

CS/MA 549/449 Applied Statistics for Quality and Productivity

Prerequisites, MATH 500 and proficiency in the use of computers as a tool. (3 credits)

An intensive study of the various tools and techniques used in analyzing quantitative data. Emphasis is on the use of statistics to solve problems and make decisions, and on the use of computer-based statistical packages.

CSCI 550/450 Digital Logic and Switching Theory

Prerequisite, A minimum grade of B- in MATH 505, or permission of the instructor. (3 credits)

Introduction to combinational and sequential circuit design. Topics include arithmetic circuits, decoders, flip-flops, counters, registers, memory systems, and analog-to-digital conversion. Students will use integrated circuits to construct the circuits designed.

CSCI 553/453 Data Communications and Network Architectures

Prerequisites, A minimum grade of B- in both CSCI 504 and CSCI 508, or permission of the instructor. Not open to students who have completed CSCI 548. (First semester/3 credits)

A study of data communications, computer networks, and open systems from the programmer's point of view. Topics include: mathematical tools necessary for telecommunications and connectivity engineering, development, and management; the fundamental nature of signals; signal transmission through various media; hardware and software components and their interactions in each OSI layer; TCP/IP; standards and regulations associated with each OSI layer; and telecommunications and connectivity in general. Specific algorithms for encoding, modulation, compression, multiplexing, error detection, and error correction are studied. Programming of the TCP/IP protocol stack and the UNIX socket interface are studied.

CSCI 555 Information Systems Security

Prerequisites, CSCI 530 and either CSCI 548 or CSCI 553, or permission of the instructor. (Second semester/3 credits)

This course considers technical, operational, and managerial issues of computer systems security in an operational environment. The course will address the threats to computer security including schemes for breaking security, and techniques for detecting and preventing security violations. Emphasis will be on instituting safeguards, examining the different types of security systems, and applying the appropriate level of security for perceived risks.

CSCI 557 UNIX System Programming

Prerequisite, A minimum grade of B- in CSCI 504, or permission of the instructor. (First semester; every other year; next offered 2003/3 credits)

This course will focus on the UNIX operating system and system level programming in the UNIX environment. Course includes an in-depth study of UNIX file handling, process structure, process control, process scheduling, memory management, and interprocess communication. Other topics include shell programming, the system call interface to the UNIX kernel, use of system calls in the C language, and an introduction to X Windows programming.

CSCI 561/461 Computer Architecture

Prerequisite, A minimum grade of B- in both CSCI 504 and CSCI 508, or permission of the instructor. (First semester/3 credits)

An in-depth study of architectural concepts and principles including performance-based design tradeoffs. Topics to be covered include: instruction set design, arithmetic algorithms, hardwired and microprogrammed control, memory hierarchy design, input/output, pipelines, RISC, CISC, vector processors, parallel processors, and super-scalar machines.

CSCI 564/464 Operating Systems

Prerequisites, A minimum grade of B- in both CSCI 504 and CSCI 508, or permission of the instructor. (Second semester/3 credits)

A comprehensive introduction to the fundamental principles of operating systems illustrated by examples from contemporary systems. This course emphasizes the design tradeoffs involved in operating system design. Topics include: process management; concurrency; deadlock; cpu scheduling; memory management; disk management; files systems; security; and distributed, real-time and multiprocessor operating systems.

CSCI 565 Database System Concepts

Prerequisites, CSCI 530 and CSCI 564, or permission of the instructor. (First semester/3 credits)

This course covers a range of database system concepts such as transaction processing, serializability, locking and timestamping protocols, logging techniques, implementation of backup and recovery, indexing, query processing and optimization, and various additional implementation techniques. These concepts are illustrated by examining the implementation and application of object-oriented, parallel and distributed database systems.

CSCI 566 Parallel Computing

Prerequisites, A minimum grade of B- in each of the courses MATH 505, CSCI 504, CSCI 508, or permission of the instructor. (3 credits)

A comprehensive introduction to both the principles and the practice of parallel computing. Topics to be covered include: programming and architectural models, parallel algorithms, and parallelizing compilers.

CSCI 570 Seminar: Professional and Ethical Issues in Computing

Prerequisites, 6 semester hours of upper division computer science courses, or permission of the instructor. (Second semester/3 credits)

This seminar acquaints students with some of the philosophical and social problems confronting the computer industry, technological professionals and "common citizens" whose lives are affected by the use of the computers. Among the topics to be addressed are: liability, privacy and security, impact of telecommunications, intellectual property rights, computers and social power, and codes of professional conduct. Emphasis will be placed on ethical issues.

CSCI 571/471 Programming Languages: Their Design and Compilation

Prerequisites, A minimum grade of B- in both CSCI 504 and CSCI 508, or permission of the instructor. (Second semester/3 credits)

A survey of the major programming paradigms and their related languages, including procedural, functional, logic and object oriented programming. Topics include: binding, exception handling, data sharing, scope, parameter passing, type checking, runtime storage management, lexical analysis, syntactic analysis, parsing, code generation, and optimization.

CSCI 581/481 Introduction to Web Site Design

Prerequisite, A minimum of B- in CSCI 503, or permission of the instructor. (First semester/3 credits)

An introduction to the technologies and issues associated with developing World Wide Web information sites. Topics include web page development, site conception, overview of graphic design issues, CGI options, hardware and software selection, and Internet and Intranet applications. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working site as part of the coursework.

CSCI 583/483 World Wide Web Programming

Prerequisite, CSCI 581 and CSCI 504, or permission of instructor. (Second semester/3 credits)

Examination of issues and techniques in programming for World Wide Web applications. Topics include HTML and the HyperText Transfer Protocol, The Common Gateway Interface (CGI); Multipurpose Internet Mail Extensions (MIME); programming language options; CGI scripting (designing, building, testing, and installing CGI applications); file and database access; and security issues. Perl will be used as the primary scripting language for the course. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working application as part of the course work.

CSCI 590 Assistantship in Computer Science

Prerequisites, A minimum grade of B- in both CSCI 504 and CSCI 508, permission of the instructor, and permission of the department chair. (1, 2, or 3 credits)

The assistantship is intended to provide additional knowledge and insight into the various subject areas of computer science. It consists of supervised activity associated with another graduate or undergraduate computer science course. Activities may include assisting the course instructor with class or laboratory sessions, preparing and carrying out class presentations, serving as a consultant to students in the class, developing laboratory manuals, and other appropriate tasks determined by the instructor. The assistantship may be repeated once in conjunction with a different course.

CSCI 595 Software Engineering Project

Prerequisites, CSCI 524 and 18 credits of CSCI coursework beyond foundation level, and permission of department. (6 credits)

Design, creation, and documentation of an applications program. Required of all degree candidates who have requested and been accepted for the software engineering project option.

The department also regularly offers special topics courses in various areas of computer science and information technology. The following special topics courses have been offered recently.

CSCI 598/498 Special Topics: Distributed Computing

Prerequisite, CSCI 564, or permission of the instructor. (3 credits)

An introduction to distributed systems and distributed operating systems. Topics will include interprocess communication, safety, liveness, remote procedure call, distributed file and name services, distributed notions of time, shared data and concurrency control, and distributed shared memory. Assignments will be programmed in Java.

CSCI 598/498 Special Topics: Distributed Database Systems

Prerequisite, CSCI 530, or permission of the instructor. (3 credits)

This course explores the requirements, architecture, and issues related to distributed database and multi-database systems. Various solutions for global user interfaces, access trans-

parency, distributed query processing, distributed concurrency control, and global database administration will be explored. Case studies of research and commercial systems will be presented. Analysis of system requirements and design trade-offs will be emphasized.

CSCI 598/498 Special Topics: Distributed Programming

Prerequisites, CSCI 564/464. Familiarity with Java recommended

An introduction to distributed object architectures, standards, and frameworks, including CORBA, DCOM, and Java Beans. Students will design and create software applications for use over the Internet and World Wide Web. Students will develop Internet client/server n-tier applications using Java Object Request Brokers and servlets. The course will also highlight security concepts within the context of distributed architectures and programming.

CSCI 598/498 Special Topics: Introduction to Information and Coding Theory

Prerequisite, A minimum grade of B- in MATH 505 or Linear Algebra. (3 credits)

Introduction to coding of information for computer processing, storage, and transmission. Introduction to linear codes; error correcting codes; bounds on the error correction capabilities of codes; convolutional codes with threshold; cyclic random error correcting codes. Information measure, entropy, mutual information; source encoding; noiseless coding theorem, noisy coding theorem; exponential error bounds; introduction to error correcting codes, block and convolutional codes and error bounds; channels with memory, continuous channels; rate distortion function.

CSCI 598/498 Special Topics: Local Area Networking and TCP/IP

Prerequisite, CSCI 548 or CSCI 553/453, or permission of the instructor. (3 credits)

This course examines Local Area Network (LAN) architectures and concepts, the similarities, differences, advantages, and disadvantages of the various LAN architectures. It provides a study of the hardware and software elements and operations associated with local area networking. It contains a detailed examination of the TCP/IP protocol, its structure, capabilities, and applications.

CSCI 598/498 Special Topics: Neural Networks

Prerequisite, CSCI 504, or permission of the instructor. (3 credits)

An introduction to the design, analysis, and application of artificial neural networks. Topics include various learning strategies, such as Hebbian and Widrow-Hoff. The course will concentrate on the application of perceptrons, backpropagation, Hopfield networks, competitive networks, and Adaptive Resonance Theory.

CSCI 598/498 Special Topics: Object Oriented Design

Prerequisite, A minimum grade of B- in CSCI 504, or permission of the instructor. (3 credits)

This seminar introduces students to methods of object oriented design. Object oriented design techniques provide an alternative to classical systems analysis and software engineering techniques. The course will utilize a seminar format. Students will research topics in publications which deal with object oriented design applications and basic research. Software development resulting from object oriented design techniques will be illustrated in Smalltalk, C and C++ languages.

MATHEMATICS

MATH 500 Statistics

(First semester/3 credits)

Basic statistical methods as they apply to data and research in the human sciences and other fields. Topics include frequency distributions and their representations, measures of central tendency and dispersion, elementary probability, statistical sampling theory, testing hypotheses, non-parametric methods, linear regression, correlation, and analysis of variance. Each student may be required to do a statistics project under the guidance of a cooperating faculty member in a specific discipline such as biology, economics, education, political science, psychology, or sociology.

MATH 505 Discrete Mathematics for Computer Science*Prerequisite, MATH 120 or equivalent (Either semester/3 credits)*

Introduction to the basic mathematical structures and principles of importance in computer science. Topics include logic, Boolean algebra, finite-state machines, sets, relations, functions, matrices, induction, elementary combinatorics, and the basic concepts of graphs, trees, and recursion.

MATH 507/407 Introduction to Graph Theory*Prerequisite, MATH 505 or equivalent (First semester/3 credits)*

A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity, and coloring problems.

Education

M.S. in Curriculum and Instruction

The Master of Science in Curriculum and Instruction is designed primarily for certificated classroom teachers who want to enrich their professional knowledge and skills. The curriculum includes a core of professional education courses, with concentrations in six areas of education: early childhood education, elementary education, elementary school science and mathematics, reading, secondary education, and special education. Special education offers the choice of four areas of specialization: early childhood special education, elementary/middle special education, secondary/adult special education, and inclusive education.

REQUIREMENTS FOR ALL EDUCATION CONCENTRATIONS

Three core education courses are central to all graduate programs in education offered by Hood:

EDUC 577	Introduction to Educational Research (3 credits)
EDUC 581	Topics in Educational Psychology (3 credits)
EDUC 582	Educational Philosophy in a Diverse Society* (3 credits)

**This course may be waived if student presents documentation of completion of similar in-service course. Students excused from this requirement must take an additional elective.*

EARLY CHILDHOOD EDUCATION CONCENTRATION

This program is designed primarily for certificated classroom teachers in early childhood or elementary education who wish to gain additional knowledge and skills. Content focuses upon the areas of curriculum and advanced methodology as well as theory and support courses.

Requirements

- In addition to the foundation courses for the M.S. degree, students must complete three ECE foundation courses (9 credits):

EDUC 532	Human Development: Childhood
EDUC 533	Effective Home-School Interaction: Research and Practice
EDUC 534	Current Issues in Early Childhood Education

- Students must select an elective or electives from different curriculum areas (3-6 credits):

Reading

EDUC 517	Materials for Teaching Reading: Instruction and Methods
EDUC 518	Reading Instruction: Elementary

Language Arts

EDUC 511E	Children's Literature
EDUC 535E	Integrating the Early Childhood Curriculum through Language Arts

Science

EDUC 540E	Modern Science Methods for Early Childhood Education
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Mathematics

EDUC 545E	Modern Mathematics Methods for Early Childhood Education
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Social Studies

EDUC 558E	The Early Childhood Social Studies Curriculum
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Special Education

EDUC 591	Assessment, Diagnosis and Prescription for Children with Disabilities: Early Childhood
EDUC 592	Curriculum and Methods in Early Childhood Special Education

- For candidates who have been advanced to candidacy prior to August 1, 2002, two electives are to be chosen from among all the graduate courses (6 credits) and successful completion of a comprehensive examination are required for partial completion of the program requirements. However, students who have been advanced to candidacy prior to August 1, 2002 may choose to enroll instead in one elective (3 credits) and EDUC 597 (3 credits). (The latter is the preferred option.)
- For students who have been advanced to candidacy on or after August 1, 2002, one elective may be chosen from all the graduate courses (3 credits) and successful completion of EDUC 597 Action Research/Special Project (3 credits) are required for partial completion of program requirements. Comprehensive examinations are not an option for those individuals who are advanced to candidacy on or after August 1, 2002.

ELEMENTARY EDUCATION CONCENTRATION

This program is designed primarily for certificated classroom teachers in early childhood or elementary education who want to gain additional knowledge and skills. Content focuses upon the areas of curriculum and advanced methodology, as well as theory and support courses.

Requirements

- In addition to the core courses for the M.S. degree, students must complete two elementary education foundation courses by selecting two of the following (6 credits):

- EDUC 532 Human Development: Childhood
 EDUC 533 Effective Home-School Interaction: Research and Practice
 EDUC 583 Principles of Curriculum Development and Appraisal

- Students select elective courses from different curriculum areas, including reading (6-9 credits):

Reading

- EDUC 517 Materials for Teaching Reading: Instruction and Methods
or EDUC 518 Reading Instruction: Elementary

Language Arts

- EDUC 511 Children's Literature
 EDUC 535 Integrating the Elementary Curriculum through Language Arts

Science

- EDUC 540 Modern Science Methods for the Elementary School
 EDUC 542 Topics in Elementary School Physical Science
 EDUC 543 Topics in Elementary and Middle School Field Biology
 EDUC 544 Topics in Elementary School Biological Science
 EDUC 548 Topics in Elementary and Middle School Earth Science

Mathematics

- EDUC 545 Modern Mathematics Methods for the Elementary School
 EDUC 546 Topics in Elementary School Mathematics

Social Studies

- EDUC 558 The Elementary Social Studies Curriculum

Computer Technology

- EDUC 502 Computer Applications for Educators

- For candidates who have been advanced to candidacy prior to August 1, 2002, two electives are to be chosen from among all the graduate courses (6 credits) and successful completion of a comprehensive examination are required for partial completion of the program requirements. However, students who have been advanced to candidacy prior to August 1, 2002, may choose to enroll instead in one elective (3 credits) and EDUC 597 (3 credits). (The latter is the preferred option.)
- For students who have been advanced to candidacy on or after August 1, 2002, one elective may be chosen from all the graduate courses (3 credits) and successful completion of EDUC 597 Action Research/Special Project (3 credits) are required for partial completion of program requirements. Comprehensive examinations are not an option for those individuals who are advanced to candidacy on or after August 1, 2002.

ELEMENTARY SCHOOL SCIENCE AND MATHEMATICS CONCENTRATION

The purpose of this program is to provide teachers with current, innovative and technically accurate elementary science and mathematics methods and topics. Emphasis is placed upon the understanding, development, and application of curricula, materials, methods, and activities that are applicable within the elementary classroom.

Requirements

- In addition to the core courses for the M.S. degree, students must complete three elementary school science and mathematics foundation courses (9 credits):
 - EDUC 540 Modern Science Methods for the Elementary School *or* EDUC 540E Modern Science Methods for Early Childhood Education
 - EDUC 541 Seminar on Research in Science and Mathematics Curricula and Instruction (*EDUC 577 Introduction to Educational Research serves as a prerequisite to this course.*)
 - EDUC 545 Modern Mathematics Methods for the Elementary School *or* EDUC 545E Modern Mathematics Methods for Early Childhood Education
- Students must select three courses from different curriculum areas, either from the science or mathematics disciplines with the approval of the adviser, or from the following education courses:

Physical Science

EDUC 542 Topics in Elementary School Physical Science

Biological Science

EDUC 543 Topics in Elementary and Middle School Field Biology

EDUC 544 Topics in Elementary School Biological Science

Earth Science

EDUC 548 Topics in Elementary and Middle School Earth Science

Mathematics

EDUC 546 Topics in Elementary School Mathematics

Computer Education

EDUC 502 Computer Applications for Educators

EDUC 590 Technology in Educational Leadership

- Students having advanced to candidacy prior to August 1, 2002, may choose one of the following options: 1) one elective (3 credits) as approved by the adviser and the comprehensive examination, or 2) EDUC 597 (3 credits) Action Research/Special Project.
- Students having advanced to candidacy on or after August 1, 2002, select EDUC 597 (3 credits) Action Research/Special Project.

READING SPECIALIST CONCENTRATION

This program provides the understanding and competencies necessary for the reading specialist certificate. Open to certificated teachers who will have three or more years of teaching experience by the time the master's degree is conferred, it is directed to the reading needs of all school children (K-12). A supervised experience in a reading clinic is the capstone to a course sequence that provides both breadth and depth in reading specialization. Graduation from this program leads to Maryland certification as a reading specialist.

Requirements

- In addition to the core courses for the M.S. degree, students must complete the following four foundation courses (12 credits):

EDUC 515	Processes and Acquisition of Reading*
EDUC 517	Materials for Teaching Reading: Instruction and Methods
EDUC 520	Reading Diagnosis
EDUC 521	Contemporary Issues in the Teaching of Reading

**May be waived if a similar reading course has been taken within the last five years. Students excused from this requirement must take an elective.*

- Students must take the following curriculum and instruction courses (6 credits):

EDUC 518	Reading Instruction: Elementary
EDUC 519	Reading Instruction: Secondary
- Students must take the following clinical courses (9 credits):

EDUC 523	Reading Diagnosis and Prescription: Clinical
EDUC 524	Advanced Clinical Reading Experiences: Elementary
EDUC 525	Advanced Clinical Reading Experiences: Secondary
- Electives (3 credits to complete 36 credits; if EDUC 515 was waived). Appropriate courses include, but are not limited to, the following: EDUC 502, EDUC 511, EDUC 535, EDUC 561, EDUC 565, EDUC 569, EDUC 584, EDUC 586, PSY 508, PSY 509, PSY 531.
- An exit portfolio is required.

SECONDARY EDUCATION CONCENTRATION

This 30-credit program is intended for students who currently hold certification within a secondary teaching area. It is also intended for individuals in the post baccalaureate MEVL secondary education certification program. This program may provide courses toward the advanced professional certificate but does not lead to certification in other areas.

Requirements

- In addition to the core courses for the M.S. degree, students must complete two secondary foundation courses (6 credits):

EDUC 583	Principles of Curriculum Development and Appraisal
EDUC 584	Implementing Curriculum in Elementary and Secondary Schools
- Three courses must be selected from professional and content areas that form a coherent unit of study within the secondary teaching areas. These courses may be selected from offerings by the various departments at Hood including the Education Department and must be approved by the adviser. Students may select from the following listing of courses and programs to meet their individual development plan. Check with your adviser for course availability and additional courses that may become available:
 - Psychology 500, 501 and 505
 - English: 505, 510, 563, 564, 570
 - Mathematics: 500, 505
 - Education (Mathematics): 502, 594, 595, 596

- Computer Science: 503, 504
- Chemistry: 501, 505, 510, 532, 534
- Biology: 515, 520
- French: 501, 502
- Education: (numerous offerings including reading and special education)
- M.A. in Humanities listing of courses on page 356 for possible inclusion within this concentration
- Concentration in Secondary Education with emphasis in content and methods in secondary mathematics
- One elective may be chosen from among any graduate course including those listed above (3 credits).
- EDUC 597 (3 credits). Students who have been advanced to candidacy prior to August 1, 2002, will have the option of taking a Comprehensive Examination and taking two electives from the above listing or enrolling in EDUC 597. As of August 1, 2002, the Comprehensive Examination will no longer be an option for degree candidates in their advancement to candidacy.

SPECIAL EDUCATION CONCENTRATION

This program is designed for teachers already certificated in special education, early childhood, elementary, or secondary education. It seeks to prepare them to deal with students with disabilities in general or special education classrooms. Emphasis is placed on providing a balance of theoretical background and methodology appropriate for the needs of exceptional children and youth.

The special education program reflects State of Maryland education certification areas: generic (mild and moderate disabilities) non-categorical education for the disabled student at a designated age-grade level. Four areas of specialization are offered.

Students without any teacher certification who are seeking initial certification in Special Education (Grades 1-8) are referred to page 326 *Teaching Certification, Post-Baccalaureate Option*. Hood does not offer an approved program for currently-certified teachers who wish to obtain additional certification in special education. However, Hood does offer courses and a six-hour practicum that *may* satisfy some of the requirements for the Maryland State Department of Education's credit-count certification procedure in early childhood, elementary/middle school or secondary special education. Students who seek additional certification in this manner should see an adviser and request a transcript evaluation from MSDE or local personnel departments. Individuals required to take a six-hour practicum will take EDUC 550 Internship in Special Education. The internship is not part of the master's program and must be approved by the Department. It is also taken in addition to the 30 required credit hours for students seeking the master's degree.

SPECIALIZATION IN ELEMENTARY/MIDDLE SCHOOL SPECIAL EDUCATION

This program is intended for individuals already certificated in general early childhood/elementary education or secondary education. This concentration includes courses that may lead to certification in special education at the elementary/middle age-grade level.

Requirements

In addition to the core courses for the M.S. degree, students must complete four special education foundation courses (12 credits):

EDUC 565	Classroom Organization and Management in Special Education
EDUC 571	Historical, Philosophical, and Legal Foundations of Special Education (<i>Waived if student has taken special education survey or mainstreaming course at the undergraduate or graduate level within five years and obtained a grade of "B." An elective may then be selected by the student.</i>)
EDUC 573A	Assessment, Diagnosis, and Prescription in Special Education
EDUC 579	Collaborative Decision Making for Inclusion or EDUC 597 Action Research/Special Project

• Students must complete the following three courses (9 credits):

Language Arts and Social Studies

EDUC 518	Reading Instruction: Elementary <u>or</u> EDUC 520 Reading Diagnosis
EDUC 574A	Curriculum and Methods in Special Education: Reading, Language Arts, and Social Studies

Science and Mathematics

EDUC 576A	Curriculum and Methods in Special Education: Mathematics and Science
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- Students who have already received credit for any required courses may, upon approval of an adviser, take alternate electives. In all cases, students must take five special education courses to complete the graduate special education concentration.
- Students who have been advanced to candidacy prior to August 1, 2002, have the option of successfully completing EDUC 579 and the comprehensive exam or successfully completing EDUC 597, Action Research/Special Project. (The latter is the preferred option.)
- Students who are advanced to candidacy on or after August 1, 2002, must successfully complete EDUC 579, Action Research/Special Project. (Neither EDUC 579 nor the comprehensive exam are options for students advanced to candidacy on or after August 1, 2002.)

SPECIALIZATION IN SECONDARY SPECIAL EDUCATION

This program is intended for individuals already certificated in general elementary or secondary education. This concentration includes courses that may lead to certification in special education at the secondary/adult age-grade level.

Requirements

- In addition to the core courses for the M.S. degree, students must complete the following four courses (12 credits):

EDUC 565	Classroom Organization and Management in Special Education
EDUC 571	Historical, Philosophical and Legal Foundations of Special Education (<i>Waived if student has taken special education survey or mainstreaming course at the undergraduate or graduate level within five years and obtained a grade of "B." An elective may then be selected by the student.</i>)
EDUC 573B	Assessment, Diagnosis, and Prescription in Special Education
EDUC 579	Collaborative Decision Making for Inclusion or EDUC 597 Action Research/Special Project
- Students must complete the following three courses (9 credits):

Language Arts and Social Studies

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|-----------|---|
| EDUC 519 | Reading Instruction: Secondary |
| EDUC 520 | Reading Diagnosis |
| EDUC 574B | Curriculum and Methods in Special Education: Reading, Language Arts, and Social Studies |

Science and Mathematics

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|-----------|--|
| EDUC 576B | Curriculum and Methods in Special Education: Mathematics and Science |
|-----------|--|
- Students who have already received credit for any required courses may, upon approval of an adviser, take alternate electives. In all cases, students must take five special education courses to complete the graduate special education concentration.
 - Students who have been advanced to candidacy prior to August 1, 2002, have the option of successfully completing EDUC 579 and the comprehensive exam or successfully completing EDUC 597, Action Research/Special Project. (The latter is the preferred option.)
 - Students who are advanced to candidacy on or after August 1, 2002, must successfully complete EDUC 579, Action Research/Special Project. (Neither EDUC 579 nor the comprehensive exam are options for students advanced to candidacy on or after August 1, 2002.)

SPECIALIZATION IN EARLY CHILDHOOD SPECIAL EDUCATION

This program is intended for individuals already certificated in general elementary/ early childhood education or special education at the elementary/ middle age-grade level. This concentration includes courses that may lead to certification in special education at the early childhood age 0-8 level.

Requirements

- In addition to the core courses for the M.S. degree, students must complete three early childhood special education foundation courses (9 credits):

EDUC 532	Human Development: Childhood
EDUC 579	Collaborative Decision Making for Inclusion or EDUC 597 Action Research/Special Project
EDUC 591	Assessment, Diagnosis, and Prescription for Children with Disabilities: Early Childhood

- Students must complete the following two courses (6 credits):

Home-School Intervention

EDUC 533 Effective Home-School Interaction: Research and Practice

Preschool/Primary Intervention

EDUC 592 Curriculum and Methods In Early Childhood Special Education

- For students already certified in special education at the elementary/middle school level, two electives are required.
- For students already certified in regular early childhood or elementary education, the following two courses are required (6 credits):
 - EDUC 571 Historical, Philosophical, and Legal Foundations of Special Education (*Waived if student has taken special education survey or mainstreaming course at the undergraduate or graduate level within five years and obtained a grade of "B." An elective may then be selected by the student.*)
 - EDUC 573A Assessment, Diagnosis, and Prescription in Special Education
- Students who have been advanced to candidacy prior to August 1, 2002, have the option of successfully completing EDUC 579 and the comprehensive exam **or** successfully completing EDUC 597, Action Research/Special Project. (The latter is the preferred option.)
- Students who are advanced to candidacy on or after August 1, 2002, must successfully complete EDUC 579, Action Research/Special Project. (Neither EDUC 579 nor the comprehensive exam are options for students advanced to candidacy on or after August 1, 2002.)

SPECIALIZATION IN INCLUSIVE EDUCATION

This program is intended for students who already have initial certification in special education or for individuals enrolled in the Post-Baccalaureate Teacher Certification program in Special Education. It does not lead to additional certification.

Requirements

- In addition to the core courses for the M.S. degree, all students must complete two inclusive education foundation courses (6 credits):
 - EDUC 573 Assessment, Diagnosis, and Prescription in Special Education
 - EDUC 579 Collaborative Decision Making for Inclusion **or** EDUC 597 Action Research/Special Project
- One additional inclusive education foundation course is required (3 credits):

Post-Baccalaureate Teacher Certification students must take:

EDUC 571 Historical, Philosophical, and Legal Foundations of Special Education (*Waived if student has taken special education survey or mainstreaming course at the undergraduate or graduate level within five years and obtained a grade of "B." An elective may then be selected by the student.*)

Nonpost-Baccalaureate Teacher Certification students must take:

EDUC 565 Classroom Organization and Management in Special Education

- Students must complete three courses in different curriculum areas (9 credits):

Early Childhood Special Education

EDUC 591 Assessment, Diagnosis, and Prescription for Children With Disabilities: Early Childhood

EDUC 592 Curriculum and Methods in Early Childhood Special Education

Reading

Any graduate reading course

Language Arts and Social Studies

EDUC 511 Children's Literature

EDUC 535 Integrating the Elementary Curriculum through Language Arts

EDUC 558 The Elementary Social Studies Curriculum

EDUC 574 Curriculum and Methods in Special Education: Reading, Language Arts, and Social Studies

Science and Mathematics

EDUC 540 Modern Science Methods for the Elementary School

EDUC 545 Modern Mathematics Methods for the Elementary School

EDUC 576 Curriculum and Methods in Special Education: Mathematics and Science

Vocational and Technical Education

EDUC 502 Computer Applications for Educators

- One elective is required (3 credits).
- Students who have been advanced to candidacy prior to August 1, 2002, have the option of successfully completing EDUC 579 and the comprehensive exam *or* successfully completing EDUC 597, Action Research/Special Project. (The latter is the preferred option.)
- Students who are advanced to candidacy on or after August 1, 2002, must successfully complete EDUC 579, Action Research/Special Project. (Neither EDUC 579 nor the comprehensive exam are options for students advanced to candidacy on or after August 1, 2002.)

**TEACHING CERTIFICATION,
POST-BACCALAUREATE OPTION**

Hood's Department of Education offers teacher certification programs for holders of a baccalaureate degree in early childhood education, special education, and secondary education in the secondary subject areas of biology, chemistry, English, French, history, mathematics, and Spanish. Students may enter the certification programs after earning a baccalaureate degree from Hood or another accredited institution. Students seeking secondary certification must have completed a major in one of the secondary subject areas. Students in ECE or special education must have completed a major in a

liberal arts or science area. A 2.75 G.P.A. on a 4.0 G.P.A. scale in baccalaureate work is required. Students who select this option meet certification requirements through satisfactory completion of specified undergraduate and graduate professional education courses.

Contact the Adult Studies Program office for more specific information regarding acceptance into and requirements for these programs. All teacher certification programs are approved by the Maryland State Department of Education using nationally recognized standards.

M.S. in Educational Leadership

The Master of Science in Educational Leadership provides students with a comprehensive foundation in the principles and practices of school administration and supervision. This program is approved by the Maryland State Department of Education for Administrator I certification. The program is designed for:

- teachers who wish to have a master's degree and be certified in administration and supervision.
- persons holding a bachelor's degree in education who seek a graduate degree to enhance their opportunity to work in the fields of administration and supervision.
- teachers who want a graduate degree with depth in the fields of administration and supervision.

REQUIREMENTS FOR THE PROGRAM

Students are required to select one of the following two tracks:

Comprehensive Exam Track

Students in this track must complete 36 credit hours of required courses and pass a comprehensive examination.

Action Research Project Track

Students in this track must complete 36 credit hours of required courses and successfully complete an action research project (included in an additional 3-credit action research project course) for a program total of 39 credits.

In order to obtain the Administrator I Certificate in Maryland, the student must also have completed three years of successful teaching in addition to the M.S. in Educational Leadership.

Required Courses for Both Tracks

EDUC	513	School Law*
EDUC	514	Administration of Pupil Services
EDUC	577	Introduction to Educational Research

EDUC	578	Educational Leadership and Group Dynamics*
EDUC	581	Topics in Educational Psychology
EDUC	582	Educational Philosophy in a Diverse Society**
EDUC	583	Principles of Curriculum Development and Appraisal*
EDUC	584	Implementing Curriculum in Elementary and Secondary Schools
EDUC	586	Principles of Educational Supervision*
EDUC	587	Elementary School Administration* or Educ 588 Secondary School Administration*
EDUC	589	School Business and Personnel Administration*
EDUC	590	Technology in Educational Leadership

Required Course for Action Research Project Track

EDUC	597	Action Research/Special Project
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**Educators who already have a master's degree can take 18 credit hours of courses, noted by an asterisk (*), from this program to qualify for a Maryland Administrator I Certificate through the credit count approach. Students seeking this option should be aware that certificate reciprocity does not apply in all cases to certificates obtained through the credit count approach. Prospective students should discuss the specific courses needed with the program director.*

***This course may be waived if the student presents documentation of completion of a similar in-service course. Students excused from this requirement must take an additional elective.*

COURSES

EDUC 502 Computer Applications for Educators

Prerequisite, This course has no prerequisite but students are expected to have some familiarity with personal computer operating procedures including using Windows and a word processor. (3 credits)

This course considers software applications including advanced word processing techniques, databases and spreadsheet applications, Internet searching, and graphics creation and manipulation resulting in the construction of multimedia, desktop publishing and Web site projects.

EDUC 509 Teaching Reading in Content Areas: Part I

(3 credits)

A study of the principles and methods of teaching reading in middle, junior, and senior high schools. Emphasis on the implementation of reading techniques and strategies appropriate to the content areas. In-school experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students.

EDUC 511 Children's Literature

(3 credits)

A survey of children's literature and enrichment materials and the criteria for evaluating and selecting such materials as they relate to the needs, interests, and capabilities of children and young people.

EDUC 511E Children's Literature

(3 credits)

Same as EDUC 511 but designed for majors in ECE. The emphasis will be upon methods and materials for children ages 3-8.

EDUC 512 Teaching Reading in Content Areas: Part II*(3 credits)*

The appropriate match of students to reading materials and teaching strategies at the middle school, junior high and senior high levels. Content area needs, study skills, assessment, and appropriate skill remediation and refinement will be explored.

EDUC 513 School Law*(Either semester/3 credits)*

This course examines current legal issues facing educational leaders. Specific areas studied include constitutional rights of students, legal aspects of discipline, tort liability, and special education law. Constitutional, federal and state law will be examined within each topic area.

EDUC 514 Administration of Pupil Services*Prerequisite, EDUC 578, or concurrent enrollment in EDUC 578. (First semester/3 credits)*

This course examines the pupil services component of educational administration. Specific areas studied include pupil services administrative theory, major components of student services administration, and providing services for students with special needs, including those with educational disabilities. Relevant legal aspects of pupil services and special education will be discussed.

EDUC 515 Processes and Acquisition of Reading*Prerequisite, EDUC 577, or the equivalent (3 credits)*

Analysis and application of research and practices relating to reading acquisition with an emphasis on the development of phonological awareness, the teaching of phonics and the interrelatedness of language development, reading and writing. This course includes a review of brain research related to literacy acquisition. Required only of students in the reading concentration who have not taken a similar course within the past five years.

EDUC 516 Mentoring Beginning Teachers: Principles and Practices*Prerequisite, Three years of successful classroom teaching (3 credits)*

This course explores the challenges facing beginning teachers (both in-service and intern-teachers), research on the continuum of teacher development, approaches to effective teacher induction and on-going support. Participants will develop strategies and techniques for mentoring beginning teachers.

EDUC 517 Materials for Teaching Reading: Instruction and Methods*Prerequisite, EDUC 515, or the equivalent (3 credits)*

An introductory reading course emphasizing the historical perspectives of reading instruction, development programs and specific reading skills needed at elementary and secondary levels. Selection and evaluation of various media for teaching reading at the elementary level will be the focus of this course. Involvement of other members of the educational community and parents in the reading program will also be considered.

EDUC 518 Reading Instruction: Elementary*Prerequisite, EDUC 515, or the equivalent. (3 credits)*

Concerns the remediation and prevention of reading difficulties and the appropriate placement and program planning for disabled, grade level, and gifted readers. The course includes a balanced literacy program of graphophonics, semantics, and syntactics in teaching reading. Topics include word recognition, reading comprehension, balanced literacy program, intervention strategies, and establishing and managing the literacy program. Field experience in an elementary classroom.

EDUC 519 Reading Instruction: Secondary*Prerequisite, EDUC 515, or the equivalent. (3 credits)*

A study of the principles and methods of teaching reading and the appropriate match of students with materials and teaching strategies at the middle school, junior high, and senior high levels. Content area needs, study skills, and appropriate skill remediation and refinement will be explored. In-school experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students.

EDUC 520 Reading Diagnosis*Prerequisite, EDUC 515, or the equivalent. (3 credits)*

A course designed to acquaint students with a variety of reading disabilities, their possible etiologies, and initial diagnostic procedures. Strategies for identifying gifted readers and for measuring general reading achievement will be addressed. Emphasis will be on the construction of informal reading inventories, the assessment of commercial instruments, the uses of assessment data from state, local and classroom assessments, and the communication of assessment results to parents and school personnel.

EDUC 521 Contemporary Issues in the Teaching of Reading*Prerequisite, EDUC 515, or permission of the instructor. (3 credits)*

Emphasizes implications of current theory and results of research for the teaching of reading. Attention is given to issues and problems in the area of reading instruction. A research project is planned and implemented during the semester. Current issues associated with reading education are also discussed.

EDUC 523 Reading Diagnosis and Prescription: Clinical*Prerequisites, EDUC 517, 518, and 519, or permission of the instructor. (3 credits)*

The identification of disabled readers and appropriate prescriptive program planning will be emphasized. Includes the interpretation of initial screening results and subsequent recommendations. Instructional materials for individual and small group teaching will be developed and specific remedial techniques will be refined.

EDUC 524 Advanced Clinical Reading Experiences: Elementary*Prerequisite, EDUC 523, or permission of the instructor.**(Offered only in summer sessions/3 credits)*

This supervised practicum involves the continuous diagnosis of disabled readers and the planning and implementation of appropriate corrective/remedial programs. Three weeks are spent working with elementary age students. A seminar component is an integral part of the course. To be taken concurrently with EDUC 525.

EDUC 525 Advanced Clinical Reading Experiences: Secondary*Prerequisite, EDUC 523, or permission of the instructor.**(Offered only in summer sessions/3 credits)*

This supervised practicum involves the continuous diagnosis of disabled readers and the planning and implementation of appropriate corrective/remedial programs with an emphasis on the implementation of reading techniques and strategies appropriate to the content areas. Three weeks are spent working with secondary-age students. A seminar component is an integral part of the course. To be taken concurrently with EDUC 524.

EDUC 532 Human Development: Childhood*(3 credits)*

An interdisciplinary approach to the study of human development, with emphasis on the period from conception through the middle years of childhood. Relevant research and theories of development will be considered.

EDUC 533 Effective Home-School Interaction: Research and Practice*(3 credits)*

The dynamics of the parent-teacher-child relationship with emphasis on the teacher's role as partner and counselor of children ages 3-12. Techniques for work with parents and children evaluated and designed by the teacher through action research will be explored.

EDUC 534 Current Issues in Early Childhood Education*(3 credits)*

A review and analysis of current research in early childhood education with emphasis on issues, emerging trends, and procedures essential to developing classroom programs for children.

EDUC 535 Integrating the Elementary Curriculum through Language Arts*(3 credits)*

Emphasis on incorporating creative and affective areas of the elementary school curriculum. Techniques and practical activities for developing skills such as listening,

speaking, creative dramatics, literature, creative writing, and handwriting will form the core of the course.

EDUC 535E Integrating the Early Childhood Curriculum through Language Arts

(3 credits)

Same as EDUC 535 but designed for students interested in early childhood education. The emphasis will be on methods and materials for children ages 3-8.

EDUC 540 Modern Science Methods for the Elementary School

(3 credits)

An examination of modern elementary science methods, curriculum materials, and instructional strategies. Emphasis will be placed upon national, state, and local science standards and exemplary curriculum materials. The philosophical, psychological, and structural bases for the various teaching approaches and materials are considered.

EDUC 540E Modern Science Methods for Early Childhood Education

(3 credits)

Same as EDUC 540 but designed for students in early childhood education. The emphasis is on methods and materials for children ages 3-8.

EDUC 541 Seminar on Research in Science and Mathematics Curricula and Instruction *Prerequisites, Six credits of school science and mathematics courses, or permission of the department, and completion of EDUC 577. (3 credits)*

An introduction to literature on current research in science and mathematics education grade levels K through 12. An overview of literature searching techniques and report analysis is provided that will allow the students to review current research on science and mathematics teaching, learning, curricula, and assessment. Students research, analyze, and report on selected topics using the seminar format.

EDUC 542 Topics in Elementary School Physical Science

(3 credits)

A consideration of the processes and topics of physical science that are most appropriate to the needs of elementary school teachers. An activity-centered approach is utilized to study the structure of matter and other physical science topics.

EDUC 543 Topics in Elementary and Middle School Field Biology

(3 credits)

A study of the natural history and ecology of plants and animals, appropriate for instruction in schools. Field work emphasizes collection, identification, and culturing methods adapted to elementary and middle school science programs.

EDUC 544 Topics in Elementary School Biological Science

(3 credits)

A consideration of the processes and topics of biological science that are most appropriate to the needs of elementary school teachers. An activity-centered approach is utilized to study topics of biological science.

EDUC 545 Modern Mathematics Methods for the Elementary School

(3 credits)

An examination of modern elementary mathematics methods, curriculum materials, and instructional strategies. Emphasis is placed upon national, state, and local mathematics standards and exemplary curriculum and manipulative materials. The philosophical, psychological, and structural bases for the various teaching approaches and materials are considered.

EDUC 545E Modern Mathematics Methods for Early Childhood Education

(3 credits)

Same as EDUC 545 but designed for students in early childhood education. The emphasis is on methods and materials for children ages 3-8.

EDUC 546 Topics in Elementary School Mathematics

(3 credits)

A consideration of topics in modern elementary mathematics that are most appropriate

to the teacher. An activity-centered approach is utilized to study sets, set operations, numeration systems, mathematical operations, rational numbers, mathematical sentences, geometry, probability and statistics, and problem solving.

EDUC 548 Topics in Elementary and Middle School Earth Science

(3 credits)

A consideration of the processes and topics of earth science that are most appropriate to the needs of elementary and middle school teachers. Emphasis is placed upon an activity-centered study of three major areas in earth science (astronomy, geology, meteorology).

EDUC 550 Internship in Special Education

Prerequisites, For Elementary/Middle (EDUC 550A): EDUC 518, 565, 571, 573, 574, 576; for Secondary/Adult (EDUC 550B): EDUC 518, 565, 571, 573, 574, 576; for Early Childhood (EDUC 550C): EDUC 532, 571, 573, 591, and 592. (6 credits/Extra fee)

A supervised teaching practicum in a special education classroom at one of the following age-grade levels:

- A.** Elementary/Middle designed for students specializing in the elementary/middle age grade level (grades 1-8)
- B.** Secondary/Adult designed for students specializing in the secondary/adult grade level (grades 6-12)
- C.** Early Childhood designed for students specializing in the early childhood age-grade level (birth-8)

This course is designed for general education teachers who hold a Maryland teaching certificate and who wish to add special education certification. It is not part of the graduate special education program and is elected in addition to the 30-credit program. Students must apply for the internship and meet departmental requirements. Interested students should contact the coordinator of the Graduate Special Education Program early in their graduate work.

EDUC 555/455 Adult Education

(3 credits)

Study of theory and practice of adult learning; explanation of methods of promoting, organizing, teaching, and evaluating programs for adults; and analysis of organizational structure and goals in inservice, training, enrichment, and continuing education programs. Development of competency-based approaches and evaluation of research.

EDUC 558 The Elementary Social Studies Curriculum

(3 credits)

The focus is on the multidisciplinary approach to social studies in the elementary school program. Incorporating a broad range of materials and methods, students will learn subject integration and how to promote thinking skills.

EDUC 558E The Early Childhood Social Studies Curriculum

(3 credits)

Same as EDUC 558 but designed for students interested in early childhood education. The emphasis will be on methods and materials for children ages 3-8.

EDUC 561/461 Teaching Students with Special Needs in an Inclusive Setting: Early Childhood and Elementary *Not open to special education majors. (3 credits)*

Designed to develop skills, attitudes, and understanding to enable the general early childhood and elementary classroom teacher to educate learners with special needs effectively. Topics include inclusion, educational provisions for teaching the child with disabilities, educational planning, the team process, teaching techniques, student assessment, and classroom organization and management skills. Sections taught in the PDS are open to students in the initial teaching certificate program.

EDUC 565 Classroom Organization and Management in Special Education

(3 credits)

Classroom management and teaching techniques for students in general and special education settings; behavior modification, interaction techniques, and self-management strategies.

EDUC 569/469 Teaching Students with Special Needs in an Inclusive Setting: Secondary Education *Not open to special education majors. (3 credits)*

Designed to develop skills, attitudes, and understanding to enable the general secondary school classroom teacher to educate learners with special needs effectively. Topics include inclusion, educational provisions for teaching the child with disabilities, educational planning, the team process, teaching techniques, student assessment, and classroom organization and management skills. Sections taught in the PDS are open to students in the initial teaching certificate programs.

EDUC 571 Historical, Philosophical, and Legal Foundations of Special Education *Prerequisite, EDUC 532, or equivalent. May be taken concurrently. (3 credits)*

Historical and legal perspectives that led to PL 94-142 and subsequent legislation. Current issues in the field of special education; survey of disabilities, philosophical concerns, educational ramifications of legislation, and innovative programming. This course must be one of the first three courses taken.

EDUC 573/473 Assessment, Diagnosis, and Prescription in Special Education

Prerequisites, EDUC 577, EDUC 532, or equivalent; and EDUC 336 or EDUC 571, or equivalent. (3 credits)

Theoretical and practical aspects of assessment, diagnosis, and prescription of children with mild or moderate disabilities. Emphasis on standardized and informal procedures for assessing psycholinguistic processes, oral and written language, and academic achievement. Corresponding implications for educational programming are considered. Appropriate test selection and comprehensive report writing are included.

- A. Elementary/Middle designed for students specializing in the elementary/middle age-grade level (grades 1-8).
- B. Secondary/Adult designed for students specializing in the secondary/adult age-grade level (grades 6-12).

EDUC 574 Curriculum and Methods in Special Education: Reading, Language Arts, and Social Studies

Prerequisites, EDUC 223 or 532; EDUC 336 or 571; EDUC 316/518 or 409/509; or certification in early childhood, elementary or secondary education, including a mainstreaming course. (3 credits)

A study of curriculum goals and objectives, and the methods and materials to be employed with children who have mild or moderate disabilities. Topics include learning processes and development of instructional programs in reading, spelling, oral and written language, and social studies.

- A. Elementary/Middle designed for students specializing in the elementary/middle age-grade level (grades 1-8).
- B. Secondary/Adult designed for students specializing in the secondary/adult age-grade level (grades 6-12).

EDUC 576 Curriculum and Methods in Special Education: Mathematics and Science

Prerequisites, EDUC 223 or 532; EDUC 336 or 571; EDUC 321 or 545; or certification in elementary education, including a mainstreaming course. (3 credits)

A study of curriculum goals and objectives and the methods and materials to be employed with children who have mild or moderate disabilities. Topics include development of instructional programs in mathematics and science.

- A. Elementary/Middle designed for students specializing in the elementary/middle age-grade level (grades 1-8).
- B. Secondary/Adult designed for students specializing in the secondary/adult age-grade level (grades 6-12).

EDUC 577 Introduction to Educational Research

(Either semester/3 credits)

This course prepares the student to become an effective consumer of educational research. Library assignments include using a variety of tools and technology to search and retrieve research documents. Categories of research include quantitative, qualitative, experimental, survey, and action. Topics include research design, analysis of internal and external validity, and descriptive and inferential statistics.

EDUC 578 Educational Leadership and Group Dynamics*(First semester/3 credits)*

This course examines: leadership theory; organizational theory including the structure and dynamics of organizations; motivation and decision-making processes examining the hierarchy of authority within the organization; the interaction of various groups in the decision-making process; communication skills; the various communication networks and their impact upon the different groups within the organization; organizational change focusing on the group culture and dynamics and its impact on the efforts of the leadership to promote change within the organization. Students have the opportunity to meet with educational leaders to discuss challenges in educational leadership.

EDUC 579 Collaborative Decision Making for Inclusion*(3 credits)*

This course provides teachers, administrators, and other school personnel with the skills to plan and implement educational programs for students in general and special education classrooms. Topics include effective consultation and collaboration skills, program and placement options, problem solving and decision-making techniques, the role of the family in educational programming, and related multicultural issues. Research findings and practical applications will be considered.

EDUC 581 Topics in Educational Psychology*Prerequisite, A course in child development or educational psychology at the graduate or undergraduate level. (Either semester/3 credits)*

This course examines contemporary applications of educational psychology to classroom instruction. Areas of study include behavioral theory, cognitive approaches to learning, the teaching of learning strategies and study skills, motivation, classroom management, and effective teaching. Test construction and evaluation are also examined.

EDUC 582 Educational Philosophy in a Diverse Society*(Either semester/3 credits)*

This course studies the educational philosophies of idealism, realism, pragmatism, reconstructionism, and existentialism in the context of diverse educational populations. Multicultural curriculum planning approaches as well as the history and contributions of minority groups to American education are also examined.

EDUC 583 Principles of Curriculum Development and Appraisal*Prerequisite, EDUC 577, or concurrent enrollment in EDUC 577. (First semester/3 credits)*

This course examines various approaches to curriculum development and evaluation. Curriculum theories, processes, and roles in curriculum planning, data used in curriculum planning, and defining curricular goals and objectives are all addressed in the course.

EDUC 584 Implementing Curriculum in Elementary and Secondary Schools*Prerequisite, EDUC 583. (Second semester/3 credits)*

This course considers implementing curriculum plans in the context of both elementary and secondary schools. Topics of study include implementing change in the individual and in the school, involving groups in the implementation process, and K-12 articulation of curriculum initiatives. Specific aspects of curriculum implementation in elementary and secondary settings are emphasized.

EDUC 586 Principles of Educational Supervision*(Second semester/3 credits)*

This course examines educational supervision as a function of the school leader. Specific areas studied include classroom observation skills, conferencing skills, evaluation skills, and human relation skills. Students have the opportunity to practice supervisory skills in simulated and on-site applications.

EDUC 587 Elementary School Administration*Prerequisites, EDUC 578, EDUC 583, and EDUC 586. (The Year-Long Internship will be offered in the fall and spring semester for 2002/2003. The last time that the internship will be offered on a semester basis will be the spring 2003 semester.) (3 credits)*

This course is an internship experience with a practicing elementary school principal for

a range of administrative experiences of a minimum of 150 clock hours in the field for the 2003 semester spring course (final time to be offered on a semester basis) and a minimum of 200 clock hours in the field for the year-long internship. The culmination of the experience will result in the submission of an administrative portfolio which will allow the development of the intern to be evaluated by college faculty and, where possible, by a public school administrator. The course will also include class experiences with case studies of administrative dilemmas and problems.

EDUC 588 Secondary School Administration

Prerequisites, EDUC 578, EDUC 583, and EDUC 586. (The Year-Long Internship will be offered in the fall and spring semester for 2002/2003. The last time that the internship will be offered on a semester basis will be the spring 2003 semester.) (3 credits)

This course is an internship experience with a practicing secondary school principal for a range of administrative experiences of a minimum of 150 clock hours in the field for the 2003 semester spring course (final time to be offered on a semester basis) and a minimum of 200 clock hours in the field for the year-long internship. The culmination of the experience will result in the submission of an administrative portfolio which will allow the development of the intern to be evaluated by college faculty and, where possible, by a public school administrator. The course will also include class experiences with case studies of administrative dilemmas and problems.

EDUC 589 School Business and Personnel Administration

Prerequisites, EDUC 578 and EDUC 586. (First semester/ 3 credits)

This course examines administrative functions in the school business and personnel areas. Specific topics examined include revenue and budgeting, school maintenance and operations, comprehensive strategic planning, personnel recruitment, selection, induction, and development, and appraisal of personnel performance.

EDUC 590 Technology in Educational Leadership

(Either semester/3 credits)

This course examines what educational leaders need to know about technology to enhance the school program. Both administrative and instructional aspects of technology are included. Specific topics of study include microcomputer applications, the computerized media center, interactive television, and laser disk applications.

EDUC 591 Assessment, Diagnosis, and Prescription for Children with Disabilities: Early Childhood *Prerequisite, EDUC 532 and EDUC 571, or equivalent. (3 credits)*

Theoretical and practical aspects of assessment, diagnosis, and prescription of young children with disabilities. Topics include identification and screening procedures; and assessment of cognitive, language, motor, and social development. Emphasis is on infant, toddler, and preschool assessment. Corresponding implications for educational programming are considered.

EDUC 592 Curriculum and Methods in Early Childhood Special Education

Prerequisite, EDUC 532 and EDUC 571, or equivalent. (3 credits)

Appropriate curriculum and methods for children with disabilities at the early childhood age-grade level (birth-age 8). Emphasis is on birth through age five. Topics include development and implementation of the Individualized Family Service Plan; curriculum goals and instructional strategies for motor, cognitive, language, and social development; and alignment of goals and curriculum with general education.

EDUC 594 The Teaching of Algebra and Geometry—Tools for the Twenty-first Century

Prerequisite, This course is only open to teachers certified in secondary mathematics.

(Offered occasionally/3 credits)

This course examines the use of algebra and geometry concepts to solve problems of the 21st century. The focus is on problem solving, communicating mathematically, integrating algebra and geometry with other disciplines, and mathematical reasoning. Students will have the opportunity to explore current research and technological support materials for the student of algebra and geometry. In addition, students will study the latest theories on the teaching of algebra and geometry and produce a unit plan in one of these subjects that conforms with current thinking in these areas.

EDUC 595 The Teaching of Statistics and Probability—Decision Making with Mathematics *Prerequisites, This course is only open to teachers certified in secondary mathematics. (Offered occasionally)/3 credits)*

This course examines the use of discrete, statistical, and probabilistic methods as powerful means for decision making in real world situations. The focus is on the investigation of problem situations using statistics, probability, and discrete structures together with technology. Students will have the opportunity to design a statistical experiment to study a problem, conduct the experiment, and interpret and communicate the outcomes.

EDUC 596 The Teaching of Mathematical Modeling—Strategies for Contemporary Problems *Prerequisites, This course is only open to teachers certified in secondary mathematics. (Offered occasionally)/3 credits)*

This course examines the use of contemporary mathematics to assist in exercising sound judgment in personal, social, and political matters. The focus is on problem solving through mathematical modeling and the use of technology. Students will have the opportunity to build a mathematical model to solve a problem, apply the model, and analyze and communicate the results. Students will also interview practitioners who put mathematics to work in contemporary society.

EDUC 597 Action Research/Special Project

Prerequisites: EDUC 577 (3 credits)

Implementation of an action research special project in learning and teaching. Choice is made individually with the course instructor. It is recommended that the action research work be completed in two semesters and end with a presentation of the findings. It is expected that students will complete a thorough literature review of their topics, clarify a hypothesis about a solution to a learning and teaching classroom problem, collect baseline data related to the problem, design an intervention program, monitor the intervention program being implemented, test the effect of their proposed solution, and reflect and generalize about future actions.

M.S. in Environmental Biology

The Master of Science in Environmental Biology program is specifically designed to meet the needs of environmental professionals and educators who wish to pursue a graduate degree part time while working full time during the day. The Hood program is unique in Maryland in that courses are offered in the evenings with some supplementary field and laboratory activities on Saturdays.

The Master of Science in Environmental Biology provides students with a comprehensive foundation in the principles and practices of environmental biology. It is designed for:

- persons holding a bachelor's degree in environmental biology or a closely related discipline and currently employed as environmental professionals who seek a graduate degree for professional development and career advancement;
- teachers holding a bachelor's degree in science education who wish to obtain a graduate degree;
- environmental professionals with a graduate degree who are interested in updating their academic background and keeping abreast of new develop-

ments in the discipline; and,

- persons holding a bachelor's degree in a discipline other than environmental biology who seek a graduate degree in order to gain the academic expertise necessary to make a job change to a career in environmental biology.

PROGRAM REQUIREMENTS

The program has two tracks. The first is a 33-credit option, including a 6-credit thesis. The second is a 33-credit option, including a 3-credit independent research project. Both tracks are designed for students from a variety of academic backgrounds. The entering level will be determined by a member of the Department of Biology. All entering students must have completed at least one year of undergraduate course work in biology, one year of chemistry, and one semester of mathematics.

A required core of courses provides students with a comprehensive background in all aspects of environmental biology. Students will be able to place environmental issues into a broad social, political, and economic context; but the primary core course emphasis will be on using environmental biology principles to identify and solve environmental problems.

The elective courses provide each student with the opportunity to tailor her or his program to meet particular professional needs. Some electives are clearly rooted in natural science and mathematics and are the ones most students will choose in order to further their careers in environmental research, regulation, consulting, and teaching. Other electives come from the social and political sciences and are well-suited for students planning to enter the realm of public policy. There are also 1-credit elective offerings that stress laboratory and field techniques. Three of these courses may be taken in lieu of one 3-credit elective.

Every student must complete a 3-credit independent research project or a 6-credit thesis. These research projects are designed to promote critical thinking, hypothesis testing, and the use of descriptive and inferential quantitative techniques.

Required Courses

All students must complete the following:

ENV	501	Introduction to Environmental Biology
ENV	502	Principles of Ecology
ENV	503	Pollution Biology
ENV	505	Biostatistics
ENV	507	Natural Resource Management

All students must complete one of the following (3 credits each):

ENV	513	Marine Ecology
ENV	541	Behavioral Ecology
ENV	551	Plant Ecology
ENV	563	Freshwater Ecology

Thesis Track

Students in this track must complete 6 elective credits, as well as ENV 515

and ENV 580 Thesis (6 credits), for a program total of 33 credits.

Non-thesis Track

Students in this track must complete 12 elective credits, as well as ENV 579 Independent Research Project (3 credits), for a program total of 33 credits.

Elective Courses

Electives include, but are not limited to, the following:

BMS	537	Computer Applications in Biology
CHEM	501	Environmental Chemistry
CSCI	516	Systems Analysis
CS/MA	549	Applied Statistics for Quality and Productivity
ECON	500	Economic Aspects of Contemporary National Issues
EC/PS	514	Environmental Policy
EDUC	543	Topics in Elementary and Middle School Field Biology
ENV	506	Environmental Microbiology
ENV	511	Conservation Biology
ENV	513, 541, 551, <i>or</i> 563	if not taken as part of core requirements
ENV	550	Current Topics in Environmental Biology
ENV	564	Environmental Toxicology
ENV	575	Independent Study
ENV	599	Special Topics
PSCI	500	Government in Contemporary Society
PSCI	508	Law and the Regulatory Process

COURSES

BIOMEDICAL SCIENCE

BMS 537 Computer Applications in Biology

Prerequisites, Include an introductory computer science course or the equivalent, BMS 523 and BMS 524. (Second semester—2002, 2004/Lab fee/3 credits)

Applications of computer software in analysis of biological data. Uses of computers in biotechnological developments with topics including: DNA sequence analysis and projection of molecular structures.

CHEMISTRY

CHEM 501/401 Environmental Chemistry

Prerequisites, General and organic chemistry, or permission of the instructor. (First semester—2003, 2005/3 credits)

Chemical aspects of atmospheric and hydrologic systems with a focus on air and water quality, sources of pollution, basic chemical analysis, corrective processes, and hazardous materials management. Discussions may include resource management and environmental policy.

CHEM 505/405 Inorganic Chemistry

Prerequisite, Organic Chemistry. (First semester—2002, 2004/3 credits)

A study of the principles of structure and bonding, chemical reactivity, and periodic relationships of inorganic compounds.

CHEM 510/410 Advanced Organic Chemistry

(Second semester—2004, 2006/3 credits)

Advanced topics in organic synthesis and structure determination. Topics vary with the

general interest of the students and professor.

CHEM 531/431 Physical Chemistry I

(First semester/3 credits)

A study of the fundamental laws and theories of thermodynamics, kinetics and equilibria.

CHEM 532/432 Physical Chemistry II

Prerequisite, CHEM 531 or a semester of junior-senior level physical chemistry, or permission of the instructor: (Second semester/3 credits/3 class hours)

A continuation of CHEM 531. Atomic and molecular structure, quantum theory, statistical mechanics, spectroscopy.

CHEM 533/433 Physical Chemistry Lab I

Prerequisite, Concurrent enrollment in CHEM 531, or permission of the instructor: (First semester/1 credit/3 class hours)

Principles of thermochemistry, solution chemistry, electrochemistry, and kinetics are investigated in a series of experiments and computer-based simulations.

CHEM 534/434 Physical Chemistry Lab II

Prerequisite, Concurrent enrollment in CHEM 532/432, or permission of the instructor: (Second semester/1 credit/3 laboratory hours)

Investigation of atomic and molecular structure and spectroscopy in a series of computer-based exercises and laboratory experiments.

COMPUTER SCIENCE

CSCI 516/416 Systems Analysis

Prerequisite, A minimum grade of B- in CSCI 504 or equivalent, or permission of the instructor: (First semester/3 credits)

An introduction to structured systems analysis techniques and their use in the creation of computer information systems. Topics include functional decomposition with emphasis on data flow diagrams, data dictionary, process specification, and system modeling.

CS/MA 549/449 Applied Statistics for Quality and Productivity

Prerequisites, MATH 500 and proficiency in the use of computers as a tool: (First semester/3 credits)

An intensive study of the various tools and techniques used in analyzing quantitative data. Emphasis is on the use of statistics to solve problems and make decisions, and on the use of computer-based statistical packages.

ECONOMICS

ECON 500 Economic Aspects of Contemporary National Issues

(3 credits)

The application of economic analysis (macro and micro) to current economic issues. Some attention will be given to the political and institutional framework within which economic activity takes place. A basic human sciences course.

EDUCATION

EDUC 543 Topics in Elementary and Middle School Field Biology

(3 credits)

A study of the natural history and ecology of plants and animals, appropriate for instruction in schools. Field work emphasizes collection, identification, and culturing methods adapted to elementary and middle school science programs.

ENVIRONMENTAL BIOLOGY

ENV 500 Human Ecology

(3 credits)

An introduction to environmental problems. Social, economic, political, and biological aspects are examined in an interdisciplinary approach to cause-and-effect analysis of environmental problems. The impact of population growth, social priorities, natural resource use, economic goals, and technological development on life sustaining

ecological systems are studied. A basic human sciences course.

ENV 501 Introduction to Environmental Biology

(3 credits)

This course introduces the student to the principles of environmental biology. It offers an in-depth analysis of the biological and social variables associated with major environmental issues. Energy, metabolism, natural resource utilization, population dynamics, and technological developments are examined in the context of ecological systems.

ENV 502 Principles of Ecology

(Second semester/3 credits)

An analysis of the interactions between living organisms and the environment. A quantitative approach will be used to examine the population dynamics of plants and animals, community interactions such as competition and predation, and ecosystem processes including energy flow and nutrient cycles. The application of modern ecological theory to current environmental problems will be emphasized.

ENV 503/ENSP 403 Pollution Biology

Prerequisite, ENV 501 and 502, or permission of instructor. (First semester; 3 credits)

A study of the sources, fates, and biological effects of a wide variety of environmental pollutants. Topics covered include: air, water, and soil pollution; techniques for monitoring and evaluating pollution effects; and pollution control technologies. Case studies will be employed to illustrate the social, economic, and political issues surrounding many pollution problems.

ENV 505 Biostatistics

(Second semester/3 credits)

Introduces statistical methods and concepts used in biological research. Topics include sampling methods, frequency distributions, descriptive statistics, hypothesis testing, probability, linear regression, correlation, analysis of variance and various nonparametric tests. Students are required to do a project that involves analysis of data.

ENV 506 Environmental Microbiology

Prerequisites, ENV 501 and 502, or permission of the instructor. (First semester/3 credits)

The role of microorganisms is considered in the natural environment, in the environment as altered by human activity, and in waste treatment and other processes relating to pollution control. Topics covered include nitrogen and carbon cycles and the breakdown of organic materials, eutrophication and other microbial related changes in natural waters, microbiological aspects of domestic and agricultural waste management, and the spread of pathogenic and indicator organisms, microbial transformations of chemical pollutants in food and energy production from waste materials, and the use of microorganisms in the assessment of pollutants and their effects. Epidemiological principles involved in microbial ecology and human disease will be taught.

ENV 507/ENSP 407 Natural Resource Management

Prerequisites, ENV 501 and 502, or permission of the instructor. (Second semester/3 credits)

This course is designed to introduce students to the basic principles of natural resource management and the complexities of applying these principles to real-world problems. The focus is on biological resources, including forest, wildlife, and fisheries management. The major techniques used to analyze and manage ecosystems in an integrated fashion, combining biological, economic, and political considerations will be covered.

ENV 508 Animal Physiology

Prerequisites, ENV 501 and ENV 502, or permission of the instructor.

(Second semester/3 credits)

Physiological interrelationships between animals and their environment are explored. Physiological adaptations will be discussed with a view toward their significance in the ecological realm and evolutionary origins. Both vertebrates and invertebrates will be examined. Physiological processes will be discussed from both qualitative and quantitative viewpoints at several organizational levels (biochemical, cellular, organ system, and organismal).

ENV 509 Ecological Invasions and Biological Control

Prerequisites, ENV 501, ENV 502, and ENV 505. (First semester/3 credits)

Invasions by exotic species of plants and animals are one of the major environmental problems in the world today. Invasions will be examined from the perspective of the invading species and from the community being invaded. The potential for controlling these exotic species with biological control agents will be evaluated, and biological control will be compared with other potential control methods.

ENV 511/ENSP 411 Conservation Biology

Prerequisites, ENV 501 and 502, or permission of instructor. (Second semester/3 credits)

Current review of conservation biology, with emphasis on fundamental principles and their applications. This course will include material about the distribution, value, and loss of biodiversity; population biology and genetics, especially of small populations; habitat destruction and degradation; the management of species and ecosystems; and ecological restoration. Current legislation, social factors, and economic concerns will be incorporated into discussions of conservation biology. The focus will be on the United States, but international problems in conservation biology will also be addressed.

ENV 513 Marine Ecology

Prerequisites, ENV 501 and 502, or permission of the instructor. (Second semester/3 credits)

The ecology of marine and estuarine systems, including the plankton, rocky shores, soft-sediment bottoms, seagrass beds, salt marshes, and coral reefs will be explored. Planktonic and benthic processes will receive equal emphasis. Applied topics in fisheries management and in human impacts on marine environments will be introduced. Several optional field trips to sites in the Chesapeake Bay region and a required research paper are planned.

ENV 515 Research Design and Data Analysis

Prerequisites, ENV 505, completion of 15 credits of required courses in the ENV program, and at least a 3.0 grade point average, or permission of the instructor. (3 credits)

The course introduces the concepts and computational techniques of analysis of variance (ANOVA), analysis of covariance (ANCOVA), multiple linear regression, logistic regression and nonparametric multivariate analysis. The ability to critically evaluate the scientific merit of research proposals in environmental biology will be developed through peer review exercises. Individual research proposals will be developed as the term project.

ENV 520 Environmental Epidemiology

Prerequisites, ENV 501, ENV 502, and ENV 505. (3 credits)

The course introduces the basic concepts of chronic disease epidemiology including causal inference, measures of disease frequency, standardization of rates, strategies in the design of epidemiologic studies and fundamentals of epidemiologic data analysis including crude data analysis, stratified data analysis and principles of matching. All examples will be taken from the environmental epidemiologic literature including studies of air, water, and occupational pollution.

ENV 521 Quantitative Risk Assessment

Prerequisites, ENV 501, ENV 502, and ENV 505. (3 credits)

Introduces the concepts and computational techniques of quantitative risk assessment for environmental health and ecological risk hazards. Hazard identification, dose-response modeling, exposure assessment and risk characterization techniques will be considered. Perception of risk and the influence of perception on human behavior will be discussed. The use of risk assessment in environmental policy development will be considered in the context of recent and classic case studies.

ENV 522A Sampling Methods in Aquatic Ecosystems

Prerequisites, ENV 502 or permission of the instructor (1 credit)

Students will learn and practice commonly-used aquatic sampling methodologies as well as being introduced to procedures for the analysis of field-collected data. Practical experience will be gained in the methods employed for qualitatively and quantitatively evaluating a wide range of aquatic habitats.

ENV 522B Sampling Methods in Animal Ecology

Prerequisites, ENV 502 or permission of the instructor (1 credit)

This course provides an overview of methods employed in the collection and analysis information regarding terrestrial animal populations. In addition it will provide practical experience in the techniques necessary for qualitatively and quantitatively evaluating the physical, chemical, and biological parameters within these systems.

ENV 522C Sampling Methods in Vegetation Science

Prerequisite, ENV 502 or permission of the instructor (1 credit)

This course provides an overview of standard procedures used for data collection and analysis in terrestrial plant communities. In addition it will provide practical experience in the methods employed for qualitatively and quantitatively evaluating the physical, chemical, and biological parameters within these systems.

ENV 524A Identification of Local Woody Vegetation

Prerequisites, ENV 502 or permission of the instructor (1 credit)

An introduction to the taxonomy and identification of woody vegetation of the Maryland region. Habitat preferences, natural history, and methods of collection in preservation also will be covered.

ENV 524B Aquatic Macroinvertebrate Identification

Prerequisites, ENV 502 or ENV 503 or permission of the instructor (1 credit)

An introduction to the use of taxonomic keys for the identification of freshwater macroinvertebrates. Insect morphology and development will also be reviewed. Field trips will provide opportunities to observe ecological adaptations and to collect specimens.

ENV 524C Algal Systematics and Experimental Methods

Prerequisites, ENV 502 or permission of the instructor (1 credit)

An introduction to the classification and identification of algae including freshwater, estuarine and marine phytoplankton and macroalgae. The identification of algae will be considered within the context of environmental functions and human significance. Class field trips will provide an opportunity for students to relate algal diversity to habitat.

ENV 524D Regional Vertebrate Biodiversity

Prerequisites, ENV 502 or permission of the instructor (1 credit)

This course provides an overview of the collection, identification, and natural history of vertebrates from Maryland. Field exercises will provide opportunities to observe these organisms in their respective habitats and to collect specimens. Students will learn the ecological adaptations, physiographic distribution, and economic importance of selected vertebrates. Two overnight field trips are required.

ENV 526A Genetic Methods for Studying Individuals in Populations

Prerequisites, ENV 502 or permission of the instructor (1 credit)

This course will introduce the theory and practice of molecular genetics as it addresses questions at the level of individuals within populations. The course will examine the evolutionary forces affecting genetic variation within populations and how this variation can be used as a tool for determining individual identity, parentage, and other degrees of relatedness between individuals within a population. Genetic methods for identifying individuals will be compared to non-genetic methods. Molecular techniques that are especially useful to conservation biology and behavioral ecology will be introduced in the laboratory, and their applications will be extensively discussed.

ENV 526B Genetic Methods for Studying Populations and Species

Prerequisite, ENV 502 or permission of the instructor (1 credit)

This course will examine genetic variation as the raw material of evolutionary processes and as a tool for assessing the past and present evolutionary history of populations or species. The use of molecular data in determining the relationships among species will also be discussed. Molecular techniques that are especially useful to conservation and evolutionary biology will be introduced in the laboratory, and their applications will be extensively discussed.

ENV 526C Scanning Electron Microscopy of Environmental Samples

Prerequisites, permission of the instructor (1 credit)

Students will be introduced to the theory and practice of scanning electron microscopy. Methods of sample preparation for a range of environmental specimens will be reviewed. Participants will be expected to prepare, view, photographically record, and analyze images from their specimens.

ENV 526D Computer Modeling of Biological Systems

Prerequisites, permission of the instructor (1 credit)

A course which integrates techniques of dynamic modeling into a variety of biological sub-disciplines. Students will become proficient in the use of STELLA, an object-oriented computer modeling program, to describe the structural and functional features of complex biological systems.

ENV 526F Modeling Structured Populations

Prerequisites, ENV 502 or permission of the instructor (1 credit)

This course will introduce the modeling of structured populations. Deterministic models will be used as a starting point, but the course will emphasize stochastic models that can incorporate several types of variability into demographic parameters. Several aspects of population structure will be considered, including age, stage, genetic, and spatial structure. Topics examined will include population dynamics, regulation, and harvesting, metapopulation structure, conservation genetics, risk assessment, and population viability analysis.

ENV 526G Introduction to Geographic Information Systems

Prerequisites, ENV 502 or permission of the instructor (1 credit)

The principles of Geographical Information Systems (GIS) will focus on applications to environmental science ranging from pollution monitoring to land-use planning to endangered species conservation. The course will introduce the ArcViewGIS software package in the context of a variety of applications and projects. Students will put this knowledge to use immediately through laboratory exercises, and they will refine their skills, through the development of a GIS modeling project.

ENV 528A Introduction to Aquaculture

Prerequisites, ENV 502 or permission of the instructor (1 credit)

This course will be an overview of the major types of aquacultural production including ponds, cage culture, raceways, and recirculation systems and important species produced in these systems. In addition, the nature of the aqueous environment as a production medium and the critical role water quality testing and management play in the growth and survival of aquaculture crops will be stressed. There will be several field trips to commercial aquaculture facilities and hands-on activities including water quality testing and assembling a demonstration recirculation unit.

ENV 541 Behavioral Ecology

Prerequisites, ENV 501, 502, and 505, or permission of the instructor. (First semester/3 credits)

This course introduces students to the principles of behavioral ecology. The theoretical context of the course is the role of natural selection in the evolution of intra- and inter-specific behaviors. The focus of investigation includes foraging, predator-prey relationships, habitat utilization, sociality and kinship, sexual selection and parental investment.

ENV 550 Current Topics in Environmental Biology

Prerequisites, ENV 501 and 502, or permission of the instructor.

(Interdisciplinary: biology, chemistry/3 credits)

Current issues of major environmental concern will be examined on an interdisciplinary basis in a seminar forum. A current issue of environmental significance, such as land use or energy, will be selected at the beginning of each term for review and analysis. Relevant current literature including environmental journals, environmental impact statements, recent interdisciplinary reference works, and news media information will be studied and discussed in making cause-and-effect analysis of selected issues. Recent topics have included: Amphibian Ecology of Mid-Atlantic States, Applied Insect Ecology, Community Ecology, Sustainable Agriculture, The Biology of the Chesapeake Bay, Tropical Marine Ecology, and Wetlands.

ENV 551/BIOL 451 Plant Ecology

Prerequisites, ENV 501 and 502, or permission of the instructor. (Second semester/3 credits)

A study of the effects of environmental fluctuations on vegetational patterning, basic mechanisms and interactions within the plant environment system, and current problems in plant ecology. Topics include the vital processes of plants, the effects of environmental factors on their metabolism and energy transformations, and their ability to adapt to these factors.

ENV 563 Freshwater Ecology

Prerequisites, ENV 501 and 502, or permission of the instructor. (3 credits)

Physical, chemical, and biological aspects of lakes and streams are explored. Aquatic organisms typical of freshwater ecosystems are surveyed along with their interrelationships and the physical and chemical components of the aquatic environment controlling their distribution and abundance. Productivity, energy flow, and nutrient cycles are also discussed. Sampling and analysis techniques are described.

ENV 564 Environmental Toxicology

Prerequisites, ENV 501, 502, and 503, or permission of the instructor. (3 credits)

Introduction to the principles of pharmacology and pathology that apply to mammalian toxicology. Emphasis will be on basic concepts of toxin/drug response, uptake, distribution, and metabolism in mammalian systems. Other major environmental topics to be considered are pathology, mutagenesis, carcinogenesis, teratogenicity, and pharmacogenetics.

ENV 579 Independent Research Project

Prerequisites, All required and four elective courses. (3 credits)

Required of students not doing a thesis. The student must collect and analyze data that address a specific hypothesis. A written proposal must be submitted to a faculty adviser prior to the student's enrolling and a final written report is due to the adviser at the end of the project.

POLITICAL SCIENCE**PSCI 500 Government in Contemporary Society**

(3 credits)

The relationship of the individual to government. The political situation in the United States. A basic human sciences course.

PSCI 508/408 Law and the Regulatory Process

Prerequisite, Permission of the instructor: (Second semester—2003/3 credits)

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions; and how regulation and administration impact on individual rights.

EC/PS 514/414 Environmental Policy

Prerequisite, PSCI 500, or permission of the department. A basic human sciences course. (First semester—2002/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policy making and on the problems associated with implementing environmental policies in different political and institutional contexts.

CERTIFICATE OF PROFICIENCY IN FOREIGN LANGUAGES

Students may earn a Certificate of Proficiency, which recognizes performance capability in French or Spanish. Students are required to: 1) complete a minimum of 15 credits; and 2) pass an oral and written examination.

FRENCH COURSES

FREN 501 Cultural Perspectives of France

Prerequisite, Undergraduate major in French or teacher certification in French. (3 credits)

Intensive training in spoken and written French. Study of trends in contemporary French politics, art, society, and civilization, using media and Internet sources.

FREN 502 Advanced French Language and Culture

Prerequisite, Undergraduate major in French or teacher certification in French. (3 credits)

Immersion in French language and culture through enrollment in an intensive course offered through Hood's Strasbourg Program at the International Institute for French Studies: European Union, Linguistics, Civilization, Literature, and Methodologic Studies.

FREN 510 Le Roman d'initiation: Journeys to Maturity in French Fiction

(Course offered as needed/3 credits)

This course examines the genre of the "roman d'initiation," a group of novels whose primary concern is the emotional, social, intellectual, and sexual maturation of a young protagonist. By studying this theme across several centuries and by analyzing its psychological and social contexts in a selection of novels and films, the class will attempt to define the genre and explain its prevalence in French fiction.

FREN 513 Gender and Gaze in Modern French Literature and Film

(First semester—2003/3 credits)

How do women and men see each other? Is the literary gaze inevitably marked by gender? This course will analyze the implications of the gaze in modern French literature and cinema. Works studied will include French and Francophone novels, poetry, theater, and film.

FREN 514 Refinement, Politeness, and Social Behavior

(Second semester—2004/3 credits)

This class will attempt to define what makes refinement, politeness, and the art of living one of the major stereotypes when speaking about French culture. Through the literature and the culture of seven centuries of French history, we will evaluate the importance of language from 1100 to 1800 in the creation of an ideal of social behavior and a sense of elegance.

FREN 517 Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800

(Second semester—2003/3 credits)

This course will define and evaluate the convention that has created the myth of romance within French culture. The French, during their history, stylized love; they believe in this mental creation and force themselves to live passion in this poetic way.

FREN 520 Francophone Women Writers

(First semester/3 credits)

In this course, students will examine works by contemporary women writers from the French-speaking world, including North Africa, Sub-Saharan Africa, the Caribbean, and North America. We will consider how questions of gender and race are experienced and expressed by these women and how their various cultures influence this expression. Topics of discussion will include marriage and polygamy, slavery, political and social upheavals, and racial difference.

FREN 570 Seminar

(Either semester—Offered as needed/3 credits)

An in-depth study of a subject selected according to the special interests of the students and of the faculty.

SPANISH COURSES

SPAN 515 Advanced Composition*(Either semester/3 credits)*

Development of proficiency in writing Spanish, with emphasis on the contrastive aspects of English and Spanish structure. Special attention to style and to the idiomatic use of language. Introduction to translation. Weekly compositions or translations.

SPAN 521 Twentieth Century Spanish Literature*(Either semester—Course is offered every third year/1 credit for student teachers or 3 credits for other students)*

Study of selected works from the Generation of 1898 to the present. Unamuno, Ortega, Machado, Baroja, Jiménez, García Lorca, Cela, Otero, Matute, and others.

SPAN 533 Latin American Poetry*(Either semester—Course is offered as needed/1 credit for student teachers or 3 credits for other students)*

Study of selected poetry, essay, and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli, and Octavio Paz.

SPAN 536 Latin American Fiction*(Either semester/3 credits)*

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato, and other major writers.

SPAN 540 Heroes and Antiheroes: The Spanish Novel*(Either semester, offered every third year/3 credits)*

A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the nineteenth century realists.

SPAN 543 Spanish Theater*(Either semester, offered every third year/3 credits)*

Study of the development of Spanish drama and its changing styles and themes including plays by Lope de Vega, Calderón, Tirso de Molina, Alarcón, Cervantes, Zorrilla, Benavente, and García Lorca.

SPAN 570 Seminar*(Either semester—Course is offered as needed/3 credits)*

A study in depth of a subject selected according to the special interests of the students and those of the staff.

M.A. in Human Sciences

The Master of Arts in the Human Sciences offers an interdisciplinary approach to education in the human sciences, particularly as they relate to the problems of contemporary society and its people. The goal of the program is to enrich the understanding and skills of individuals in their professional and civic roles. It is open to qualified applicants to the Graduate School.

The curriculum includes basic courses in the social, behavioral, and biological sciences. Advanced courses and a concentration in psychology are offered.

REQUIREMENTS FOR THE PROGRAM

Two routes to the master's degree in the human sciences are available. (Not all routes are possible for all human sciences fields of study.) They are:

- 30 to 36 credits including a master's thesis.
- 30 to 36 credits plus a comprehensive written examination.

Course requirements:

- Completion of three basic human sciences courses. Substitutions for these courses are not permitted. A student may be exempted from this requirement by petition to the appropriate department. The petition must be in writing, and, if approved, written evidence of the exemption must be forwarded to the Graduate School by the appropriate department chair. The exemption is made a part of the student's record.
- Completion of a concentration of not fewer than 15 credits (not more than one of the basic human sciences courses may be included in the concentration). The concentration may be individually designed to meet specific needs of the student. The number of credits required for an individualized program varies with the needs of the program and course prerequisites. Under ordinary circumstances, 36 or more credits constitute an individualized program.

Basic Human Sciences Courses

Students elect three basic human sciences courses from different departments. These constitute the basic component of the human sciences program. When a human sciences course is formally exempted, another course must be taken. Exemption does not constitute credit. Basic courses include:

ECON	500	Economic Aspects of Contemporary National Issues
EC/PS	514	Environmental Policy
ENV	500	Human Ecology
GERO	554	Social Gerontology
MATH	500	Statistics
PSCI	500	Government in Contemporary Society
PSY	500	Human Development as a Lifelong Process <i>or</i> THAN 528 Developmental Perspectives in Thanatology
PSY	505	Social Psychology: A Survey
SOC	500	Contemporary Social Problems
SOC	502	Families in Modern American Communities
SOC	507	Gender Roles in Contemporary Society
THAN	528	Developmental Perspectives in Thanatology
THAN	529	Historical and Multicultural Perspectives in Thanatology

PSYCHOLOGY CONCENTRATION

The purpose of the concentration in psychology is to broaden the student's perspective and increase understanding of the principles of human behavior as they apply to current roles or positions. This program does not qualify the student to become a professional psychologist or counselor, and the Department of Psychology does not hold this program to be a vehicle to the practice of psychology or counseling.

The concentration in psychology is a 30-credit program that requires PSY 500 or PSY 505, two other basic human sciences courses from two different departments and at least five additional graduate courses offered by

the Department of Psychology for which the student qualifies. Each program may be individually designed to meet the specific needs of the student. Courses in each program are cooperatively selected by the student and the adviser. All course prerequisites will be strictly enforced. Programs of study may focus upon several themes identified by the department or upon a different theme defined by the student in consultation with the adviser.

Examples of possible programs are given below.

GENERAL/EXPERIMENTAL PSYCHOLOGY

Three basic human sciences courses:

PSY 500 Human Development as a Lifelong Process *or*
PSY 505 Social Psychology: A Survey (required)

Two additional basic human sciences courses from different departments to be selected from the listing under Basic Human Sciences Courses.

Four advanced courses:

MATH 500 Statistics
PSY 509 Psychology of Learning, Memory, and Cognition
PSY 518 Physiological Psychology
PSY 519 Psychopharmacology

Three elective courses.

Comprehensive examination.

HELPING RELATIONSHIP

Three basic human sciences courses:

PSY 500 Human Development as a Lifelong Process (required)

Two additional basic human sciences courses from different departments to be selected from the listing under Basic Human Sciences Courses.

Four advanced courses:

PSY 501 Theories of Personality
PSY 508 Introduction to Counseling and Helping Skills
PSY 511 Theories and Principles of Counseling
THAN 521 Mourning and Principles of Counseling the Bereaved *or*
THAN 523 Dying and Principles of Palliative Care

Three elective courses.

Comprehensive examination.

GERONTOLOGY

Three basic human sciences courses:

GERO 554 Social Gerontology
PSY 500 Human Development as a Lifelong Process *or*
PSY 505 Social Psychology: A Survey (required)

An additional basic human sciences course from different department to be selected from the listing under Basic Human Sciences Courses.

Four advanced courses:

GERO 555 Psychological Aspects of Aging
THAN 520 Introduction to Thanatology
THAN 521 Mourning and Principles of Counseling the Bereaved *or*
THAN 523 Dying and Principles of Palliative Care

and one related course

Three elective courses.
Comprehensive examination or Master's Thesis.

COURSES

ECONOMICS

ECON 500 Economic Aspects of Contemporary National Issues

(3 credits)

The application of economic analysis (macro and micro) to current economic issues. Some attention will be given to the political and institutional framework within which economic activity takes place. A basic human sciences course.

ENVIRONMENTAL BIOLOGY

ENV 500 Human Ecology

(3 credits)

An introduction to environmental problems. Social, economic, political, and biological aspects are examined in an interdisciplinary approach to cause-and-effect analysis of environmental problems. The impact of population growth, social priorities, natural resource use, economic goals, and technological development on life-sustaining ecological systems are studied. A basic human sciences course.

GERONTOLOGY

GERO 522 Research Methods in Thanatology and Gerontology

(3 credits)

Familiarity with various research designs, sampling procedures, survey techniques, and the relationship between research design and statistical analysis. Develop skills in reading and evaluating original research reports, identify relevant information in these reports, and learn to conduct a literature search for relevant articles given a research topic.

GERO 554 Social Gerontology

Prerequisite, PSY 500, or permission of the instructor.

(Interdisciplinary: psychology, sociology/3 credits)

The changes in the circumstances, status, roles, and position that come with advanced age. Attention is given to the influence of age-related biological and psychological factors on the individual's performance and behavior in society and with her/his personal and social adjustment to the events and processes of aging. The course also focuses on the influence of older people on values, institutions, and organizations of society. This is a basic human sciences course.

GERO 555 Psychological Aspects of Aging

Prerequisite, PSY 500, or permission of the instructor. (3 credits)

Cognitive, personality, and social changes involved in the aging process. Attention is given to the psychophysiological changes that occur with age affecting behavior and psychological and social adjustment. Consideration of the methodological and research design problems of studying age-related and ontogenetic changes.

GERO 580 Master's Thesis Preparation

(6 credits)

The master's thesis should exhibit those qualities that are associated with genuine research: scholarship, logical consistency, creativity, and comprehensiveness. The student should submit, in writing, after appropriate and extensive reading, a tentative thesis proposal. This proposal must contain a clear definition of the problem, a justification of the research, a review of previous research, a proposed method of investigation and a tentative bibliography. When the thesis proposal has been approved by a committee composed of the student's adviser and two other members of the department faculty, the

student must complete and submit a Permission to Enroll Form to the Graduate School Office. After official approval, the student will be registered and may begin work on the thesis. It is expected that the thesis will be completed in such a way that the finished product may be judged satisfactory as a partial fulfillment of the requirements for the master's degree. The final report must follow the APA guidelines for research papers.

GERO 595 Independent Research Project

Prerequisites, PSY 502, and permission of the instructor. (1 to 6 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

MATHEMATICS

MATH 500 Statistics

(First semester/3 credits)

Basic statistical methods as they apply to data and research in the human sciences and other fields. Topics include frequency distributions and their representations, measures of central tendency and dispersion, elementary probability, statistical sampling theory, testing hypotheses, non-parametric methods, linear regression, correlation, and analysis of variance. Each student may be required to do a statistics project under the guidance of a cooperating faculty member in a specific discipline such as biology, economics, education, political science, psychology, or sociology.

POLITICAL SCIENCE

PSCI 500 Government in Contemporary Society

(3 credits)

The relationship of the individual to government. The political situation in the United States. A basic human sciences course.

PSCI 505/405 Civil Liberties

Prerequisite, Permission of the department.

(Interdisciplinary: political science, law/3 credits)

The theory and history underlying civil liberties in contemporary American culture. Cases and readings. Freedom of expression and association, freedom of religion, fair trial, rights of the accused.

PSCI 508/408 Law and the Regulatory Process

Prerequisite, Permission of the instructor: (Second semester—2001, 2003/3 credits)

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions; and how regulation and administration impact on individual rights.

EC/PS 514/414 Environmental Policy

Prerequisite, Permission of the department. (First semester—2002/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policymaking and on the problems associated with implementing environmental policies in different political and institutional contexts.

PSCI 517 Program Evaluation

(3 credits)

An introduction to the study of program evaluation, the course will introduce students to common methodological problems in evaluation studies and to conditions that affect the use of evaluations in the public and private sectors.

PSCI 595 Independent Research Project

Prerequisites, PSY 503, and permission of the instructor and enrollment in the concentration. (3 credits)

A basic or applied research project. A written report of the project results is required to

be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

PSYCHOLOGY

PSY 500 Human Development as a Lifelong Process

(3 credits)

Issues, theories, stages, tasks, and biological and environmental determinants are considered as they apply to physical, language, cognitive, learning, social, moral, and personality development. A basic human sciences course.

PSY 501/401 Theories of Personality

Prerequisite, PSY 500 or THAN 528, or a comparable course in developmental psychology. (First semester/3 credits)

An overview of the different approaches to the understanding of the personality. Emphasis is placed on the normal personality.

PSY 505 Social Psychology: A Survey

(Interdisciplinary: psychology and sociology/3 credits)

The scientific study of the social behavior of individuals as they interact with other individuals. Topics include: perception of others, affiliation, interpersonal attraction, aggression, small group dynamics, leadership, conformity, conflict, group decision making, altruism, attitude formation, and change. Facts and theories are presented and applied to broader social questions such as racial prejudice, interpersonal relationships, women's roles, and the effects of urbanization. Many in-class projects are undertaken to illustrate course materials. A basic human sciences course.

PSY 508 Introduction to Counseling and Helping Skills

(3 credits)

Designed to effect the acquisition of basic competency in interpersonal communication skills and introductory knowledge of the helping professions. The core dimensions of a model of the helping relationship and basic skills of attending and responding are presented in a systematic intensive training group experience. Readings and class discussions focus on client needs throughout the life span, counselor role and ethics, history and status of counseling as a profession, and present and future work settings.

PSY 509/409 Psychology of Learning, Memory, and Cognition

(3 credits)

A contemporary survey of methods, theories, principles, and processes in the expanding field of learning. Included are topics in human and animal learning such as: classical and operant conditioning, discrimination learning, verbal learning and memory, information processing, transfer of learning, language, and cognition.

PSY 511 Theories and Principles of Counseling

(3 credits)

Introduction to the literature and leading theoretical approaches to counseling with emphasis on philosophical assumptions and theories of personality that underlie counseling goals and intervention techniques applicable to various client needs.

PSY 518/418 Physiological Psychology

Prerequisites, Introductory level courses in psychology and biology, a course in research methods, or permission of the instructor. (First semester/3 credits)

The relationships between physiological structure and functioning and behavior. Special attention is given to the overall structure of the central and peripheral nervous system, to nerve physiology, and to the physiological basis for such psychologically significant behaviors as perception, motivation, learning, memory, attention, sleep and dreams, emotions, and drug-induced changes in behavior.

PSY 519/419 Psychopharmacology

Prerequisites, Some background in biology and general psychology, or permission of the instructor. (Second semester/3 credits)

A systematic survey of the behavioral effects of drugs, their neurophysiological and biochemical correlates, animal testing and screening procedures, drug therapy in mental illness, and contemporary drug abuse.

PSY 531/431 Abnormal Psychology

Prerequisites, A course in general psychology, or permission of the department. (Second semester/3 credits)

The origins, symptoms, and methods of treatment of the principal forms of deviant behavior, with illustrative case material. Social as well as clinical aspects of individual psychological problems are considered.

PSY 534/434 Tests and Measurements

Prerequisites, MATH 500, or equivalent. (First semester/3 credits)

A study of the testing movement, including fundamental statistical procedures. Emphasizes the use of tests in education, industry, and clinical practice. Observation and participation in individual and group testing.

PSY 556/456 Behavior Modification

Prerequisite, PSY 509 (or corequisite), or permission of the instructor. (Interdisciplinary: psychology, education, sociology) (3 credits)

Application of operant and respondent learning principles to behavior problems of individuals and groups where the procedures for effecting therapeutic change involve the systematic manipulation of physical, social, and psychological variables. Considers applications to education, child rearing, counseling, prisons, and institutions for the retarded or the mentally ill.

PSY 580 Master's Thesis Preparation

(6 credits)

The master's thesis should exhibit those qualities which are associated with genuine research: scholarship, logical consistency, creativity, and comprehensiveness. The student should submit, in writing, after appropriate and extensive reading, a tentative thesis proposal. This proposal must contain a clear definition of the problem, a justification of the research, a review of previous research, a proposed method of investigation and a tentative bibliography. When the thesis proposal has been approved by a committee composed of the student's adviser and two other members of the department faculty, the student must complete and submit a Permission to Enroll Form to the Graduate School Office. After official approval, the student will be registered and may begin work on the thesis. It is expected that the thesis will be completed in such a way that the finished product may be judged satisfactory as a partial fulfillment of the requirements for the master's degree. The final report must follow the APA guidelines for research papers.

PSY 595 Independent Research Project

Prerequisites, PSY 502, and permission of the instructor. (1 to 6 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

SOCIAL WORK**SOWK 510/410 Administration and Supervision in Human Services**

Prerequisite, 6 credits in social work or management, or permission of the instructor. (3 credits)

This course provides students with the theories and skills required in the administration of human service agencies and in supervision of professional staff. Issues related to advocacy, policy formulation, the securing of resources, decision-making, planning, research, and staff accountability will be addressed. Students will learn to develop an approach to

problems of administration and supervision and to apply appropriate techniques for resolution.

SOCIOLOGY

SOC 500 Contemporary Social Problems

(3 credits)

A critical examination of the problematic aspects of contemporary society according to the sociological perspective. The application of sociological concepts, methods, and theories to the study of such social problems as race and sex inequality, corporate power, crime, and poverty. A basic human sciences course.

SOC 502 Families in Modern American Communities

(3 credits)

American families in interaction with today's society. Implications for community services and public social policies. This course will be accepted as meeting the basic human sciences requirement.

SOC 507 Gender Roles in Contemporary Society

(3 credits)

An examination of gender in contemporary society from various perspectives—social, psychological, biological, and cultural. The course will focus on sexual differences and inequalities; how they are learned; how they are perpetuated in education, mass media, family, law, politics, religion, and work; how they affect men and women; and the problems and prospects of social and personal change. Topics of special interest to the students enrolled will be emphasized, e.g., women in management, gender and mental health, or sex stereotyping in the schools. A basic human sciences course.

SOC 530 Selected Issues in Marriage and the Family

(3 credits)

Examination of pressures and crises that affect family functioning and decision making. Each participant will be expected to contribute to the selection and research of topics in order to enhance knowledge of selected topics, encourage critical thinking, and develop an understanding of key issues pertaining to marriage and the family.

SOC 531 Functions and Objectives of Community Agencies

(3 credits)

In-depth study of community agencies and human service organizations that have been developed to provide supportive services to enhance the functioning and well-being of the family. Analysis will be made of the policies of organizations providing services such as health, welfare, recreational, and domestic services and their impact upon the family life and well-being.

SOC 595 Independent Research Project

Prerequisites, PSY 502, and permission of the instructor. (3 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

THANATOLOGY

THAN 510 Professional Orientation to Thanatology

(3 credits)

This course is designed to expose the student to the professional practice of thanatology. The focus will include exploring the roles and practices of thanatology; classic literature in the field; professional ethics; research methodology, and the institutions associated with thanatology.

THAN 520 Introduction to Thanatology

(3 credits)

An introduction to the literature and current research in the death field. Emphasis is

placed on the dying process, grief, euthanasia, suicide, and cultural views of death. A lifespan development approach is used to examine death attitudes from childhood through old age.

THAN 521 Mourning and Principles of Counseling the Bereaved

Prerequisites, THAN 520 (3 credits)

This course is designed as an in-depth study of the grief process and techniques for helping those who are experiencing bereavement. It explores all aspects of grief, including the various theories of grief and mourning. Differentiation is made between normal and complicated bereavement. Grief in special losses, such as suicide, stillbirth, murder, etc. is also examined.

THAN 522 Research Methods in Thanatology and Gerontology

(3 credits)

Familiarity with various research designs, sampling procedures, survey techniques, and the relationship between research design and statistical analysis. Develop skills in reading and evaluating original research reports, and identify relevant information in these reports, and learn to conduct a literature search for relevant articles given a research topic.

THAN 523 Dying and Principles of Palliative Care

Prerequisites, THAN 520 (3 credits)

This course is designed to explore the relationship of dying to living; death to life. The emphasis will be on caring for the dying and their families. Designed for professionals who care for the dying, individuals planning a career working with the terminally ill, and those curious about their own mortality.

THAN 524 Hospice: History, Principles and Administration

Prerequisite, THAN 520 or permission of the instructor. (3 credits)

This course explores all aspects of Hospice care. Topics will cover the history of Hospice, various models of Hospice care, Hospice administration, the team approach, the role of the hospice volunteer, and family and patient support.

THAN 525 Seminars in Thanatology

(Either semester/1 credit)

An in-depth study of a selected issue in thanatology. Issues may include, but not be limited to the following: Disenfranchised Grief; The Near-Death Experience; The American Funeral. Students will participate through reading, discussions, guided activities, written reports, individual and/or group research.

THAN 527 African American Perspectives in Thanatology

Prerequisite, THAN 520 or permission of the instructor (3 credits)

This course is designed to provide an African-American perspective on death, dying, and bereavement. It will discuss the historical and contemporary notion that death is no stranger to Black Americans. Specifically, to be black in America is to be part of a history told in terms of contact with death and coping with death.

THAN 528 Developmental Perspectives in Thanatology

Prerequisites, THAN 520 (3 credits)

This course is designed to familiarize the student with the scientific literature and dominant theories of a lifespan developmental perspective on death. Study death's role in life "from cradle to grave." Emphasis will be on the child's developing awareness of death and the effects of death's presence in the life of the elderly individual.

THAN 529 Historical and Multicultural Perspectives in Thanatology

(3 credits)

This course focuses on two areas of thanatology: the role played by death in Western history, noting how man's conceptions of dying, death, and bereavement have changed over the centuries; and dying, death, and bereavement as it is experienced in various cultures, ethnic groups, and religions around the world. Groups studied include Islamic, Buddhist, Christian, Jewish, Chinese, African-American, and others. Group similarities and differences will be highlighted, including religious traditions surrounding death, cross-cultural mourning practices, and diverse philosophies of the role of death in life.

THAN 530 Practicum in Thanatology*(Either semester or summer/1 to 6 credits)*

Individualized study and work in a setting related to the field. Provides an opportunity to work with professionals in thanatology and to participate in research or other activities.

THAN 580 Master's Thesis Preparation*Prerequisite, 3.50 G.P.A. and approval of the program faculty (6 credits)*

The master's thesis should exhibit those qualities which are associated with genuine research: scholarship, logical consistency, creativity, and comprehensiveness. The student should submit, in writing, after appropriate and extensive reading, a tentative thesis proposal. This proposal must contain a clear definition of the problem, a justification of the research, a review of previous research, a proposed method of investigation and a tentative bibliography. When the thesis proposal has been approved by a committee composed of the student's adviser and two other members of the department faculty, the student must complete and submit a Permission to Enroll Form to the Graduate School Office. After official approval, the student will be registered and may begin work on the thesis. It is expected that the thesis will be completed in such a way that the finished product may be judged satisfactory as a partial fulfillment of the requirements for the master's degree. The final report must follow the APA guidelines for research papers.

THAN 595 Independent Research Project*Prerequisites, PSY 502, and permission of the instructor. (1 to 6 credits)*

A basic or applied research project. A written report or the results of the project is required to be submitted to the instructor. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

M.A. in the Humanities *(Pending MHEC approval)*

The Master of Arts in the Humanities is a 30-credit interdisciplinary program designed for completion over two years. Students with a bachelor's degree in any field are eligible.

REQUIREMENTS FOR THE PROGRAM

Every student will have a concentration, either chosen from a list of suggested concentrations or one designed by the student.

- 8-credit Pro-Seminar requirement
- 18-credit Elective courses
- 4-credit Capstone requirement

Course requirements:

- Completion of two foundation courses, HUM 501 and HUM 502. Substitutions for these courses are not permitted and transfer credit will not be accepted as exemptions for any foundation or capstone course.
- Completion of a concentration of not fewer than 12 credits. The concentration may be individually designed to meet specific needs of the student. Students may take no more than two non-humanities courses (i.e., graduate courses in education, the social sciences, the natural sciences, or business) as electives in this program. Before registering for such courses, a student must file a petition to the M.A. in Humanities

Advisory Committee. The committee will grant permission to register if such courses are clearly related to the student's concentration.

- Completion of HUM 599 Capstone Project, a four-credit experience conducted over two semesters or an entire summer. The Capstone Project involves extended independent work, usually in the form of research and writing which emphasizes the student concentration.

PRO-SEMINAR COURSES

HUM 501 Humanities and the Western Tradition

(Summer/4 credits)

The course serves as an introduction to ideas and institutions of Western culture. Part I of this series will focus on four areas – the Prehistoric and Mesopotamian Age, Egypt and Palestine, Greece and Rome, and the various societies of the medieval period. The purpose of the course, however, is not to provide a comprehensive history of the West, but to concentrate on a number of common ideas and institutions which these societies share. Evidence, both material and written, will be used to illuminate such themes, and students will be called upon to analyze and interpret primary sources. The three themes chosen for this semester include: the family, spirituality and humanity's understanding of and interaction with the natural world.

HUM 502 Humanities and the Western Tradition, Part II

(Summer/4 credits)

The course serves as an introduction to ideas and institutions of Western culture. Part II of this series will focus on four periods – the Renaissance, the age of absolutism, Enlightenment to Revolution, and the Industrial Revolution and beyond. The purpose of the course, however, is not to provide a comprehensive history of the West, but to concentrate on a number of common ideas and institutions which these societies share. Evidence, both material and written, will be used to illuminate such themes, and students will be called upon to analyze and interpret primary sources. The three themes chosen for this semester include: the family, spirituality, and humanity's understanding of and interaction with the natural world.

ELECTIVE COURSES

AFAM 501 African American Political Autobiography

(3 credits)

This course examines the connections between autobiography, political philosophy, utopian thought and politics in African American autobiographies. Selected African American political autobiographies will be analyzed to determine the criticisms authors launched against their societies, the social and political alternatives suggested, and the agencies they suggested be mobilized to institute change.

AF/PS 553 Contemporary African Political Thought

(3 credits)

An introduction to African political thought from the pre-colonial period to the present. Emphasis will be given to the impact of Islam, cultural nationalism, nationalism, revolutionary theories, democracy, African socialism and Marxism of major African political theorists.

AR/EN 508 Dante and Giotto

(3 credits)

An exploration of the culture of late medieval Florence, addressing such topics as the physical environment of the city, the Florentine historical perspective, spiritual and aesthetic sensibilities. The course will focus on two of the greatest artists of the period: Dante Alighieri and Giotto. (In May, after final exams, students will be offered the opportunity to travel to Italy [Florence, Siena, Padua, and Assisi] as a group.)

ART 540 Art of Prehistory*(3 credits)*

This course traces the development of human culture and civilization, as expressed in artistic and archaeological evidence, from the origins of modern humans through the advent of agriculture and urbanism across the world. It consists of a coherent, chronological survey of human prehistory, as found in the archaeological remains. Special attention will be paid to artistic expression as a medium for communication and change. The geographic areas discussed in this course include southern, western, and eastern Asia, Europe, Africa, and the Americas. The broad geographical scope of the course allows us to make comparisons of cultural developments across the globe.

ART 549 Art of Egypt and Mesopotamia*(3 credits)*

An examination of the architecture, sculpture, painting, and other arts of the major early civilizations of the Near East, from the Neolithic to ca. 500 B.C. The artistic production of these cultures will be considered in its historical and social contexts. Competing theories on such developments as the origins of agriculture and the introduction of writing will be discussed and assessed. Special emphasis on the interconnections between these cultures, as well as their points of divergence.

ART 550 Art of the Classical World*(3 credits)*

Architecture, sculpture, and painting of Crete, Mycenae, Greece, and Italy during the Bronze Age and Classical Age. Emphasis on artistic production and its social, political, and religious contexts, and on artistic and cultural interchange in the ancient world. Field trip to the Walters Art Gallery.

ART 551 Medieval Art*(3 credits)*

Architecture, sculpture, and painting from the late Roman empire through the Gothic period. Emphasis on the function and meaning of images and their social and ideological contexts in western Europe and Byzantium. Field trips to the Walters Art Gallery, Dumbarton Oaks, and the National Cathedral.

ART 552 Northern Renaissance Art*(3 credits)*

Painting in Northern Europe from the art of the French courts in the late 13th century through the 16th century in the Netherlands and Germany. Field trips to the Walters Art Gallery and the National Gallery of Art.

ART 553 Early Renaissance Art*(3 credits)*

Painting, sculpture, and architecture in Italy, especially Tuscany, from the early thirteenth century until the late fifteenth century. Topics include civic, religious, and private patronage, the changing status of the artist, and humanism and the arts. Field trips to the Walters Art Gallery and the National Gallery of Art.

ART 558 Baroque Art*(3 credits)*

European art and architecture of the 17th and 18th centuries. Selected treatment of style, subject matter, medium, and context of an art in the age of kings, courts, academies, and emergent nations. Slide lectures and discussion, with a field trip to the National Gallery of Art.

ART 560 Nineteenth Century Art*(3 credits)*

Art and society in Europe and America during the nineteenth century. Topics include the development of a "modern" visual idiom, rise in status of the artist, the emergence of museums and galleries, invention and role of photography, and new building technologies.

ART 561 Twentieth Century Art*(3 credits)*

Art and architecture in our century, up to our own time. Emphasis on the variety of artistic manifestations in recent years (e.g., performance, earthworks, conceptualism, multi-media) and their historical affinities. Also, the course of American art and its rise in influence.

ART 570 Seminar: Topics in Art History*(3 credits)*

This course will be dedicated to various important subjects in art history and visual culture. Part will be devoted to slide lecture and discussion, part to the presentation and consideration of directed research by students.

CL 502 Classical Mythology*(3 credits)*

Study of major works of Greek and Roman literature, their use of history and myth, and their influence in the Western world.

CMA 550 Television in America*(3 credits)*

An examination of the cultural, political and sociological effects of television on twentieth century America. The course will offer a brief history of the development of television, and then examine such issues as television and violence; television and children; television and politics; and, television and society.

ENGL 505/405 The English Language*(3 credits)*

Basic linguistic concepts and methodology as applied to the English language—its history, structure, varieties, and acquisition.

ENGL 510/410 Literature for Adolescents*(3 credits)*

An overview of literature written for and about adolescents, focusing both on authors and various themes and topics, with an emphasis on contemporary material.

ENGL 513 Shakespeare*(3 credits)*

This course is an introduction to the dramatic works of Shakespeare. Although we devote some attention to the historical moment in which he produced his plays, our primary focus is on Shakespeare's language and theater. Filmed versions of the plays will be used to supplement textual analysis.

ENGL 514/414 Shakespeare on Film*(3 credits)*

An examination of how directors have adapted Shakespeare's plays to the medium of film. Our work will involve close reading of six plays and analysis of 12 to 15 film versions. Each student will present a seminar paper at the end of the course.

ENGL 520/420 Advanced Fiction Writing*(3 credits)*

This course is geared toward those students enrolled in the M.S. program in Curriculum and Instruction who are now or will soon be teaching creative writing. This course will be devoted entirely to fiction-writing.

ENGL 521/421 Advanced Poetry Writing*(3 credits)*

This course is geared towards those students enrolled in the M.S. program in Curriculum and Instruction who are now or will soon be teaching creative writing. This course will be devoted entirely to the writing of poetry.

ENGL 541/441 William Faulkner and Toni Morrison*(3 credits)*

An in-depth study of two writers who embrace language and celebrate the human spirit.

Readings may include Faulkner's *The Unvanquished*, *The Sound and the Fury*, *Light in August*, *As I Lay Dying*, as well as Morrison's *The Bluest Eye*, *Sula*, *The Song of Solomon*, and *Beloved*.

ENGL 542 Jane Austen

(3 credits)

A close analysis of the art of Jane Austen, emphasizing the resources of her language and her powers of social perception. Reading will include Austen's six completed novels: *Sense and Sensibility*, *Pride and Prejudice*, *Mansfield Park*, *Emma*, *Northanger Abbey*, and *Persuasion*.

ENGL 543 Yeats and Lawrence

(3 credits)

An analysis of the lives, art, and ideas of W.B. Yeats and D.H. Lawrence. Texts may include Yeat's autobiography and poems, and Lawrence's *Sons and Lovers*, *Women in Love*, and *St. Mawr*.

ENGL 544 Woolf and Forster

(3 credits)

An analysis of the lives, art, and ideas of E. M. Forster and Virginia Woolf. Texts may include Forster's *A Room with a View*, *Howard's End*, and *A Passage to India*, and Woolf's *Mrs. Dalloway*, *To the Lighthouse*, and *The Waves*.

EN\HN 563/463 International Currents in Modern Fiction

(3 credits)

A consideration of recent fiction that transcends boundaries of nation and language; such literary internationalism raises concerns of ethnicity, religion, and political allegiance. How does a novelist modulate from local concerns to a global readership? From Africa we may read Chinua Achebe and Nadine Gordimer; from the Arab world, Tayeb Salih; from the Far East, Shusaku Endo; from Europe, Italo Calvino; from Latin America, Gabriel García Márquez; and from "America," Vladimir Nabokov.

ENGL 565 The Renaissance Amphibium

(3 credits)

As they move between two worlds—the infinite possibilities of spirit and the nightmarish limits of the physical—writers, artists, and philosophers of the Renaissance offer many images of what it means to be human. As we investigate the peculiar nature of those imaginings, we are likely to see premonitions of many modern assumptions and dilemmas. The writings of Boccaccio, Machiavelli, Rabelais, More Montaigne, Shakespeare, and Cervantes will form the backbone of our reading.

ENGL 567 The Modern Temper: Texts and Contexts

(3 credits)

A study of modern English literature and of the social and intellectual contexts that shaped that literature. The class will focus its attention on works that reflect and continue to affect Western culture and its sense of the modern. Texts will include selections from poetry, fiction, and non-fiction of authors such as T. S. Eliot, W. H. Auden, and Virginia Woolf.

EN\HN 568 American Landscapes: Environmental Literature in the United States

(3 credits)

How does the American landscape function in our imagination, or policies, or lives? This course explores the wide and growing range of writings about the environment in the following arenas: literary, political, scientific, philosophical, autobiographical. Readings include Thoreau, Leo Marx, Aldo Leopold, Leslie Marmon Silko, and Annie Dillard, as well as poets such as Walt Whitman, Robert Frost, Elizabeth Bishop, Gary Snyder, and Mary Oliver.

ENGL 569 African American Literature

(3 credits)

A graduate-level survey course of African American literature, criticism, and literary theory, ranging from early slave narratives through the Civil War and Reconstruction, the Harlem Renaissance, and the Civil Rights movement, up to the present.

ENGL 570 Seminar*(3 credits)*

Advanced study in an area of current interest to faculty and students, including an introduction to major schools of contemporary criticism. A topic, period, author, or question in literary history or theory will be explored.

FREN 501 Cultural Perspectives of France

Prerequisite, Undergraduate major in French or teacher certification in French.
(3 credits)

Intensive training in spoken and written French. Study of trends in contemporary French politics, art, society, and civilization, using media and Internet sources.

FREN 502 Advanced French Language and Culture

Prerequisite, Undergraduate major in French or teacher certification in French.
(3 credits)

Immersion in French language and culture through enrollment in an intensive course offered through Hood's Strasbourg Program at the International Institute for French Studies: European Union, Linguistics, Civilization, Literature, and Methodologic Studies.

FREN 510 Le Roman d'initiation: Journeys to Maturity in French Fiction*(3 credits)*

This course examines the genre of the "roman d'initiation," a group of novels whose primary concern is the emotional, social, intellectual, and sexual maturation of a young protagonist. By studying this theme across several centuries and by analyzing its psychological and social contexts in a selection of novels and films, the class will attempt to define the genre and explain its prevalence in French fiction.

FREN 513 Gender and Gaze in Modern French Literature and Film*(3 credits)*

How do women and men see each other? Is the literary gaze inevitably marked by gender? This course will analyze the implications of the gaze in modern French literature and cinema. Works studied will include French and Francophone novels, poetry, theater, and film.

FREN 514 Refinement, Politeness, and Social Behavior*(3 credits)*

This class will attempt to define what makes refinement, politeness, and the art of living one of the major stereotypes when speaking about French culture. Through the literature and the culture of seven centuries of French history, we will evaluate the importance of language from 1100 to 1800 in the creation of an ideal of social behavior and a sense of elegance.

FREN 517 Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800*(3 credits)*

This course will define and evaluate the convention that has created the myth of romance within French culture. The French, during their history, stylized love; they believe in this mental creation and force themselves to live passion in this poetic way.

FREN 520 Francophone Women Writers*(3 credits)*

In this course, students will examine works by contemporary women writers from the French-speaking world, including North Africa, Sub-Saharan Africa, the Caribbean, and North America. We will consider how questions of gender and race are experienced and expressed by these women and how their various cultures influence this expression. Topics of discussion will include marriage and polygamy, slavery, political and social upheavals, and racial difference.

GER 501 Berlin in the Twentieth Century*(3 credits)*

The interaction of a "cultural landscape" and literature from the turn of the century to the year 2000 will be studied in works by Alfred Döebelin, Nelly Sachs, Bertolt Brecht,

Christa Wolf, Zehra Cirak, etc. Movies will be used to provide a visual background and further topics for discussion.

GER 515 German Literature of the Nineteenth Century

(3 credits)

Representative authors from the Romantic Movement to Naturalismus as seen against the cultural background of their time. Reference to art, music, science, and philosophy.

GER 516 Modern German Literature

(3 credits)

A study of major authors from expressionism to the present. Modern literary and philosophical movements.

GER 518 The German Novelle

(3 credits)

A survey of the development of the novelle, a literary genre which represents Germany's unique contribution to the European literature of the nineteenth century.

HIST 506 Religion, Family, and Society in Reformation Europe

(3 credits)

A study of the Protestant Reformation and its impact on aspects of European society such as the family, marriage, women's lives, popular culture, and urban and rural society.

HIST 512 Women in Medieval Europe

(3 credits)

A study of the roles and experience of European women during the Middle Ages, 500-1500. Legal and social status, queenship and power, religion and spirituality, marriage and family, and women in the ethnic minorities.

HIST 524 Racism in North America

(3 credits)

The origins and development of racial attitudes, both scientific and popular, supporting mythologies, and contemporary institutional expressions. Emphasis on an historic overview of racism from the first English contacts with Africans and Indians in the late sixteenth century to the present and on political approaches to the problems of racism in American society.

EN/HN 568 American Landscapes: Environmental Literature in the United States

(3 credits)

How does the American landscape function in our imagination, or policies, or lives? This course explores the wide and growing range of writings about the environment in the following arenas: literary, political, scientific, philosophical, autobiographical. Readings include Thoreau, Leo Marx, Aldo Leopold, Leslie Marmon Silko, and Annie Dillard, as well as poets such as Walt Whitman, Robert Frost, Elizabeth Bishop, Gary Snyder, and Mary Oliver.

INST 512 Archaeology: Cultures, Technologies, Methods, and Theories

(3 credits)

This course examines the discipline of archaeology as it is currently practiced. The concepts and questions that form the foundation of this field of inquiry will be studied, relating these to different archaeological sites around the world. Both archaeological cultures and scientific techniques currently used to analyze the types of data created by these cultures will be examined. In so doing, we will study societies that vary from one another widely, both in terms of their geographic locations and the time periods in which they existed.

MUSC 500 The World of Mozart

(3 credits)

A study of the life, music and influence of Wolfgang Amadeus Mozart, with special attention given to the historical, social, political, philosophical, scientific, artistic, and literary events of Europe in the late eighteenth century, and how they influenced him.

PHIL 503 Western Philosophy Since 1900*(3 credits)*

This course introduces students to the main schools of philosophical thought since 1900. As they learn about such philosophical approaches as pragmatism, analytic philosophy, structuralism, existentialism, process philosophy, and phenomenology, students will consider such topics as truth, meaning, language, law, art, ethics, religion, science, mind, and feminism.

PHIL 505 Great Figures in Western Philosophical Thought*(3 credits)*

An introduction to the philosophical works of a major figure or a group of closely related thinkers in the history of philosophy. This course introduces students to the philosophical texts and ideas of an important historical figure or figures and discusses the significance of these ideas to the Western philosophical tradition. Students may repeat when a study of a different figure is offered.

PHIL 514 Seminar on the American Intellectual Tradition*(3 credits)*

A survey, from the Puritans to the present, of major figures and currents in American thought. The course will cover not only philosophers but representatives of the worlds of literature, religion, politics, social reform, and economics, as well.

PSCI 507 American Constitutional Law*(3 credits)*

The powers of the state and national governments as interpreted by leading decisions of the Supreme Court of the United States. The development of modern constitutional doctrines.

REL 512 Myth, Symbol, and Ritual*(3 credits)*

A comparative study of the meaning and function of myth, symbol, and ritual in the world's various religious traditions. Readings will be drawn from ancient and modern sources.

REL 514 Modern Religious Thought*(3 credits)*

An examination of major figures and themes in twentieth-century Christian religious thought. Topics may include feminist and liberation theologies, the problem of evil, relations with other religions, Christology, and human destiny.

SOC 523 Ethnicity in America*(3 credits)*

A survey of the status and treatment of ethnic groups in the United States: patterns of dominant and subordinate relations; prejudice and discrimination, historical and current problems, demographic and social background, political and social policies.

SPAN 515 Advanced Composition*(3 credits)*

Development of proficiency in writing Spanish, with emphasis on the contrastive aspects of English and Spanish structure. Special attention to style and to the idiomatic use of language. Introduction to translation. Weekly compositions or translations.

SPAN 521 Twentieth Century Spanish Literature*(3 credits)*

Study of selected works from the Generation of 1898 to the present. Unamuno, Ortega, Machado, Baroja, Jiménez, García Lorca, Cela, Otero, Matute, and others.

SPAN 533 Latin American Poetry*(3 credits)*

Study of selected poetry, essay, and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usgli, and Octavio Paz.

SPAN 543 Spanish Theater*(3 credits)*

Study of the development of Spanish drama and its changing styles and themes including plays by Lope de Vega, Calderón, Tirso de Molina, Alarcón, Cervantes, Zorrilla, Benavente, and García Lorca.

SPAN 536 Latin American Fiction*(3 credits)*

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato, and other major writers.

SPAN 540 Heroes and Antiheroes: The Spanish Novel*(3 credits)*

A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the nineteenth century realists.

SPAN 570 Seminar*(3 credits)*

A study in depth of a subject selected according to the special interests of the students and those of the staff.

WMST 501 Images of Women*(3 credits)*

An interdisciplinary study of issues of gender in art, religion, and society, with emphasis on the major cultural traditions of West and East. The course examines images of women from prehistoric times until about 1500 and considers the way in which these images change from period to period and from culture to culture.

WMST 512 Re-visioning Motherhood in Modern Western Culture*(3 credits)*

This course consists of an interdisciplinary study of the institution of motherhood and its representations in modern cultural productions of the Western world. Through readings in social, political, and psychoanalytical theory as well as analysis of literary and filmic texts, students will examine the myth and reality of mothering, its cultural and biological baggage, and its implications for the changing lives of women into the next century.

M.S. in Management of Information Technology

The Master of Science in the Management of Information Technology is an inter-discipline graduate degree designed to meet the growing demand for managers with both business and information technology skills. Managers, in both high technology firms and in firms/organizations that own and utilize information technology (IT) facilities, will often find it necessary to assess corporate IT needs; formalize these needs into requirements and specifications; design integrated IT solutions; assess the cost/benefit of such solutions; determine the impact on operations of such solutions; evaluate alternative technologies; manage the development, implementation, and deployment of IT solutions; manage large technology projects; and manage technical employees.

The purpose of the Master of Science in the Management of Information Technology degree program is to prepare women and men who will be responsible for managing information technology projects and teams in

organizations. This preparation will be accomplished through a comprehensive set of studies that provide students with knowledge and skills related to 1) the business issues associated with the management of complex, large technology projects and the people who work within those projects, and 2) the discipline of information technology and the issues that must be confronted in order to consider, design, develop, manage, implement, and deploy successful information technology solutions within organizations.

The Master of Science in the Management of Information Technology is a 36-credit program. A full-time graduate student should be able to complete the requirements for the degree in two years. However, the program is designed to accommodate the needs of professionals attending on a part-time basis who wish to complete their degrees by taking classes in the evening. This program is intended for:

- persons holding a bachelor's degree in computer science or a related field,
- persons holding a bachelor's degree in business, and/or
- persons holding a bachelor's degree in any field and already employed in an information technology area who are seeking additional academic background as part of a career and professional growth program.

Persons without this background can successfully enter and complete the program but may have to complete a series of foundation courses in order to attain the appropriate background for study.

ADMISSION REQUIREMENTS

In addition to the admission requirements established by the Graduate School, it is also desired that applicants have at least a cumulative grade point average of 2.75 at the completion of their undergraduate work. In addition, submitted letters of reference, a résumé, and an interview with the director of the Management Information Technology degree program are encouraged and will contribute to the acceptance decision.

FOUNDATION COURSES

The Master of Science in the Management of Information Technology requires the completion of five foundation courses designed to provide the appropriate prerequisite background for the cross-disciplined major. Students with undergraduate coursework in either computer science or business administration may apply for exemptions from the appropriate foundation courses.

CSCI	503	Algorithms and Programming I (3 credits)
CSCI	504	Algorithms and Programming II (3 credits)
ECON	551	Foundations of Economics (3 credits)
MGMT	551	Management Theory (3 credits)
MGMT	552	Quantitative Methods for Managers (3 credits)

REQUIRED COURSES

In order to achieve the mission of the Management of Information Technology program, students are expected to have a significant breadth and

depth of knowledge in both the management and information technology disciplines. The following complement of courses provides the breadth and depth of knowledge in these fields. Due to the challenge of addressing the breadth of issues in a cross-discipline degree program sufficiently, only required courses have been designed into this program.

Economics Courses

ECON 560 Managerial Economics (3 credits)

Management Courses

MGMT 560 Organizational Behavior (3 credits)
 MGMT 561 Financial Management (3 credits)
 MGMT 564 Production and Operations Management (3 credits)
 MGMT 566 Management Information Systems (3 credits)
 MGMT 585 Human Resource Management (3 credits)

Inter-Discipline Courses

CS/MG 527 Management Issues in Information Systems (3 credits)
 CS/MG 533 Managing Technical Project Teams (3 credits)

Information Technology Courses

CSCI 514 Contemporary Issues in Information Technology
 (3 credits)
 CSCI 518 Systems Engineering (3 credits)
 CSCI 530 Applied Database Concepts (3 credits)
 CSCI 548 Telecommunications and Networking for the
 Information Age (3 credits)

It is expected that all currently-identified prerequisites will continue to apply to the courses recommended in the degree program.

Please refer to the **Courses** sections in the Master of Business Administration and the M.S. in Computer and Information Sciences programs for descriptions of the courses required in this program.

M.A. in Thanatology (Pending MHEC approval)

A Master of Arts program in Thanatology represents an effort to meet the growing demand for individuals prepared to work with the terminally ill and bereaved, as well as persons prepared to provide death education at all levels in a variety of organizations. The student will understand the discipline of thanatology, as well as the integration of thanatology to other fields of study. The M.A. program is created and expanded from our thanatology concentration under the existing M.A. in Human Sciences.

The Master of Arts in Thanatology requires 39 graduate credits. Exemption may be granted for specific courses based on previous work. However, substitutions of electives would be required to make a minimum degree requirement of 33 credits.

REQUIREMENTS FOR THE PROGRAM

Foundation Courses (12 credits):

THAN	510	Professional Orientation to Thanatology
THAN	520	Introduction to Thanatology
PSY	501	Theories of Personality
PSY	508	Introduction to Counseling and Helping Skills

Core Thanatology Courses (12 credits):

THAN	521	Mourning and Principles of Counseling the Bereaved
THAN	523	Dying and Principles of Palliative Care
THAN	528	Developmental Perspectives in Thanatology
THAN	529	Historical and Multicultural Perspectives in Thanatology

Additional Requirements (9 credits):

PSY	511	Theories and Principles of Counseling
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Six credits selected from the following:

THAN	524	Hospice: Principles and Practices or THAN 527 African American Perspectives in Thanatology
THAN	525	Seminars in Thanatology (1 credit courses)
THAN	530	Practicum in Thanatology
THAN	595	Independent Research Project

Electives (6 credits):

GERO	554	Social Gerontology
GERO	555	Psychological Aspects of Aging
PSY	519	Psychopharmacology
PSY	531	Abnormal Psychology
PSY	556	Behavior Modification
THAN	524	Hospice: Principles and Practices
THAN	527	African American Perspectives in Thanatology

Other courses with the approval of the advisor and program director

Comprehensive Examination:

The program requires a comprehensive examination which will be integrative, not course specific. The comprehensive examination may be taken after completion of the core Thanatology courses.

ADMISSION

Admission to the program includes a required written statement of goals and two letters of reference, as well as an interview, either in person or by phone.

CERTIFICATE IN THANATOLOGY

The certificate program in thanatology is intended for individuals working in the thanatology field who seek career augmentation and professionals already licensed or certified in human service fields who wish to obtain specific preparation in thanatology. The certificate program deepens a

student's understanding of the impact of death on the individual and society and prepares the student to meet the special needs of the bereaved, and of the terminally ill and their families.

REQUIREMENTS FOR THE CERTIFICATE

THAN	520	Introduction to Thanatology
THAN	521	Mourning and Principles of Counseling the Bereaved
THAN	523	Dying and Principles of Palliative Care
THAN	528	Developmental Perspectives in Thanatology

Successful completion of the certificate requires a minimum G.P.A. of 3.00

Both the M.A. and Certificate Program in Thanatology are designed to conform with the Association for Death Education and Counseling (ADEC) Certification requirements for those persons interested in becoming certified as Death Educators, Grief Counselors, or Grief Therapists.

SUMMER INSTITUTE IN THANATOLOGY

The Summer Institute in Thanatology is designed to allow students to immerse themselves in one particular field of study and to complete all of the requirements for certification in one summer. Thanatology courses will be offered in various formats including weekend courses, a two-week intensive course, and a week-long intensive course.

Please refer to the Courses section in the M.A. in Human Sciences program for descriptions of the courses required for the M.A. in Thanatology and Certificate in Thanatology.

Additional Graduate Courses

ART COURSES

ARTS 501 Glaze Application

(1 credit)

A study of basic and advanced information and techniques for successful glazing of the ceramic form. A combination of lecture, demonstration and hands-on exercises designed to build skills, refine techniques, increase efficiency and solve problems in glazing functional and non-functional pottery and ceramic sculpture. Students will learn to analyze the bisque to make appropriate finishing choices that will balance or strengthen the composition, learn techniques that will facilitate the glazing process and discuss procedures to standardize to achieve consistent results.

ARTS 502 Eastern Coil

(1 credit)

The Eastern Asian Wedged Coil Technique is one of the most valuable methods for the construction of asymmetrical work. A master potters' tradition, Eastern coil combines coil technique with wheel concepts providing the greatest wet structural strength for clay sculpture. The course will include lecture, demonstration and hands-on exercises to teach advanced coil making and building, as well as, advanced techniques of coil riveting, ribbing, bridging, boating and bracing for large and/or sculptural forms in clay.

ARTS 503 Ceramic Wheel: Intensive Throwing*(3 credits)*

An advanced study of the production of ceramic ware using the potters wheel as a primary tool. Through a progression of experiences, personal research and practice, the student will create open and vertical forms at the potter's wheel, understand the basic nature of clay, the techniques necessary for throwing and trimming, and produce finished, glazed pieces for critique. Students completing this course will acquire a knowledge of advanced methods used to create wheel-thrown pottery, the characteristics of clay and glazes, the process of firing, and an understanding of ceramic composition.

ARTS 504 Ceramic Decoration*(3 credits)*

A study of a variety of materials and techniques suitable for the enrichment of clay and glaze surfaces, including decoration in the forming process, carved, impressed and added decoration, and various methods of using slips, underglaze and overglaze colors. This course is an in-depth, experiential study of the essential quality and appropriateness to the form and firing process, ceramic technology, and three dimensional design concepts that evoke appropriate decorative treatments for works in clay.

ARTS 505 Ceramic Wheel: Masters Concepts*(2 credits)*

An in-depth study of advanced throwing concepts, designed to assist the student to cognitively understand the essence of clay, the broadcast potential of the medium, and learn to respond to the movement and the forces affecting the clay during the throwing process in a synthesis of skill, knowledge and artistic expression. Students will build skills and refine technique and increase efficiency in the use of the potters wheel, through structural strength concepts for wheel-thrown forms, correlation of knowledge of the nature of clay and the forces affecting the movement of the clay on the spinning wheel, and exercises designed to train students to feel and direct the movement of the clay and increase efficiency.

ARTS 506 Ceramic Wheel: Masters Throwing II*Prerequisites, ARTS 503 or 505 (2 credits)*

A concentration on advanced throwing skills, to develop the confidence and strength which frees the student to move toward individual aesthetic expression, the course provides a more in-depth coverage of specific concepts and focuses on individual needs for building skill, efficiency and personal direction. Students will refine technique, and increase efficiency in the use of the potters wheel, through a continued study of methods of building and maintaining structural integrity in the wheel-thrown form, and the acquisition of psychomotor skills through exercises that are not product oriented.

ARTS 507 Plates and Platters*(1 credit)*

An in-depth study of the throwing and finishing of plates and large platters, including structural strength concepts for low open forms, methods for centering, a variety of throwing techniques, information on finishing, firing and composition.

ARTS 508 Ceramic Sculpture*Prerequisites, ARTS 502 (3 credits)*

Applied ceramic design and construction covering a variety of methods of hand-building to take a sculptural direction. Instruction in three-dimensional design and structural strength concepts in relation to hand forming with clay. Techniques will include eastern coil, slab construction, modeling the figure, surface treatment in hand-building and firing considerations for sculptural forms.

ARTS 599 Special Topics in Ceramics*(1-2 credits)*

Visiting artists/lecturers will teach special topics courses in various areas of the ceramic arts.

Recent Special Topics Courses

Sculptural Explorations of Form Space and Line Altering large wheel thrown forms to abstract sculptures with handbuilding techniques. (2 credits/June 7-9, 2002)

Altering Thrown Forms A variety of techniques that transform thrown forms; faceted, oval, flattened and squared pots. The course will include finishing and firing techniques. (1 credit/April 26-28, 2002)

Out of the Heart, Into the Kiln: Throwing Large Forms Focusing on the skills necessary to survive in the world of clay, a series of large forms will be thrown to illustrate the evolution of an idea from initial execution to its final resolution.

BIOLOGY COURSES**BIOL 515 Biochemistry and Molecular Biology for Secondary Teachers**

(3 credits)

The course is designed to update high school biology and chemistry teachers in the fields of modern biochemistry and molecular biology. Topics reflect recent technological advances, and the language of modern molecular biology and biochemistry will be stressed. Experiments and demonstrations will be used.

BIOL 520 Organismal Biology for Secondary Teachers

(As needed, 3 credits, lab fee)

A study of the adaptation of multicellular organisms. After a survey of multicellular organisms, protista, fungi, plants, invertebrate and chordate animals, the course will focus on how these diverse organisms solve universal problems of survival. Classroom demonstrations and laboratory activities will be included.

CHEMISTRY COURSES**CHEM 501/401 Environmental Chemistry**

Prerequisites, General and organic chemistry, or permission of the instructor.

(First semester—2003, 2005/3 credits)

Chemical aspects of atmospheric and hydrologic systems with a focus on air and water quality, sources of pollution, basic chemical analysis, corrective processes, and hazardous materials management. Discussions may include resource management and environmental policy.

CHEM 505/405 Inorganic Chemistry

Prerequisite, Organic chemistry.

(First semester—2004, 2006/3 credits/3 class hours)

Principles of structure and bonding, chemical reactivity, and periodic relationships of inorganic compounds.

CHEM 510/410 Advanced Organic Chemistry

(Second semester—2004, 2006/3 credits)

Advanced topics in organic synthesis and structure determination. Topics vary with the general interest of the students and professor.

CHEM 515 Biochemistry and Molecular Biology for Secondary Teachers

(Offered as needed/3 credits)

This course brings teachers of high school biology and chemistry up to date in the fields of modern biochemistry and molecular biology. Topics reflect recent technological advances, and the language of modern molecular biology and biochemistry will be stressed. Laboratory components will consist of simple experiments and demonstrations to illustrate the lecture topics and to provide the teachers with experimental protocols useful in the high school setting.

CHEM 531/431 Physical Chemistry I

(First semester/3 credits)

A study of the fundamental laws and theories of thermodynamics, kinetics and equilibria.

CHEM 532/432 Physical Chemistry II

Prerequisite, CHEM 531. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses. (Second semester/3 credits/3 class hours)

A continuation of CHEM 531. Atomic and molecular structure, quantum theory, statistical mechanics, spectroscopy.

CHEM 533/433 Physical Chemistry Lab I

Prerequisite, Concurrent enrollment in CHEM 531 or permission of the instructor. (First semester/1 credit/3 laboratory hours)

Principles of thermochemistry, solution chemistry, and kinetics are investigated in a series of experiments and computer-based simulations.

CHEM 534/434 Physical Chemistry Lab II

Prerequisite, Concurrent enrollment in CHEM 532 or permission of the instructor. (Second semester/1 credit/3 laboratory hours)

Investigation of atomic and molecular structure and spectroscopy in a series of computer-based exercises and laboratory experiments.

POLITICAL SCIENCE COURSES**PSCI 500 Government in Contemporary Society**

(3 credits)

The relationship of the individual to government. The political situation in the United States. A basic human sciences course.

PSCI 505/405 Civil Liberties

Prerequisite, Permission of the department.

(Interdisciplinary: political science, law/3 credits)

The theory and history underlying civil liberties in contemporary American culture. Cases and readings. Freedom of expression and association, freedom of religion, fair trial, rights of the accused.

PSCI 508/408 Law and the Regulatory Process

Prerequisite, Permission of the instructor. (Second semester—2003/3 credits)

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions; and how regulation and administration impact on individual rights.

EC/PS 514/414 Environmental Policy

Prerequisites, PSCI 500, or permission of the department.

(First semester—2002/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policy making and on the problems associated with implementing environmental policies in different political and institutional contexts.

PSCI 517 Program Evaluation

(3 credits)

An introduction to the study of program evaluation, the course will introduce students to common methodological problems in evaluation studies and to conditions that affect the use of evaluations in the public and private sectors.

PSCI 595 Independent Research Project

Prerequisites, PSY 503, and permission of the instructor and enrollment in the concentration. (3 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

Directory

Faculty

*Jan Aaland, *Adjunct Instructor of Voice*
B.A. Sociology, University of Calif.,
Berkeley (1976)

Melanie M. Adams, *Instructor of Physical
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B.S., Keene State College; M.E., University of
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*Michael C.R. Alavanja, *Associate Professor
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B.S., M.S., City University of New York;
Dr.P.H., Columbia University (1993)

Lisa Algazi, *Associate Professor of French*
B.A., Hollins College; M.A., Ph.D., Stanford
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Patricia McKewen Amato, *Director of
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B.A., The Catholic University of America;
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B.A., Swarthmore College; Ph.D., University
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*Teresa Ankney, *Assistant Professor of
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*Nancy Beith, *Adjunct Instructor of Piano*
B.Mus., Syracuse University; M.M., The
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University (1985–1987, 1993)

Kevin H. Bennett, *Assistant Professor of
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B.S., James Madison University; Ph.D.,
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Donna Bertazzoni, *Associate Professor of
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B.A., Northeastern University; M.B.A.,
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Purnima M. Bhatt, *Professor of
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B.A., M.A., Delhi University, India; Ph.D.,
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Frederick N. Bohrer, *Associate Professor
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Ann L. Boyd, *Professor of Biology*
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Dana G. Cable, *Professor of Psychology*
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Courtney M. Carter, *Professor of English*
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Elfie Chang, *Librarian*
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Elizabeth B. Chang, *Professor of
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Licence, Maîtrise, Université de Nancy;
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B.A., Fine Arts, Bethany College (1975)
M.M., University of Tennessee; Further
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*David Duree, *Adjunct Instructor of Clarinet and Saxophone*

Study at Jordan Conservatory, University of Maryland, The Catholic University of America (1992)

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Bonnie K. Hagerman, *Executive Director, Academic and Career Services*

B.A., Hood College; M.S., University of Maryland (1969)

Kira Hylton Hammam, *Instructor of Mathematics*

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David Hein, *Professor of Religion and Philosophy and Chair of the Department of Religion and Philosophy*

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*Brian Hinkley, *Adjunct Instructor of Brass and Director of the Wind Ensemble*

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*Paul Hummer, *Assistant Professor of Education*

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Oney P. Smith, *Associate Professor of Biology*
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Sharron W. Smith, *Whitaker Professor
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Barbara Spicher, *Adjunct Instructor of Flute*
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Edward Stanley, *Adjunct Professor of Oboe
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B.S., Western Carolina University; M.M.,
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Kerry Strand, *Andrew G. Truxal Professor
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*Francis Sweeney, *Associate Professor
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A.B., Wesleyan University; M.S., University
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B.A., Mount Holyoke College; M.S., Ph.D.,
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*Thomas Tworkoski, *Associate Professor
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University; Ed.D., Temple University (1971)

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B.A., The American University in Cairo,
Egypt; M.A., Ph.D., Atlanta University (1993)

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B.A., University del Salvador; M.A., University
of Connecticut; Ph.D., University of
Pittsburgh (1997)

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A.B., Wellesley College; M.A., University of
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Ursinus College; L.H.D., Saint Joseph
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Towson State University; L.H.D., Dickinson
College (1975)

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B.S., Shepherd College; M.B.A., Ph.D.,
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B.S., Boston University; M.A., Russell
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B.S., Berea College; M.S., Kansas State
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Government*

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Civic Leader

*Philip W. Bowers, Frederick, MD
*President and Brew Master, Bowers
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Civic Leader

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*Senior Vice President, Legg Mason Wood
Walker, Inc.*

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of Frederick County*

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Drapery and Bedspreads/Dressmaker

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Riley D. Housewright

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Daniel L. Masland

Robert C. McCardell

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Arthur E. Read Jr.

Carl V. Weakley

W. Meredith S. Young

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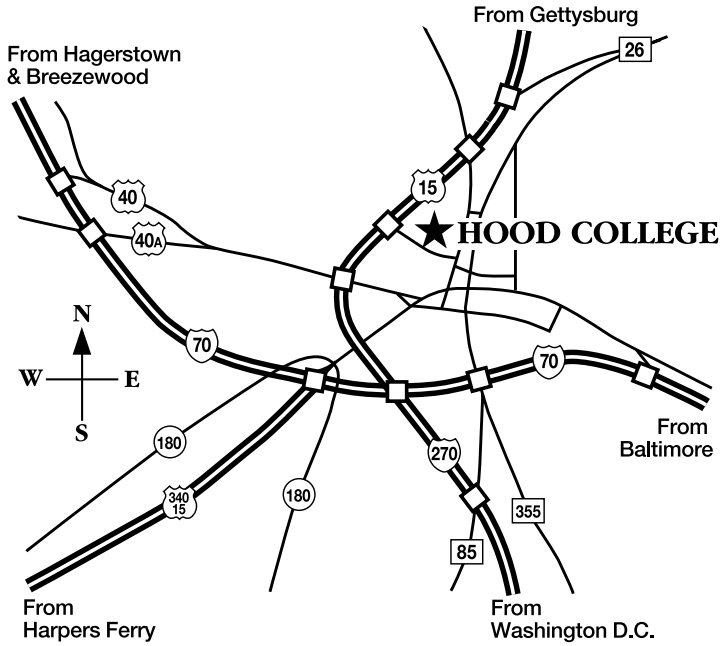
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Directions to Hood

From Points North:

Follow U.S. 15 south from Gettysburg and points north to Frederick. Take Rosemont Avenue exit. Turn right onto Rosemont Avenue. Travel approximately one-half mile and turn left at the entrance to Hood.

From Points West: Follow I-70 east from Hagerstown and points west. Take first Frederick exit onto U.S. 40. Follow U.S. 40 east to U.S. 15 junction. Follow U.S. 15 north to Rosemont Avenue. Travel approximately one-half mile and turn left at the entrance to Hood.

From Washington: Follow I-270 northwest from Washington, D.C., toward Frederick and Gettysburg. Avoid

turning to I-70. I-270 ends and the highway becomes U.S. 15 North. Follow U.S. 15 north to Rosemont Avenue exit. Turn left onto Rosemont Avenue. Travel approximately one-half mile and turn left at the entrance to Hood.

From Baltimore: Follow I-70 west from Baltimore to junction with U.S. 15 North (Exit 53). Follow U.S. 15 north to Rosemont Avenue exit. Turn left onto Rosemont Avenue. Travel approximately one-half mile and turn left at the entrance to Hood.

Hood College

401 Rosemont Avenue
 Frederick, Maryland 21701-8575
 301-663-3131
 Fax: 301-694-7653

Physical Resources

ACADEMIC/ ADMINISTRATIVE FACILITIES

Alumnae Hall

Alumnae House

Joseph Henry Apple
Academic Resource Center

Beneficial-Hodson
Library/Information
Technology Center

Brodbeck Music Hall

Carson Cottage

Coffman Chapel

Gambrill Gymnasium

Hodson Science Center

Marx Center

Onica Prall Child
Development Laboratory

Rosenstock Hall

Strawn Cottage

Tatem Arts Center

Whitaker Campus Center

Williams Observatory

RESIDENCE HALLS

Coblentz Hall

Coblentz Memorial Hall

French House/Martz Hall

German House

Meyran Hall

Shriner Hall

Smith Hall

Spanish House

STUDENT LIFE

Coblentz Hall

Huntsinger Aquatic Center

Parcourse

Tennis Courts

Thomas Athletic Field

Wellness Center

OTHER COLLEGE FACILITIES

Facilities Office

Hodson Outdoor Theater

Tom Samet Honors House

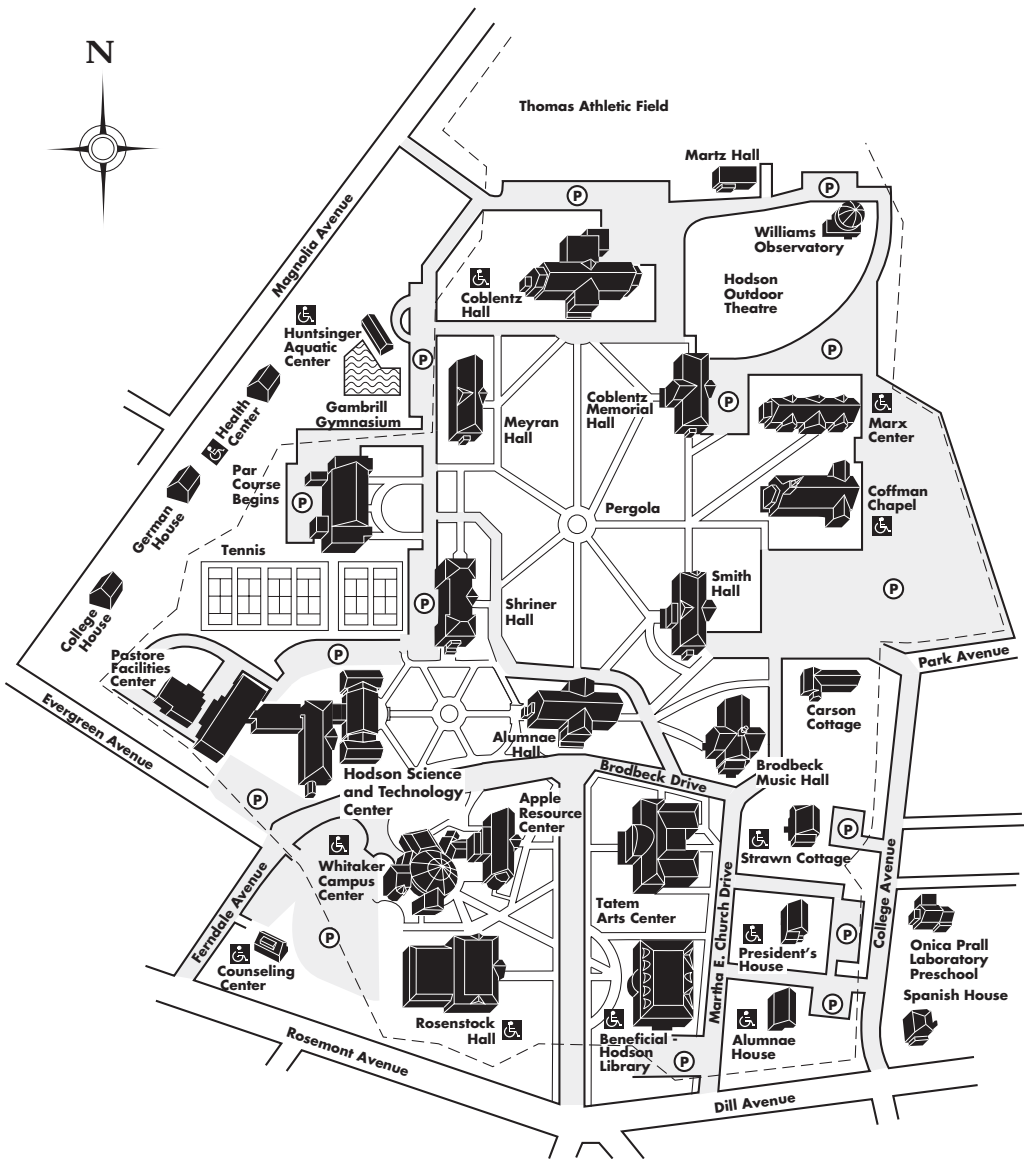
Joseph Pastore Facilities
Center

Pergola

President's House

Thomas Gateway

Campus Map



HOOD COLLEGE

401 Rosemont Avenue
Frederick, Maryland 21701-8575
301-696-3131 Fax: 301-694-7653
www.hood.edu