

2011–2012

HOOD COLLEGE CATALOG



2011–2012

HOOD COLLEGE CATALOG

Changes and updates to this catalog may be obtained from the
Hood College website at www.hood.edu

TABLE OF CONTENTS

| | |
|--|-----------|
| Academic Calendar | 1 |
| A Hood Education..... | 4 |
| The Spirit of Hood..... | 8 |
| Student Services | 12 |
| Undergraduate Admission to Hood..... | 16 |
| Applying for Admission - First-year students | 16 |
| Applying for Admission - Home-Schooled Students | 17 |
| Transfer with Ease | 18 |
| Applying for Admission - Transfer Students | 18 |
| International Students | 18 |
| Applying for Admission - Hood Start..... | 20 |
| Applying for Admission - Application Deadlines..... | 21 |
| Requirements for Enrollment Deposit..... | 22 |
| Deferred Admission | 22 |
| Equal Access..... | 22 |
| Undergraduate Tuition and Financial Aid | 23 |
| Undergraduate Degree Requirements..... | 34 |
| Degrees..... | 34 |
| The Second Degree | 34 |
| Core Curriculum | 34 |
| Undergraduate Majors, Minors and Certificates | 43 |
| Majors | 43 |
| Minors..... | 44 |
| Secondary Education Certification..... | 46 |
| Certificate in Music Performance and Piano Pedagogy | 46 |
| Undergraduate Special Academic Opportunities | 46 |
| Accelerated Programs..... | 46 |
| Hood Start..... | 46 |
| Coastal Studies Semester..... | 47 |
| Departmental Honors Paper | 47 |
| Military Science/ROTC..... | 48 |
| Study Abroad Programs | 48 |
| Hood College Honors Program | 48 |
| Independent Study and X-Credit..... | 48 |
| Internship Program | 49 |
| Off-Campus Programs and Courses | 49 |

| | |
|--|------------|
| Undergraduate Academic Policies | 49 |
| Academic Departments | 67 |
| Undergraduate Majors | 84 |
| Art and Archaeology | 84 |
| Biochemistry..... | 85 |
| Biology | 87 |
| Chemistry..... | 91 |
| Coastal Studies Semester..... | 90 |
| Communication Arts..... | 93 |
| Computer Science | 95 |
| Economics | 95 |
| Education | 97 |
| Engineering..... | 103 |
| English | 104 |
| Environmental Science and Policy | 106 |
| French | 108 |
| French-German..... | 109 |
| German | 109 |
| History | 110 |
| Honors | 113 |
| Latin American Studies..... | 115 |
| Law and Society | 116 |
| Management | 117 |
| Mathematics..... | 118 |
| Middle Eastern Studies..... | 120 |
| Music..... | 121 |
| Nursing..... | 123 |
| Philosophy | 121 |
| Political Science..... | 124 |
| Pre-Law..... | 125 |
| Pre-Medical and Pre-Dental..... | 125 |
| Pre-Veterinary..... | 125 |
| Psychology..... | 126 |
| Religion | 128 |
| Social Work..... | 130 |
| Sociology | 130 |
| Spanish..... | 131 |
| Music Certificate Programs..... | 132 |
| Undergraduate Minors | 134 |
| African-American Studies..... | 135 |
| African Studies | 136 |
| American Studies | 136 |
| Archaeology..... | 137 |
| Art History | 137 |
| Biology | 137 |
| Business Administration..... | 138 |
| Chemistry..... | 138 |

| | | | |
|-----------------------------------|------------|--|---------------|
| Classical Studies | 138 | Housing..... | 276 |
| Coastal Studies | 139 | Visiting Graduate Students | 276 |
| Computer Science | 139 | Graduate Tuition and | |
| Criminology and Delinquency | 139 | Financial Arrangements | 276 |
| Economics | 140 | Graduate Resources..... | 279 |
| Environmental Studies | 140 | Graduate Academic Policies..... | 280 |
| French | 141 | Transfer of Credit for Prior Work..... | 287 |
| French/German..... | 141 | Graduate Academic Programs | |
| German | 141 | and Field of Study..... | 295 |
| Gerontology | 141 | Biomedical Science..... | 295 |
| Global Studies | 142 | Business Administration..... | 298 |
| History | 143 | Ceramic Arts | 273 |
| Journalism..... | 144 | Computer Science | 303 |
| Literature..... | 144 | Education | 304 |
| Management | 144 | Curriculum and Instruction | 306 |
| Mathematics..... | 144 | Educational Leadership program | 311 |
| Mathematics Education | 145 | Reading Specialization | 314 |
| Medieval Studies | 145 | Environmental Biology | 316 |
| Middle Eastern Studies | 146 | Human Sciences..... | 318 |
| Music..... | 146 | Humanities..... | 321 |
| Philosophy..... | 147 | Information Technology | 321 |
| Physics..... | 147 | Management of Information | |
| Political Science..... | 148 | Technology..... | 322 |
| Public Relations..... | 148 | Mathematics Education | 323 |
| Religion | 149 | Thanatology | 325 |
| Renaissance Studies..... | 149 | Graduate Certificate Programs | 326 |
| Social Science Research..... | 150 | Ceramic Arts | 326 |
| Social Work, Pre-Professional | | Information Security | 328 |
| Practice..... | 150 | Regulatory Compliance | 328 |
| Sociology | 150 | Secondary Mathematics | |
| Spanish..... | 151 | Education | 328 |
| Studio Art..... | 151 | Thanatology | 328 |
| Theater and Drama | 152 | Graduate Course Offerings | 329 |
| Web Development | 152 | Directory..... | 383 |
| Women's Studies..... | 152 | Index | 397 |
| Writing..... | 153 | Map/Directions | 398 |
| Undergraduate Course | | Physical Resources..... | 399 |
| Offerings..... | 154 | Campus Map..... | Inside Back C |
| Graduate Studies..... | 269 | | |
| Guide to Graduate Studies | | | |
| and Academic Programs..... | 271 | | |
| Graduate Admission..... | 272 | | |
| Entrance Criteria..... | 272 | | |
| Procedure for Applying..... | 272 | | |
| International Students | 275 | | |

UNDERGRADUATE AND GRADUATE ACADEMIC CALENDAR 2011–2012

Fall 2011

| | | |
|------------------|---|--|
| August | Friday 12 | Deadline for graduate students to submit thesis to Graduate School for September graduation |
| | Wednesday 17 | Registration for new students not tested/registered over the summer New Graduate Student Orientation |
| | Sunday 21 | <i>Last day for 100 percent tuition refund for undergraduate students; 100 percent refund for graduate students continues until the first class meeting</i> |
| | Monday 22 | Opening Convocation - 10 a.m. Classes begin - 1 p.m. <i>80 percent tuition refund period begins and continues through September 6; 0 percent tuition refund thereafter</i> |
| September | Friday 2 | Deadline for graduate students to apply for January graduation to the Graduate Office |
| | Monday 5 | Labor Day - No classes |
| | Tuesday 6 | Classes resume - 8:30 a.m. End drop/add; end 80 percent course refund for part-time students; last day to declare/change SU or audit option |
| | Friday 16 | Deadline for graduate students to submit notification for comprehensive exams to the Graduate Office |
| | Friday 30 | Last day to file for extra credit (X) study Senior applications for graduation due in the Registrar's Office |
| October | Saturday 8 | Midterm recess - No classes |
| | Wednesday 12 | Classes resume - 8:30 a.m. Term II PE begins |
| November | Monday 17 | Midterm low grades due in Registrar's Office |
| | Friday 4 | Advising Day - No classes |
| | Saturday 5 | Master's comprehensive examinations |
| | Monday 7 | Begin spring and January term registration for seniors and current graduate students Last day to submit petition for spring semester study abroad or study at another institution |
| | Tuesday 8 | Begin spring and January term registration for juniors Master's comprehensive examinations |
| | Wednesday 9 | Begin spring and January term registration for sophomores |
| | Thursday 10 | Begin spring and January term registration for freshmen |
| | Friday 11 | Last day to withdraw from any undergraduate class |
| Monday 14 | Begin spring and January term registration for new undergraduate, new graduate and nondegree students | |

| | | |
|-----------------|--------------|---|
| | Monday 21 | Last day to withdraw from graduate classes |
| | Wednesday 23 | Thanksgiving recess - No classes |
| | Monday 28 | Classes resume - 8:30 a.m. |
| December | Monday 5 | Deadline for graduate thesis to Graduate Office for January graduation |
| | Friday 9 | Undergraduate classes end |
| | Saturday 10 | Reading Day |
| | Sunday 11 | Reading Day |
| | Monday 12 | Undergraduate exams begin |
| | Friday 16 | Undergraduate exams end Graduate classes end |
| | | Deadline for graduate students to apply for May graduation to the Graduate Office |
| | Friday 23 | Final grades due |

January Term 2012

| | | |
|----------------|-----------|---|
| January | Tuesday 3 | Classes begin |
| | Monday 16 | Martin Luther King Day - No classes; College closed |
| | Sunday 22 | Classes end |
| | Monday 30 | Grades due |

Spring 2012

| | | |
|-----------------|--------------|--|
| January | Wednesday 18 | New Graduate Student Orientation |
| | Sunday 22 | New undergraduate students arrive; orientation begins <i>Last day for 100 percent tuition refund for undergraduate students; 100 percent refund for graduate students continues until the first class meeting</i> |
| | Monday 23 | Classes begin - 8:30 a.m. <i>80 percent tuition refund period begins and continues through February 6; no tuition refund thereafter.</i> |
| February | Friday 3 | Deadline for graduate students to apply for September graduation to the Graduate Office |
| | Monday 6 | End drop/add; end 80 percent course refund for part-time students; last day to declare/change SU or audit option |
| | Friday 17 | Deadline for graduate students to submit notification for comprehensive exams to the Graduate Office |
| March | Friday 4 | Last day to file for extra credit (X) study |
| | Saturday 10 | Midterm recess - No classes |
| | Monday 19 | Classes resume - 8:30 a.m. Term IV PE begins |

| | | |
|--------------|--------------|--|
| April | Monday 26 | Midterm low grades due in Registrar's Office |
| | Friday 13 | Advising Day - No classes Last day to withdraw from graduate classes Deadline for graduate students to submit thesis to graduate School for May graduation |
| | Saturday 14 | Master's comprehensive examinations |
| | Monday 16 | Begin fall and summer registration for juniors, non-graduating seniors and current graduate students |
| | Tuesday 17 | Begin fall and summer registration for sophomores Master's comprehensive examinations |
| | Wednesday 18 | Begin fall and summer registration for freshmen |
| | Monday 23 | Begin fall and summer registration for new undergraduate, new graduate and nondegree students Last day to withdraw from any undergraduate class |
| | May | Friday 4 |
| Saturday 5 | | Reading Day |
| Sunday 6 | | Reading Day |
| Monday 7 | | Undergraduate examination period begins |
| Friday 11 | | Undergraduate exam period ends Graduate classes end |
| Monday 14 | | Final grades for graduating seniors and master's candidates due to Registrar's Office by 9 a.m. |
| Saturday 19 | | Commencement |
| Monday 21 | | All other grades due to Registrar's Office by 9 a.m. |

Summer 2012

| | | |
|---------------|-------------|---|
| May | Monday 21 | Term I begins |
| | Monday 28 | Memorial Day - No classes; College closed |
| July | Sunday 1 | Term I ends |
| | Wednesday 4 | Independence Day - No classes; College closed |
| | Monday 9 | Term II begins Term I grades due |
| August | Sunday 19 | Term II ends |
| | Monday 27 | Term II grades due |

Withdrawal/Tuition Refund Policy for Summer Terms

- 100 percent tuition refund prior to the first day of class for all sessions
- 80 percent tuition refund within the first two calendar days of 1- and 2-week sessions; No tuition refunds thereafter
- 80 percent tuition refund within the first four calendar days of 3- and 4-week sessions; No tuition refunds thereafter
- 80 percent tuition refund within the first seven calendar days of 5- and 6-week sessions; No tuition refunds thereafter

A HOOD COLLEGE EDUCATION

Our Vision

Hood College aspires to be a premiere comprehensive liberal arts college by offering its students an excellent and engaging educational experience that prepares graduates for success.

Our Mission

Hood College 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, the professions and technology, to the exploration of values, a sense of community and to the preparation of students for lives of responsibility, leadership and service.

A Hood Education

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, professional 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 more than 1,400, Hood offers an opportunity for every student to participate and to excel.

Hood's emphasis is on teaching. Ninety-eight percent of the College's full-time faculty hold an earned doctorate or terminal degrees in their field. Hood supplements this core of professors with carefully selected adjunct instructors, many of whom are eminent scientists and professionals in their fields.

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 17 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 Coblentz Dining Hall.

The Hood College Academic Honor Code reflects our tradition of a place of Honor and Respect. Students, faculty and staff work together to promote and enforce the Academic Honor Code.

Hood College is committed to enrolling a diverse student population. Many of Hood's undergraduates are residential students who live in five on-campus residence halls or three language residences. 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 colleges in Maryland and other areas match earned credits with Hood's Core Curriculum requirements. Hood enrolls undergraduate international students from 24 countries.

The College has been recognized as a leader in lifelong education and in career development. Hood's Graduate School offers master's degrees in 14 areas. These 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 affiliations with regional businesses, research laboratories, embassies and international organizations, government agencies and nearby colleges and universities.

Tradition

The Hood community values its distinctive traditions that foster strong bonds of friendship and create enduring memories for alumnae and alumni. First-year students are greeted on their arrival by upperclass students who help orient them to campus life.

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 Choir is the highlight of the holiday season.

Strawberry Breakfast on graduation day, "Give Your Heart to Hood" day, Sophomore Dinner, Junior Ring Ceremony and May Madness are all part of a legacy that connects Hood students to the thousands of alumnae and alumni 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.

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 nonprofit 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.

Maryland Campus Compact Hood College is a member of the Maryland Compact, an organization of colleges and universities that promote the development of global citizens and just communities in Maryland and beyond. An AmeriCorps Vista employee is housed at Hood College and connects Hood students with opportunities to eradicate poverty and injustice throughout Maryland.

The Office of Service Learning, located in the Catherine Filene Shouse Career Center, 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.

Hood's Center for Community Research, housed in the Sociology and Social Work Department on the third floor of Alumnae Hall, gives students the opportunity to work collaboratively with organizations and agencies in the Frederick community on research projects that meet a community need. Students from a variety of fields—primarily sociology, but also those with majors in disciplines such as law and society, social work, history, political science and

environmental studies—have applied their research skills to help solve real-life problems while, at the same time, giving the Frederick community access to some of Hood’s resources.

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 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 an imposing 57,000 square-foot, 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 Beneficial-Hodson Computing Center, one of the campus’ many computer labs, the Hood College Archives and special collections and a book conservation laboratory.

The library boasts a modern telecommunications network infrastructure, including wireless Internet capability. Materials collections, student reading and study areas and staff offices are conveniently arranged and comfortably furnished, creating a welcoming environment for recreational reading or serious study.

The library successfully integrates information technology with traditional library services and collections. In addition to the more than 200,000 volumes housed at Hood, any of the 1,000,000 volumes held at Hood’s five sister libraries in the Maryland Interlibrary Consortium are available via courier within 24 hours of a request. The library currently subscribes to more than 300 print and microform periodicals, and nearly 42,000 additional full-text periodical titles can be accessed via the World Wide Web through numerous subscription databases. The library’s homepage provides links to reference sources around the world. These and other computer-based resources may be consulted at a number of in-house computer workstations, as well as from any web-capable computer in a residence hall room or off campus. Video and audio collections are stored in the audio-visual center, with playback equipment for student use.

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.

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 annually by the Center 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 Shirley Conner Hardinge Center for Global Studies enhances the teaching, learning, and research of global issues at Hood College. The Center develops innovative ways to educate students in a world where a global perspective and cross cultural understanding are essential to effective leadership within all disciplines. The center funds scholarships for students studying abroad; provides funding for students and faculty engaged in international/global research; supports the development of short-term international programs; funds a yearly international visiting scholar, and funds awards recognizing outstanding contributions to global studies.

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

Academic Computing and the Hood Experience

Among Hood College's highest priorities is helping its students prepare for the changing environment of the new century and functioning productively in a knowledge-based society. With these goals in mind, the College has advanced the role of technology from being one of purely administrative support to one of core importance, both academically and administratively. Hood College annually invests over \$250,000 in new software and software licenses and over \$70,000 for hardware. Every student now gets high-speed Internet service, state-of-the-art email functionality, and over 25 GB of storage without a technology fee. The school employs an Internet connection capable of handling up to 200 Mb/s in data volume as well as a wireless network supported by access points located across the campus. In addition to continuing upgrades to the College computing infrastructure, 2011 will witness the initiation of an experiment in iPad mobile device integration. All first-year students and their faculty will use these iPads to evaluate new instructional approaches and the impact this device can have on the learning experience.

Hood's information technology is accessible on campus from all classrooms and residence hall rooms and off campus via the Internet. Students can use their own computers in their rooms to access the Internet, send email, print documents, consult course materials that professors have placed on Hood's Blackboard Learning Management System, and take advantage of the scholarly resources available on the Internet as well as through Hood College Beneficial-Hodson Library databases. Hood has also embraced the concept of technology-enhanced Living Learning Centers and has placed a small computer lab that includes Windows and Mac technology plus a networked printer in each of the residence halls. The college also supports off-campus students with network technology that enables these constituents to access all of the information on-campus residents can draw upon.

Hood College features 24 computer labs located throughout the campus and comprised of nearly 400 computers with sophisticated software applications. Nine of the labs are open to all Hood students, while the remaining computer labs focus on specific academic disciplines. Standard lab hardware includes laser printers. The standard software configuration includes the Windows XP and Windows 7 operating systems, the Microsoft Office Suite (Word, Excel, PowerPoint, Access), plus Internet Explorer, Safari, and Firefox web browsers for web-based email. Discipline-specific labs include biology, molecular modeling, general chemistry, mathematics, an organic chemistry instrumentation lab, a Unix computer science lab, Communication Arts, sociology lab, and a Video Editing lab. These academic labs have sophisticated domain-specific software available for use without cost to students studying in these academic areas in order to enhance the learning process and extend students' analytical resources.

Academic and staff departments such as Computer Science, Communication Arts, and Center of Academic Achievement & Retention are also deploying state-of-the-art hardware and software to expand pedagogic opportunities and academic support critical to a student's college experience.

In 2011 Hood College will begin implementation of a Virtual Computer Lab (VCL) to supplement existing College labs. Once built, it is envisioned that the Hood VCL will allow all students to access all software applications from anywhere, on a 24/7 basis.

Hood also continues to refresh instructional technology throughout its classroom buildings, with more than \$100,000 invested in new equipment during the 2010-2011 year. Most learning spaces have a computer, LCD projector, Blu-ray/DVD player, videotape capability and

Internet access. This enables faculty and students to incorporate new pedagogical modalities into their lectures and class presentations.

Complementing this technology is an Information Technology Department team that maintains and upgrades campus databases, high-definition (HD) cable entertainment, and phone networks along with Mac and Windows servers, desktops, laptops, iDevices, printers and a range of software applications. This team also assists students, faculty, and staff with repairs to college-owned technology, guidance on the use of hardware and software, and technical help with a range of topics, including wireless access, printing challenges, and more.

THE SPIRIT OF HOOD

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.

Hood: A Place of Honor and Respect

As a place of honor and respect, all members of the College assume the obligation to maintain the principles of honesty, responsibility and intellectual integrity in all activities relating to their Hood College experience. It is the responsibility of each student to support these values through maturity of thought, expression and action. Members of the faculty, staff and administration are available to assist students in this process.

The Academic Honor Code and Code of Conduct

Academic life at Hood is guided by an 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 academic Honor Code is shared between the faculty, administration and the students. A judicial system of students, faculty and administrators considers and adjudicates violations of academic integrity.

The Honor Pledge reads as follows:

“Recognizing the importance and value of the Hood College honor system, I pledge on my personal honor that I will uphold the honor system for the duration of my enrollment at Hood College. Furthermore, I pledge that I will read and make every effort to understand the concepts of the honor system.”

Social behavior is governed by the Code of Conduct. Violations of the Code of Conduct are adjudicated through the Office of Residence Life, the Dean of Student’s Office, Department of Campus Safety and/or student review boards as appropriate to the violation. Student staff members are employed by the Office of Residence Life as resident assistants to assist in reporting violations, although all students retain the rights and responsibilities to report any infractions they witness.

Residential Life

The residence 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 management skills.

There are five traditional-style residence halls on campus (Coblentz, Coblentz Memorial, Meyran, Shriner and Smith) that house between 100 and 145 students each. Smaller language housing options for between five and 12 students each attract students who are interested in a French, German or Spanish living experience. One faculty member from the Department of Foreign Languages and Literatures serves as the language house coordinator. A native speaking student lives in the residence full time. Upperclass Honors Program students are also eligible to reside in Hood's Honors House, a small community of nine students.

Traditional-aged first-year students and sophomore students are required to live on campus and have roommates unless they are commuting from their parents' home. Juniors and seniors are eligible for singles on a space-available basis. Students who feel they have special (medical, psychological and/or disability-related) needs may apply for a single through the special accommodations program. Instructions for requesting such accommodations can be found on the residence life portion of the Hood website.

During the summer prior to their arrival, first-year students are assigned a roommate based on a lifestyle questionnaire. First-year students may request a specific roommate if they know someone else coming to Hood with whom they would like to live. During the spring semester, all current residential students select their rooms and roommates for the upcoming academic year.

Hood's residence halls are part of a shared governance system and residents elect representatives to the Student Government Association, as well as to their individual house councils. Students decide when their quiet hours will be and when visitors may be in the halls (within certain minimum guidelines). In addition, the governing bodies of the halls work to provide educational and social activities for their residents.

Resident assistants live on each residence hall floor and are available to students who have personal or academic concerns, are having problems with their roommates or just need advice, guidance or a referral. They plan programs, disseminate information and work to build a positive community on their floor by enforcing College policies. The RAs are supervised by Area Coordinators, professional staff members who live on campus full-time. Responsibilities include community building, shaping positive student behavior, programming, student support and supervision of building staff.

For further information about the residential experience at Hood, please contact the Residence Life Office at ext. 3577.

Commuter Life

Commuter students represent a diverse population. 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.

First-Year Living-Learning Communities

The First-Year Living-Learning Communities are designed to provide first-year students with a common living and learning experience within their fields of interest. Students in the program will be housed together by community in the residence halls and will be required to attend monthly activities and events related to the themes, to participate in student-created programs and service projects, and to write papers reflecting on their learning experiences. In addition, students will be required to enroll in at least one of the designated courses within their communities each semester.

Parking

Vehicle registration and a parking hang tag are required to park on campus. Vehicles registered for the regular academic year do not require an additional tag for the summer session.

A parking hang tag 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. Vehicles parked in violation will be ticketed. Campus Safety may designate certain areas as no parking zones for snow removal purposes. Vehicle registration forms are available in the Office of Campus Safety and at the switchboard. 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. 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 academic honor system; and an executive board, which administers the business of the student government and oversees its committees.

Through its Campus Activities Board, 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 and student activities, 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 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 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 | French Club |
| Education Club | Least Squares Mathematics Club |
| Environment Club | Student Social Work Organization |
| Free Radicals (chemistry club) | |

Advocacy Organizations

| | |
|-----------------------|---|
| Amnesty International | Equal Sex |
| College Republicans | Hood Environmental Action Team (HEAT) |
| College Democrats | Strong Women of Today & Tomorrow (SWTT) |

Community Service Organizations

| | |
|--------------|---------------------|
| Best Buddies | Rotaract |
| Habitat | Service Association |

Diversity Organizations

| | |
|---|---|
| Black Student Union | International Club |
| Hood African Student Association (HASA) | T.E.A. (Tolerance, Education, Acceptance) |

Governing/Programming Organizations

| | |
|-------------------------------|--|
| Campus Activities Board (CAB) | House Forum |
| Class Councils | Student Athlete Advisory Committee (SAC) |
| Commuter Student Union | Student Government Association (SGA) |
| House Councils | |

Honor Societies

| | |
|-----------------------|------------------|
| Alpha Lambda Delta | Phi Alpha Theta |
| Alpha Psi Omega | Phi Kappa Phi |
| Beta Beta Beta | Pi Delta Phi |
| Gamma Sigma Epsilon | Pi Mu Epsilon |
| Ionic Society | Pi Sigma Alpha |
| Kappa Delta Pi | Psi Chi |
| Mortar Board | Sigma Beta Delta |
| Omicron Delta Epsilon | Sigma Delta Pi |
| Phi Alpha | Sigma Phi Omega |
| | Who's Who |

Performing Arts and Performance Organizations

| | |
|-----------------|-----------------|
| Chamber Singers | Gospel Ensemble |
| Cheerleading | Hood Ensemble |
| Choir | String Ensemble |
| Equestrian Team | Wind Ensemble |

Publications

| | |
|-------------------------------|------------------------------|
| Blue & Grey Today (newspaper) | Wisteria (literary magazine) |
|-------------------------------|------------------------------|

Spiritual/Faith Based Organizations

| | |
|----------------------------------|--|
| Buddhist Meditation Group | Hood Inter-Faith Team |
| Catholic Student Organization | Intersarsity Christian Fellowship (IVCF) |
| Fellowship of Christian Athletes | Jewish Student Union (JSU) |
| Hood Bible Study | Muslim Student Association |

Special Interest Organizations

| | |
|------------------------------|--|
| Blazer Nation | Model Arab League |
| Blazer Radio | National Model United Nations |
| French Club | STARS (Admission tour guides) |
| Hispanic Latino Organization | PRSSA (Public Relations Society Student Association) |
| Karate Do Club | |

Student Activities

Through both classroom and extracurricular activities, Hood stresses the development of leadership skills. Hood students are encouraged to develop the skills they need to become effective contributors to their families, professions, communities and society. Noncredit workshops and programs, in addition to credit coursework, offer strong support for the development and acquisition of leadership skills and knowledge. Training is provided for key leaders by selected offices in the division of Student Life.

Educational 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's Washington Wizards; Marian Wright Edelman, author and children's rights advocate; Anne Crittenden, best-selling author; Cornel West, author and professor at Princeton University; and Sr. Helen Préjean, activist.

Faith Community at Hood

Hood College maintains its historical affiliation with the United Church of Christ. A College chaplain is available to support students, staff and faculty of all spiritual backgrounds. 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, healing services and pastoral care.

Fall semester begins with Opening Chapel, a candle lighting ceremony at Convocation. There is an active chapter of IntersVarsity Christian Fellowship, a Muslim Student Association, Jewish Student Union and the performing group, Gospel Ensemble. Christian chapel services are held weekly and an Interfaith prayer service is held once a month. Worship and religious events during the year include the "Messiah" concerts, a campus-wide Ramadan feast, Candlelight Vespers, trips to area religious communities, Ash Wednesday observance, Liberation of the Black Mind worship service, Service of Affirmation for gay students, Gospel Jubilee, healing service for survivors of abuse and the Passover seder. A Baccalaureate Service closes each year.

Intercollegiate Athletics

The Athletic Department at Hood College is proud to adhere to the philosophy of the National Collegiate Athletic Association, Division III. Hood College is a member of the Capital Athletic Conference. The CAC consists of Frostburg State University, Marymount University, University of Mary Washington, Salisbury University, St. Mary's College of Maryland, Stevenson University, Wesley College and York College of Pennsylvania.

Hood College athletics are 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 women's intercollegiate competition can compete in basketball, cross country, field hockey, lacrosse, soccer, softball, swimming, tennis, indoor and outdoor track and field and volleyball. Men's intercollegiate sports include basketball, cross country, golf, swimming, soccer, lacrosse, indoor and outdoor track and field and tennis. An equestrian team, women's golf and cheerleading are also offered as club sports.

Two full-time certified athletic trainers work 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 athletes 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.

To be eligible to participate in intercollegiate sports, a student must be enrolled for at least 12 credits, be in good academic standing and maintain a cumulative 2.0 G.P.A. Students on academic or social probation are not permitted to participate in varsity or club sports.

Recreation

Recreational activities are provided for members of the Hood College 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 and volleyball. Fitness equipment in the weight room is available for use by all members of the Hood College community (students, faculty and staff with a Hood College ID card). The swimming pool, exercise trail, volleyball court, softball diamond and sport practice fields are also available for recreational use.

STUDENT SERVICES

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

Academic Services

The Josephine Steiner Center for Academic Achievement and Retention 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.

Academic Advising

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.

Students are encouraged to explore various subjects or disciplines during their first year and a half at Hood. During that time they are advised by the Freshman-Sophomore Advising Group, a designated group of faculty who have expressed interest in working with students before they declare a major. Students must declare a major by the end of their sophomore year by completing the appropriate form with the Office of the Registrar.

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.

Improvement of Basic Skills: Reading, Writing, Mathematics

The Center for Academic Achievement and Retention staff evaluates all new students' basic skills. The following courses are offered to students who need to improve their skills: English 099, English 100E (for ESL Students) and English 100; GNST 099 and 101; and Mathematics 098 and 099. Tutoring may be recommended to meet specific needs.

The Center for Academic Achievement and Retention offers specialized workshops upon request or as determined by the Center.

Tutoring, staffed by peer tutors, is available to students who have questions about the organization and presentation of any written assignments. Daily hours for composition as well as mathematics tutoring appointments are posted outside RO 310A. Staff tutoring for mathematics and composition is available in the offices of the Writing Skills Coordinator (RO 329) and the Mathematics Skills Coordinator (RO 327).

Placement Testing

Placement tests, also referred to as the Basic Skills Inventory, are required of all first-year students and are administered online by The Center for Academic Achievement and Retention. All first-year students are required to take placement tests in the following three academic areas:

- | | |
|--------------------------|--|
| Composition | (Required of students who earned 6, 7 or 8 on the SAT Essay and students who did not take the SAT essay. Not required if English 101 credit is transferred or a score of 4 or 5 is achieved on the AP Language/Composition Test) |
| Mathematics | (Unless college-level mathematics is transferred or a score of 4 or 5 is achieved on the AP Calculus Test) |
| Foreign language* | (French, Spanish, Latin, Russian or German) if the language has been studied at least two years. (The Latin and Hebrew placement tests are administered in The Center for Academic Achievement and Retention.) |

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 placement test scores are valid for a two-year period following the test date.

**Please contact The Center for Academic Achievement and Retention at (301) 696-3569 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 100E/Advanced ESL Skills, which focuses primarily on advanced-level academic writing.

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 must 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 or himself.

Lifelong Learning

Committed to lifelong learning, Hood has developed programs to meet the distinctive needs of nontraditional-aged undergraduate students. Nontraditional age students should explore the possibility of gaining credit for experience outside the classroom.

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, see *Portfolio Evaluation in Undergraduate Academic Policies*)

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, see *Credit for Prior Learning* section of *Undergraduate Academic Policies*).

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 98 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*.

Career Services

The Catherine Filene Shouse Career Center provides a range of services and resources to members of the Hood Community. The Center offers assistance at all stages of the career exploration and decision-making process.

■ Individual career assessment and counseling;

- Direction in finding community service opportunities with the local non-profit community;
- Guidance in locating an internship experience;
- Extensive online system of job and internship opportunities;
- Graduate, law and medical school guidance and assistance;
- Mentoring opportunities with alumnae and alumni;
- Workshops and fairs on career-related topics;
- A large career library.

Visit www.hood.edu/careercenter for more information.

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 academic and student life teams, the College provides services to promote understanding among all students. The Office of Multicultural Affairs and International Student Programs provides programs for students and supports activities for 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 director of OMA/ISP 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 Thanksgiving, winter and spring breaks is available at no cost for international students. Housing during summer is available on a priority basis at a nominal cost.

Counseling Services

The Counseling Center offers services by two full-time licensed clinical staff to support students in realizing maximum benefit from both their academic and their out-of-class learning experiences. A consulting psychiatrist is available twice a month for psychiatric evaluations, medication concerns and local referrals.

Services provided by the Counseling Center include: brief, supportive counseling; crisis management; consulting and referral services; support groups; mediation; self-help brochures and lending library; and wellness and psycho-educational programs to increase self-knowledge and teach skills that will enhance emotional well-being. In addition, we offer consultation with faculty, staff, administration and the local community regarding mental health issues.

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 daily clinics to see students with medical concerns and a nurse practitioner has a weekly gyn clinic. All registered students are eligible for services at the center. All undergraduate traditional-age (under 25 years) full-time students are required to have medical information, including immunization records, on file at the Hood College Health Center. Copies of the required health forms may be found on the Hood website at www.hood.edu/campuslife/wellness.cfm

All medical records are confidential. Access to information is limited to authorized health center personnel, unless the student gives written consent or upon receipt of court-ordered subpoena. Medical records are destroyed seven years post graduation or withdrawal.

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 provides 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.

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, previous academic record and standardized admission test scores.

Undergraduate Admission Options

Hood offers four different avenues for admission to its undergraduate programs:

First-year student admission—intended for students who are in secondary school, or who have graduated recently from high school and have never enrolled at another college;

Transfer admission—intended for students who have graduated from secondary school and have matriculated at another college or university;

International student admission—intended for students who are not citizens of the United States and have graduated from secondary school or are looking to transfer from another college or university;

Hood Start—a program for exceptional high school juniors and seniors that allows them to take college courses for credit while in high school.

Campus Visits

Campus visits are encouraged for all prospective students. The undergraduate Admission Office schedules appointments for interviews and campus tours, and also hosts numerous campus visit programs through the year.

Contact information for undergraduate admission at Hood is as follows:

www.hood.edu

Toll-free: (800) 922-1599

Telephone: (301) 696-3400

Fax: (301) 696-3819

E-mail: admission@hood.edu

transfers@hood.edu

international@hood.edu

Applying for Admission—First-year students

Admission to Hood College is competitive and is offered on the basis of a student's academic preparation, demonstrated achievement and potential for intellectual and personal growth.

Hood College is a participating member of the Common Application and as such, requires the following items as part of its application process:

- A completed application for admission. The application is available online at www.hood.edu/apply or www.commonapp.org
- A \$35 application fee (the fee will be waived for students submitting an online application). Applicants who are not able to pay the fee due to financial circumstances may request a fee waiver by having their high school guidance counselor submit an official Fee Waiver request on their behalf.
- The Secondary School Report form, completed by the student's guidance counselor.
- A minimum of one letter of recommendation from a teacher the student has had in an academic course.
- Official high school transcript, sent directly from the school to the Office of Admission.
- Official results of the SAT or ACT examination. If the test scores appear on the high school transcript, the student will not need to submit additional score reports.

- An essay is required. Topics are listed on the application for admission.

In some cases, the Admission Office may request additional supporting information in order to reach a final admission decision. This may include, but is not limited to:

- Additional teacher recommendations, completed by a teacher who has taught the student in an academic subject within the past two years.
- A graded student paper.
- An on-campus or telephone admission interview.
- Additional 7th semester (mid-year) grades from the student's senior year of school.

Personal interviews and campus visits are strongly recommended for all students. An interview with a member of the admission staff, and any optional materials the applicant chooses to include, can help the admission staff learn more about an applicant's potential for a successful educational experience at Hood.

In the admission process, the greatest weight will be given to the applicant's secondary school record, including the curriculum completed and grades earned. Strong consideration is also given to the scores on standardized tests such as the SAT or ACT. There are no arbitrary Grade Point Average or test score requirements; each student's record is assessed in light of his or her past accomplishments and potential for future success.

All applicants for first-year student admission are expected to have completed a full college preparatory curriculum, including the following:

- 4 credits of English
- 3 credits of mathematics (including at least Algebra I and II and geometry)
- 3 credits of laboratory or natural science
- 3 credits of social science
- 2 credits of the same foreign language
- one academic elective

For information regarding International Baccalaureate, Advanced Placement, credit by examination and transfer credit policies, please see *Undergraduate Academic Policies*.

Applying for Admission—Home-schooled Students

Hood College recognizes that a growing number of students and families may choose a home-schooling alternative in place of a traditional secondary school experience. In order to accurately assess a home-schooled applicant's likelihood of success at Hood, we will require several forms of documentation in addition to the usual application materials.

Applicants for admission to Hood College who have completed some or all of their secondary education in a home-schooling environment will be required to submit the following:

- A transcript of all high school-level work, evaluated, signed and approved by a certifying home school agency or evaluator.
- Two letters of recommendation (with at least one from outside the home)
- An admission interview (either in person or by phone)
- Official transcript of any college work completed or in progress.

If the student does not have a high school diploma or has not completed high school, we will require the results of an official GED examination. The Departments of Education in several states (notably, Pennsylvania, Virginia, Maryland, West Virginia, Delaware, New Jersey, New York and the District of Columbia) do not recognize a home schooling certificate as an equivalent to a high school diploma. The College must be able to certify that all degree-seeking students hold a high school diploma or its equivalent, or have proven the ability to benefit from a college education.

Transfer With Ease

Hood welcomes transfer students at every stage in their academic and professional lives. Our transfer agreements with other colleges help ease the admission process and guide students in their efforts to take appropriate courses prior to transferring to Hood. Students transferring to Hood from a community college are encouraged to enroll in classes that meet requirements for an Associate of Arts or Associate of Science degree.

Community college students are urged to consult their transfer counselor concerning transfer agreement and course equivalencies, or contact the Office of Admission.

The registrar evaluates prior college coursework and credit earned through alternative methods for applicability to degree requirements at Hood College. Credit is generally awarded for courses that are clearly applicable to a baccalaureate degree and for which the student earned a grade of C- or above. A maximum of 62 credits may be awarded for freshman and sophomore level work completed elsewhere. Although there is no limit for junior and senior level coursework, students will be awarded no more than a total of 94 credits for all college-level work completed.

For detailed information on transfer credit policies, see *Undergraduate Academic Policies, Transfer Policy*.

Applying for Admission—Transfer Students

Students who have an enrollment record at any college after their graduation from high school are considered a transfer student and should use the transfer application. Any student with a college GPA at the time of application will be evaluated primarily on the basis of their prior college record. Transfer students should submit the following materials for consideration:

- A completed Hood College transfer application. The Hood application can be found at www.hood.edu/admission. There is no fee for this online application.
- Official college transcript(s), sent directly from the college or university registrar to the Office of Admission.
- If you have been placed on probation, suspended, had disciplinary action or been dismissed from a college or university, you may be required to submit the College/University Report for Transfer Students, completed by the academic adviser, registrar or dean of students at the student's most recently-attended institution.

| #Transferrable Credits | Type of Application | Required Materials |
|------------------------|---------------------|--|
| 24+ | Transfer | Official transcripts from all colleges attended |
| 12-23 | Transfer | Official transcripts from all colleges attended, official high school transcript, official SAT and/or ACT scores if graduation from high school was less than three years ago |
| 0-11 | Transfer | Official transcripts from all colleges attended, official high school transcript, official SAT and/or ACT scores if graduation from high school was less than three years ago, essay or personal statement |

Applying for Admission—International Students

International students, whether in the United States or abroad, may apply for admission as a first-year student or transfer student. International applicants are encouraged to submit their applications online. Applicants should note that all documents submitted as part of the admission process become the property of Hood College and will not be returned.

International first-year student applicants must have completed their secondary education or plan to complete it by the semester prior to enrollment. Applications that include all of the materials listed below will be reviewed for admission:

- A completed Hood College Application or Common Application (www.commonapp.com) for admission. Please remember to include an e-mail address with your application to help make future communication easier. The Hood application is available in paper or electronic versions. The electronic version can be found at www.hood.edu/admission
- A \$35 application fee (the fee will be waived for students submitting Hood's electronic application).
- Recommendations from a guidance director, guidance counselor, principal or headmaster.
- Official Secondary School (High School) Transcript. Effective immediately, international transcripts will only be accepted for consideration at Hood College if they have been translated and evaluated by a professional organization. We require a course-by-course evaluation. Please visit National Association of Credential Evaluation Services or Hood's website for a list of acceptable credit evaluation agencies.

If you attended another college or university you will also need to have this transcript translated and evaluated by an approved agency.

- Official TOEFL Profile, IELTS Profile, SAT Profile or ACT Profile TOEFL minimum score of 79-80 Internet based/550 paper based/213 computer based, IELTS minimum score of 6.5, SAT minimum score 1050 composite (critical reading and math sections) or ACT minimum of 22 composite. An IELTS minimum score of 6.5 is required. TOEFL or IELTS preferred test for students from non-English speaking nations. Students with scores below these numbers may also apply.
- Financial Information:
 - If applying for an F-1 visa, you must complete the Hood College Undergraduate International application and provide the requested financial information.
 - If applying as a student under an immigration status other than permanent resident, please contact the Admission Office for details about which materials you may be required to submit.
 - A student may choose to use the College Board International Student Financial Aid Application and International Student Certification of Finances form to explain their financial situation, as long as they also submit supporting documents such as bank statements.

Optional information that will facilitate the admission decision:

- While not required, an additional essay on a topic of your choice and recommendation(s) from academic instructor(s) about your performance and ability will facilitate the admission decision.

International Transfer applicants

Applications that include all of the materials listed below will be reviewed for admission:

- A completed Hood College Transfer Application and the International Transfer application supplement. Please remember to include an e-mail address with your application to help make future communication easier. The Hood application is available in paper or electronic versions. The electronic version can be found at www.hood.edu/admission
- A \$35 application fee (the fee will be waived for students submitting Hood's electronic application).
- Official copies of all College/University Transcripts. If you attended a college or university outside of the United States you will need to have your transcripts translated and also evaluated. We ask that you have a course-by-course evaluation completed. Please visit National Association of Credential Evaluation Services or Hood's website for a list of acceptable credit evaluation agencies.

The following documents are required if you have less than 24 transferable college credits:

- Official secondary school (high school) transcript along with secondary school report form. Effective immediately, international transcripts will only be accepted for consideration at Hood College if they have been translated and evaluated by a professional organization. We require a course-by-course evaluation. Please visit National Association of Credential Evaluation Services or Hood's website for a list of acceptable credit evaluation agencies.
- Recommendations from a guidance director, guidance counselor, principal or headmaster.
- Official results of the SAT (minimum composite score of 1050) or ACT (minimum composite score of 22) examination if the student's first language is English.
- Official TOEFL Profile, IELTS Profile, SAT Profile or ACT Profile. TOEFL minimum score of 79-80 Internet based/550 paper based/213 computer based, IELTS minimum score of 6.5, SAT minimum score 1050 composite (critical reading and math sections) or ACT minimum of 22 composite. TOEFL or IELTS preferred test for students from non-English speaking nations. Students with scores below these numbers may also apply. An IELTS minimum score of 6.5 is required.
- Financial Information:
 - If applying for an F-1 visa, you must complete the Hood College Undergraduate International application and provide the requested financial information.
 - If applying as a student under an immigration status other than permanent resident, please contact the Admission Office for details about which materials you may be required to submit.
 - A student may choose to use the College Board International Student Financial Aid Application and International Student Certification of Finances form to explain their financial situation, as long as they also submit supporting documents such as bank statements.

Optional information that will facilitate the admission decision:

- While not required, an additional essay on a topic of your choice and recommendation(s) from academic instructor(s) about your performance and ability will facilitate the admission decision.

Hood Start

The Hood Start program allows exceptional high school juniors and seniors to get a head start on the college academic experience, earning college credits while in high school. The program is designed to help students become familiar with academic work at the college level and to interact with College faculty. Depending on their high school schedule, Hood Start students typically take 1-3 classes per semester. A maximum of 18 credits may be earned through the Hood Start program. Hood Start students may not exceed 11 credits in any given semester. Enrollment is on a space available basis.

Students may enroll in the fall, spring or summer semesters, and have the opportunity to discuss academic goals and post-secondary options with a Hood College academic adviser. Most classes at the 100- and 200-level are open to Hood Start students; they may enroll in 300-level courses when the prerequisites have been met or with permission of the instructor. Hood Start students pay reduced tuition at \$135 per credit and are responsible for additional fees (lab, music practice rooms, parking permit), required course material and books.

Hood Start Admission Requirements:

- Be a high school junior or senior.
- Have a cumulative unweighted grade point average of 3.50 or greater in a college preparatory, honors, Advanced Placement or International Baccalaureate curriculum.
- Have a minimum composite SAT score of 1150 (critical reading and math sections), a comparable PSAT score, a composite ACT score of 25, or comparable PLAN score.

Hood Start applicants will be required to:

- Complete a Hood Start application form and essay.
- Submit a transcript of high school work.
- Submit official SAT, PSAT and/or ACT score reports.
- Submit School Report/Counselor Evaluation.
- Submit Teaching Recommendation from an academic teacher who has taught you during the past two years.
- Have a personal interview with either the Hood Start coordinator or with the Hood Start liaison in the Office of Admission.

Hood Start students are guaranteed admission into Hood College upon successful completion of Hood Start classes and high school degree requirements. Students interested in the Hood Start program must apply through the Admission Office; for information contact (301) 696-3400, admission@hood.edu or www.hood.edu

Application Deadlines and Reply Dates

Deadlines for completed applications and dates when applicants will learn whether or not they have been accepted to Hood are as follows:

FIRST-YEAR STUDENTS:

| Application Type | Deadline | Notification |
|--|-----------------|---|
| Fall entry | | |
| Early Decision | Nov. 15 | Dec. 1 (Enrollment deposit due Dec. 15) |
| Early Action I | Dec. 1 | Dec. 15 |
| Early Action II | Jan. 15 | Feb. 1 |
| Regular Decision | Feb. 15 | March 1 |
| Applications received after February 15 will be accepted on a space available basis and reviewed on a rolling basis. | | |
| Spring entry | Jan. 10 | Within two weeks of receipt of completed application file |

TRANSFER STUDENTS:**Application Deadline****Fall entry**

April 1

Rolling admission will continue until August 1.

Spring entry

November 1

Rolling admission will continue until January 1.

FIRST-YEAR INTERNATIONAL STUDENTS:

| Application Deadline | Decision Date | |
|-----------------------------|----------------------|---|
| Fall entry | | |
| Early Decision | Nov. 15 | Dec. 1 (Enrollment deposit due Dec. 15) |
| Early Action I | Dec. 1 | Dec. 15 |
| Early Action II | Jan. 15 | Feb. 1 |
| Regular Decision | Feb. 15 | March 1 |
| Spring entry | | |
| Regular Decision | Jan. 10 | Within two weeks of receipt of completed application file |

UNDERGRADUATE TUITION AND FINANCIAL AID

Costs

Tuition, Fees and Other Charges for the 2011-2012 Academic Year

Refer to Tuition and Fees at www.hood.edu/campus-services/accounting for future pricing information.

All fees listed are per semester.

| FULL-TIME UNDERGRADUATE | RESIDENT | COMMUTER |
|--|-------------------------|------------------|
| Tuition - 12 to 18.5 credit hours | \$ 15,310 | \$ 15,310 |
| Room - Shared | \$ 2,715 | |
| Room - Single | \$ 2,985 | |
| Room - Apartment | \$ 2,480 | |
| Board - Unlimited (required of first-year students) | \$ 2,480 | |
| Board - 15-meal plan | \$ 2,415 | |
| Board - 10-meal plan | \$ 2,350 | |
| Board - Commuter meal plan | | \$715 |
| Comprehensive Fee | \$ 220 | \$220 |
| PART-TIME UNDERGRADUATE | | |
| Tuition per credit hour | \$885 | |
| Audit Fee per credit hour | \$440 | |
| Comprehensive Fee | \$145 | |
| Comprehensive fee per term | \$88 | |
| Hood Start | \$140 per credit | |

Payment of tuition, fees and other charges is due generally one week before the start of the fall and spring semesters and by the first day of class for the summer terms. Students registering after the deadline must make payment at the time of registration. Students may pay their tuition using the Monthly Payment Plan. Information on this option can be found at www.hood.edu/paymentplan/ or by calling the Accounting Office at (301) 696-3609.

Withdrawal from the College and Refund Policy

Fall and Spring Semesters

Students who withdraw from Hood will have their fall and spring semester charges adjusted according to the schedule below:

| If a student withdraws from the College: | Tuition | Board |
|--|----------------|-----------------|
| Prior to beginning of the semester | 100 percent | 100 percent |
| Within the 14 calendar days from the first day of the semester | 80 percent | pro rata weekly |

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

There are no refunds of the room fee after the first day of classes. There are no refunds of tuition after the end of the drop-add period. Refunds of the board fee are continued on a pro rata weekly basis throughout the semester. There are no refunds of any fees (comprehensive, academic records, course audit, student teaching, parking or student health insurance) once the semester has begun. This refund policy applies to students who withdraw from the College and to those 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 files with the Graduate Office for graduate students.

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.

Summer Terms

| One-week and two-week terms | Tuition |
|---|----------------|
| Prior to first meeting of class | 100 percent |
| Within the first 2 days from the first day of the term | 80 percent |
| 3rd day and thereafter | no refund |
| Three-week and four-week terms | Tuition |
| Prior to first meeting of class | 100 percent |
| Within the first 4 days from the first day of the term | 80 percent |
| 5th day and thereafter | no refund |
| Five-week and six-week terms | Tuition |
| Prior to first meeting of class | 100 percent |
| Within the first 7 calendar days from the first day of the term | 80 percent |
| 8th calendar day and thereafter | no refund |

The Need-based Financial Aid System

For students whose personal and family resources are insufficient to meet their total educational expenses, Hood administers 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 (COA) Less Expected Family Contribution (EFC) Equals Financial Need

To determine the 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.

Complete the FAFSA fully and carefully to avoid delays in processing. FAFSA forms should be submitted online no later than February 15 to receive full consideration for all types of need-based aid. For Hood College to receive FAFSA results, list Hood's school code, 002076, on the application.

Financial Aid Package

After 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 progress. For many of the need-based financial aid programs, students must be enrolled for at least 6 credits per semester. 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).

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 upon receipt of their renewal application for financial aid and any other required documents.

All financial aid forms are located on the web at: www.hood.edu/admission/financial

Financial Aid Programs

Federal Pell Grants—Awarded to undergraduate students with demonstrated financial 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)—Awarded to undergraduate students with the greatest demonstrated financial need. Students must be pursuing their first baccalaureate degree.

Hood Grants—Awarded to full-time undergraduates who demonstrate financial need. Funding is limited. Students must be pursuing their first baccalaureate degree upon initial enrollment.

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 need-based employment program enables eligible undergraduate students to earn money for miscellaneous 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 fixed. 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 interest rate is fixed. The six-month deferment applies only to repayment on the principal. Interest accrues when the loan is disbursed. Students are mailed quarterly interest statements at which time they may elect to pay the interest.

Federal Direct PLUS Loan—Parents may borrow up to the cost of education, minus any financial aid received, for each dependent undergraduate student. The interest rate is fixed. Repayment on principle and interest begins when the loan is disbursed, however deferment options are available.

Maryland State Scholarship Program—The Maryland Higher Education Commission offers several need-based scholarships and grants for Maryland residents. The scholarships and grants most frequently awarded to Hood students include, but are not limited to, the Educational Assistance Grant, the Guaranteed Access Grant, Senatorial Scholarship and Delegate Scholar-

ship. In order to be considered for a Maryland State Scholarship, a student must file the Free Application for Federal Student Aid (FAFSA) by March 1. Some state scholarships may have additional application requirements. Please check with the Maryland Higher Education Commission-Student Financial Assistance at (800) 974-0203 or www.mhec.state.md.us

Veterans' Educational Benefits—Hood College serves as a liaison/informational resource to veterans by providing Veterans Administration forms and certifying eligibility status, and is a Yellow Ribbon-participating institution. Veterans must contact the Registrar's Office at the beginning of each semester to complete the necessary paperwork required to initiate or continue benefits, in compliance 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.

Satisfactory Academic Progress Requirements for Financial Aid (SAP)

Students are expected to maintain a record of academic achievement that will enable them to graduate in a reasonable time period. Undergraduate students receiving financial aid at Hood College of any type (federal, state, institutional and/or outside scholarships/grants) must demonstrate both qualitatively and quantitatively the ability to do satisfactory academic work and to progress measurably toward a degree. This is in addition to any renewal criteria required for specific state, institutional or other outside awards.

Federal regulations require the Financial Aid office to monitor students' (undergraduate and graduate) academic progress at the end of each academic year. This is to ensure that students receiving funds are successfully progressing through their program of study. At the end of the spring semester of each academic year, the Financial Aid Office evaluates the academic progress of each student receiving financial aid according to the standards set forth below by the College. This evaluation determines a student's eligibility to receive financial assistance in the next academic year. In addition, at the end of both the fall and spring semesters, the registrar reviews the qualitative academic progress of all degree-seeking students to determine the eligibility for continued enrollment at Hood College.

Student's academic progress is measured using minimum cumulative grade point average (C.G.P.A.) and a maximum timeframe standard that measures the percentage of credit hours earned which is at least 67% of credit hours attempted. To determine the percentage, the number of credits earned is divided by the number of credits attempted. For example, a student attempts 18 credit hours for the semester; in order to meet SAP requirements, he/she must earn at least 12 credit hours (12 divided by 18).

Students are considered to be making satisfactory progress toward degree completion for financial aid purposes by adhering to the following standards in the following evaluation periods which is at the end of the spring semester of each academic year:

| SEMESTER COMPLETED | % EARNED CREDITS ATTEMPTED | CUMULATIVE G.P.A. |
|---------------------------|-----------------------------------|--------------------------|
| First/Second | 67% | 1.70 |
| Third/Fourth | 67% | 2.00 |
| Fifth/Sixth | 67% | 2.00 |
| Seventh/Eighth | 67% | 2.00 |
| All Subsequent Semesters | 67% | 2.00 |

The maximum time frame in which a student is expected to complete his or her degree is 150 percent of the published length of the program measured in academic credits. Students will become ineligible for any type of financial aid after attempting 186 credits. For an undergraduate program, the time frame cannot exceed 150 percent of the published length of the program measured in credit hours attempted. For example, the published length of an undergraduate academic program is 124 credit hours, the maximum period must not exceed 186 (124 × 1.5) attempted credit hours.

Additional Degree/Dual Degree

The maximum time frame in which a student is expected to complete their degree is 150 percent of the published length of the program measured in academic credits for a student pursuing an additional degree or enrolled in a dual degree program.

Transfer Credits

Transfer credits and/or credits for prior learning given at the time of enrollment will be counted in the total number of credits attempted. During the course of enrollment, a student may transfer credits earned at outside institutions, however, the credits will apply only for meeting the maximum timeframe standard.

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

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

Financial Aid Probation

Students are placed on financial aid probation if they do not meet one or both of the SAP standards. Students placed in this status may continue to receive financial aid but are expected to improve their academic standing (CGPA) and/or maximum timeframe progress so that the standards of SAP are met by the end of the next evaluation period, which is the end of the spring semester of each academic year.

Financial Aid Suspension

If at the end of the probationary period the student still does not meet the standards set forth in this policy, eligibility to receive financial aid of any type will be suspended. Students who fail to meet the maximum timeframe toward completion of their degree within 186 attempted credits will have their financial aid canceled.

Reinstatement of Aid after Financial Suspension

Reinstatement of financial aid after a student is placed on suspension is achieved as follows:

- The student submits a written letter of appeal in accordance with the appeals process and the Financial Aid Appeals Committee grants the appeal. The student is placed on financial aid probation for the semester rather than on suspension; or
- The student attends Hood College during the suspension semester, pays for tuition and fees without the help of student aid and does well enough in the coursework to satisfy all the satisfactory academic progress standards. The student must notify the Office of Financial Aid if they are planning to attend Hood College without the assistance of financial aid; or

- The student may attend summer school to eliminate the deficiency in credits or G.P.A. The student must notify the Office of Financial Aid if they are planning to take classes during the summer to eliminate the deficiency. Students cannot take classes at another institution to resolve a G.P.A deficiency. Classes must be taken at Hood College.

A student whose eligibility has been suspended may regain eligibility at the end of any term after which they meet the above criteria.

Students who have been placed on suspension cannot skip a semester and regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension.

Appeals Process

Appeals of financial aid suspension must be made in writing to the director of financial aid by the date specified in the suspension notification letter.

The appeal letter must address the extenuating circumstance(s) why satisfactory academic progress was not made, why the extenuating circumstance(s) has changed, as well as an outlined plan of corrective action for future academic success. Extenuating circumstances can include, but is not limited to, illness or injury; death of a family member; family difficulties; interpersonal problems with friends, roommate, significant others; difficulty balancing work, athletics, family responsibility; or financial difficulties.

The director of financial aid will review the appeal and notify the student in writing within 10 working days whether the appeal has been accepted or denied. If the appeal has been accepted, the letter to the student will detail the academic plan of corrective action as well as require the approval of the student's academic adviser. All decisions made by the director of financial aid are final and will not be subject to further review.

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 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 full-time first-year students who have the highest academic profiles and have shown leadership in school and community activities. A separate application and interview are required.
- **Hodson-Gilliam Scholarship**—awarded to incoming full-time first-year students from ethnic backgrounds traditionally underrepresented in higher education. Applicants must have demonstrated high academic achievement. A separate application and interview are required.
- **Presidential Scholarship**—awarded to incoming full-time first-year students with exceptional academic and extracurricular leadership.
- **Washington Metropolitan Scholars Award**—awarded to outstanding Project Excellence students who are admitted and enroll at Hood as a full-time student.
- **Trustee Scholarship**—awarded to incoming full-time first-year students with demonstrated academic ability and leadership in school and community activities.
- **Dean's Scholarship**—awarded to incoming first-year students with strong records of academic performance and extracurricular involvement. These students show the potential to contribute to classroom activities and the Hood College community.

- **Achievement Award**—awarded to incoming full-time first-year students with demonstrated financial need who have the potential to succeed academically and have demonstrated leadership, commitment to community service and/or demonstrated talent.
- **Phi Theta Kappa Scholarship**—awarded to incoming full-time 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.
- **Hood Scholarship**—awarded to incoming full-time transfer students who have demonstrated academic achievement..
- **Hood Heritage Scholarship**—awarded to full-time, first year, traditional-age, undergraduate students who are children or grandchildren of a Hood alumna or alumnus. The scholarship is limited to the student's first year of enrollment.
- **Legacy Scholarship**—awarded to full-time, first year and first time transfer students whose parents earned a graduate degree from Hood College. The scholarship is limited to the student's first year of enrollment.
- **Alumnae Scholarship**—awarded to incoming full-time first-year students or transfer students who are referred to admission by a Hood College alumnae or alumni.

Scholarships and Awards

Endowed scholarships, annual scholarships, prizes and awards are awarded according to the criteria of each scholarship, prize and award.

Endowed Scholarships

The Allegheny Power Scholarship

The Carol Lumb Allen '59 and Caroline Finkenbinder Lumb '30 Scholarship

The Martha Shortiss Allen '59 Scholarship Fund

The W.A. Lantz and the Bertha McCall Alumnae Scholarship

The Marycatherine Anthony '74 Scholarship

The Marguerite L. and William G. Baker Scholarship Fund*

The Alice McCusker Barnard '23 Scholarship

The Mary Hendershot Bastian '50 Scholarship

The Mariana Main Beachley '36 Scholarship

The Sue and Ross Benitez Scholarship

The Mary Louise Hester Bennett '30 and Elizabeth Bennett Wiegand '60 Scholarship Fund

The Nettie C. Bentley '28 Music Scholarship

The Christine Moyer Bloom '22 Scholarship

The Board of Associates 50th Anniversary Endowed Fund for Student Scholarships

The Betty Bruce Borgerding '35 Scholarship Fund

The Frances Good Crilly Bowers '27 Music Scholarship Fund

The Olive L. Bowlin '19 Endowed Scholarship

The Chug Scholarship

The Martha E. Church Scholarship Fund for International Students

The Class of 1932 Scholarship

The Class of 1948 Endowed Scholarship

The Class of 1967 Memorial Scholarship

The Class of 1969 Scholarship*

The Class of 1976 Endowed Scholarship

The Class of 1977 Scholarship

The Class of 1978 Scholarship

The Class of 1979 Scholarship

The Class of 1980 Scholarship

The Class of 1982 Scholarship

The Class of 1984 Endowed Scholarship

The Class of 1985 Scholarship

The M. Virginia Coblentz '33 Scholarship

The Edison H. and Daphne B. Cramer Scholarship

The Virginia M. Crist Scholarship

The Katharine E. Cutshall '24 Scholarship

The Laura and Theodore Deforest Scholarship Fund

The Delaplaine Foundation Inc. 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 Dona Ditty Memorial Scholarship

The J. William and Sarah Thomas Drenning '49 Scholarship*

The Nancy Hill Drew '58 Scholarship*

The Dyer Work Award

The F. Virginia Ellis '39 Scholarship Fund

The Helen Kirk Deputy Ellis '27 and Mary Ellen Deputy Fowler '33 Foreign Language Scholarship Fund

The Esselen Family Scholarship Fund

The Evangelical and Reformed Church Scholarships

The Sally Conrad Fauntleroy Scholarship (In Expression)

The Karen Louise Fisher '77 Scholarship

The Stella Elizabeth Ziegler Foley '28 Scholarship Fund

The Jennifer Frantz '97 Scholarship Fund

The Frederick Female Seminary Scholarship

The Margaret R. Geiser Memorial Scholarship Fund

The General Endowed Scholarship
The Giles Scholarship
The M. Fredrica Godshalk, M.D. '65 Scholarship Fund*
The Griesemer Scholarship
The Gloria M. Grossnickle Scholarship Fund
The Ann Coulter Hancock '40 Scholarship Fund
The Julia Etchison Hanna '19 Scholarship
The Ann Keet Hanson '34 Scholarship
The Virginia Shaver Harshman '41 Scholarship Fund
The William Randolph Hearst Endowed Scholarship
The Lizzie S. Heckle Scholarship
The Albert & Ethel Herzstein Charitable Foundation Scholarship*
The Carol Schulthess Hires '68 Scholarship
The Hodson Foundation Scholarship
The Hodson Trust Academic Scholarship
The Hodson-Gilliam Scholarship
The Nettie McCardell Hoffmeier Scholarship
The H.G. and Lula K. Hoke Scholarship*
The Arlene Utz Hollinger '37 Scholarship
The Carolyn Tillou Holran '60 Scholarship
The Hood College Fathers' Club Scholarship
The J. Harold Hooper Scholarship
The Sharon I. Hooper '58 Scholarship
The Nancy Hoskins Houston '51 Scholarship
The Richard Hudnut Scholarship
The Josephine Thompson Hunger Scholarship
The Huttle Scholarship
The Janice R. Hylen '78 Memorial Scholarship
The Dorothy Richardson Jones '31 Scholarship Fund
The Dean Mary Frear Keeler Scholarship
The Miriam W. Kelly '34 Scholarship
The Joan Kempthorne '54 Scholarship
The Carrie M. Kerschner Memorial Scholarship

The John N. Land Scholarship Fund
The Elizabeth Ruth Langert '38 Scholarship
The Louis A. Langie Jr. and Sally Weaver Langie '51 Scholarship
The Latrobe-Westmoreland County, Pennsylvania Scholarship
The Charles A. and Helen Titzel Lauffer Scholarship
The Lillian Zeigler Lavetan '18 Scholarships
The Adele Edmunds Levering '14 Scholarship
The Frederick Weir Levering Scholarship
The Oliver C. and Carrie E. Warehime and the Alexander D. and Dorothy Warehime Lewis '17 Scholarship
The Margaret Loudon Lewis Scholarship*
The Bert S. and Mary H. Lewis Memorial Scholarship
The Charles J. Little Scholarship
The Arthur H. Long Sr. and Lois Long Harley '45 Family Scholarship
The Lonza Bioscience Scholarship
The Mary and Daniel Loughran Scholarship
The Lowe-Bitler Scholarship
The William Markow Music Scholarship Fund at Hood College
The Esther Taylor Marshall '35 Scholarship Fund*
The Timothy S. May Scholarship
The Susan McAlpine '47 and Margaret McAlpine '46 Scholarship
The William A. McCarty, Jr. and Elinor F. Herndon McCarty '60 Scholarship
The McCullagh McCutcheon Scholarship Fund
The McCurdy Scholarship
The Paul F. Mehl Memorial Scholarship
The John D. Meyer Scholarship
The Nettie Morton Miller Scholarship*
The Lorie Harris Morrell '84 Scholarship
The Morrow Scholarship Endowment
The Margaret J. and John C. Motter Scholarship
The Mullison Scholarship Fund
The Kathleen A. and Charles F. Murphy Scholarship
The Eleanor MacMillan Nelson '32 Scholarship

The Elisabeth Farber Neubauer '45 Scholarship
The New York Times Scholarship
The Kathryn Zimmerman Nicodemus H'05 Music Scholarship
The Ines M. Oertel '96 and Carsten Oertel Scholarship*
The J. Edward and Jessie Spielman Omwake Scholarship
The George W. and Edith Osmun '18 Scholarship
The J. Elyse Pade '54 Scholarship
The Elizabeth Walton Paiste '32 and Ethel Hobson Auf Der Heyde '32 Scholarship Fund
The Audrey Field Parrott Endowment for the Language Arts*
The Benjamine Cawley Parrott Endowment for the Sciences*
The Nancy Freeman Patterson '53 Scholarship Fund
The Elizabeth Peters - Barbara Michaels Scholarship Fund
The Shirley D. Peterson Scholarship Fund
The Beryl Pfizer '49 Scholarship Fund for Theatre Minors
The Margaret Jones Pollack '49 Scholarship
The Sylvia F. Porter H'58 Scholarship
The Octavia M. Power '30 Endowed Scholarship
The Dorothy E. Pugh '58 Scholarship
The James B. Ranck Memorial Scholarship
The Vincent and Alice Riordan Scholarship*
The Nora Roberts Foundation Scholarship
The Harry A. Rosenfeld Scholarship
The Charlotte Snyder Rupner '18 Scholarship
The Margaret Russell '42 and Scholarship
The Gretchen Howe Russo '63 Scholarship*
The Patricia Feiser Sanner '38 Science Scholarship Fund
The Myrtle Annis Scott Scholarship
The Elizabeth Ann Seton Education Scholarship*
The Kimberly Ann Servedio '99 Memorial Scholarship
The Helen Burton Shelton '40 Scholarship
The Lori A. G. Shipley '97 Endowed Scholarship Fund*

- The Alfred P. and Patricia A. Shockley Scholarship
- The Alice Smith '33 Scholarship
- The M.E. Smith Scholarship
- The Ruth Yost Snyder '36 and Lehman J. Snyder Scholarship
- The Dr. and Mrs. Alexander Solosko Scholarship
- The John G. and Beulah Munshower Sommer '44 Computer Scholarship
- The William H. Sprigg Applied Music Scholarship
- The Henry I. Stahr Scholarship
- The Glenna May and John Hedges Staley Scholarship
- The Frances Steckel Music Scholarship
- The Virginia Geddert Stone '40 Scholarship
- The Louise Kling Tefft '37 Scholarship Fund*
- The Helen Kelly Terwilliger '27 and Edith M. Kelly Terwilliger Scholarship
- The Clyde E. and Julia E. Thomas '14 Scholarship
- The G. Frank Thomas Foundation Scholarship
- The Mr. and Mrs. Jacob L. Thomas and Mr. and Mrs. Charles L. Mullen Scholarship
- The Dr. William H. Thomas and Bradley Barrick Thomas '41 Scholarship
- The Andrew G. Truxal Scholarship in Sociology Fund
- The Van Wert Scholarship Fund*
- The Mr. and Mrs. William H. Vanderford Scholarship
- The L. Marie VanHise '49 Scholarship
- The Rhea Robinson Claggett '36 and Mariamne Claggett Vickery '80 Scholarship
- The Pearl Walker '32 Scholarship in Mathematics
- The Louise A. Weagly '30 Scholarship Fund
- The Wehler Family Scholarship
- The Aldan T. Weinberg Scholarship Fund*
- The Sarah Patton Weinberger '32 Scholarship
- The Philip and Janis Miller Wertheimer '29 Scholarship Fund
- The Olive Wagner Wilt '26 Memorial Scholarship
- The Women's Guild Scholarship
- The Nora E. Yost '17 Scholarship
- The W. Meredith and Helen Brown Young '35 Scholarship*
- * Not currently available for award*
- Annual Scholarships**
- The H.K. Alwine Scholarship
- The Association of Medical Diagnostics Manufacturers Scholarship
- The Barnes & Noble Textbook Scholarship
- The Roscoe G. Bartlett Scientific Scholarship Fund
- The Audrey Pressler Bauman '43 Scholarship Fund*
- The Dr. Regena C. Beck '17 Scholarship
- The Alden E. and Harriet K. Fisher Scholarship
- The Ardine and Phyllis Gorden Applied Music Scholarship
- The Hodson Trust Scholarship Somerset County
- The Hodson Trust Star Scholarship
- The Hood College Ring Scholarship
- The Hilda C. Landers Scholarship
- The Loats Foundation Scholarships
- The McCardell Family Scholarship Fund
- The P. Buckley Moss Award for Special Education at Hood
- The Philadelphia Hood College Club Scholarship
- The Presidential Leadership Scholarships
- The George L. Shields Foundation, Inc. Scholarship for Nursing
- The F. Lawrence and Shirley J. Silbernagel Scholarship
- The Hood College Waltersdorf Henson Scholarship
- The Washington Gas Scholarship
- The Ruth Whitaker Holmes '55 and Portia Whitaker Shumaker '55 Science Scholarship
- The Raymond R. and Margaret M. Zimmerman '22 Music Scholarship
- * Not currently available for award*
- Prizes and Awards**
- The Leah B. Allen Award in Astronomy
- The American Institute of Chemists Foundation Award
- The Art Club of Frederick Prize
- The Art Department Alumnae Award
- The Art Department Faculty Award
- The Beta Beta Beta Award
- The Biology Faculty Award
- The Blue and Grey Editorial Award
- The James R. Boston Prize
- The Elizabeth B. Bower Prize
- The Dr. Martha M. Briney '35, H'78 Honor Scholarship
- The Grace N. Brown '25 Prize
- The Patricia Bucheimer Piano Prize
- The Larry T. Campbell Memorial Prize
- The Julia Holzapfel Carhart '30 Prizes in Mathematics
- The Chemistry Achievement Award
- The Martha E. Church H'95 Prize for Leadership and Service
- The Class of 1988 Volunteer Behind the Scenes Award
- The Janice E. Cole Scholarship
- The Janice E. Cole Writing Prize
- The Computer Science Book Prize
- The Computer Science Faculty Prize
- The Computer Science Chair's Fund Prize
- The Emily Myers Davis '43 Prize
- The Department of Chemistry and Physics Faculty Award
- The Department of Economics and Management Book Prize
- The Department of Economics and Management Leadership Prize
- The Margaret P. Ford Honor Scholarship Prize
- The Foreign Literature Prize
- The Elaine Adrienne Gates Memorial Prize in Studio Art
- The German Embassy Prize
- The Raymond L. and Louise K. Gillard Prize
- The Ardine and Phyllis Gorden Music Scholar Prize
- The Ardine and Phyllis Gorden Musical Talent Prize
- The Suzanne Gottert '68 Prize in Art
- The Edenia Guillermo Award
- The Maureen Kelly Hess '81 Prize

The C. May Hudson Prize

The Francis G. Hugo Prize in Psychology

The Hypatia Mathematics/Science Education Prize

The Dr. Robert Kaufmann German Prize

The Mary Ann Kerins Humanitarian Award

The George G. Kleinspehn Honor Scholarship

The Margaret Louise Kleist Prize

The Dr. Henry P. and M. Page Laughlin Administrative Achievement Award

The Dr. Henry P. and M. Page Laughlin Faculty Professional Achievement Award

The Dr. Henry P. and M. Page Laughlin Student Award

The Law and Society Prize

The E. Louise Leonard Prize

The Virginia E. Lewis Best Paper Award

The Virginia E. Lewis Prize for Outstanding Achievement in Political Science

The Logic Prize

The Marion MacPhail Prize

The Marie A. Markow Excellence in Music Prize

The Maryland Section of the American Chemical Society Prize

The Jane D. McCarrell Prize

The Helen McCullagh McCutcheon '14 Prize

The Charlotte A. Moran '57 Prize

The Music Department Special Award in Applied Music

The Wayne C. Neely Prize

The John and Janet Nunn '61 French Prize

The Outstanding Arabic Student Award

The Outstanding Intermediate Arabic Award

The Park-Dorff Award

The Florence A. Pastore Memorial Prize

The George C. Pearson Prize

The Phi Alpha Theta Award in History

The Pi Mu Epsilon Book Prize

The Hildegard Pilgram '31 Book Prize

The James B. Ranck Book Prize in American History

The George E. Randall Award for Excellence in Journalism

The Mary Ellen Randolph Prize

The Anna Louise Remsen '33 Prize in Art

The Hood College Retailing Club Prize

The Mary Margaret Rose Award

The Rouse Graduate Scholarship

The Esther E. Shaw Award

The Sidney Silverman Award

The Margaret Condron Sterner '39 Scholarship Prize

The Charles E. Tressler Distinguished Teacher Award

The Charles E. Tressler Outstanding Student Award

The Alyce T. Weinberg Honor Scholarship

The Elizabeth Leiby Wood '38 Prize

The Linda Wyatt '69 and Marleen Spriggs '69 Award in African-American Studies

Endowed Lecture and Performance Funds

The Dana G. Cable Memorial Thanatology Series Fund

The Homer W. Carhart H'07 Guest Pianist Fund

The James M. Etchison Summer Chamber Music Trust

The William J. and Wilma M. Haines Lecture Fund in Biomedical Ethics at Hood College

The Jean Royer Kohr '62 Memorial Lectureship

The Miss Grace Lippy Endowed Science Lecture Fund

The Charlotte Moran '57 Foreign Language Visiting Scholar and Lecturer Fund

The Pade Lectureship and Performance Fund

The Randall Family Endowed Chamber Music Concert Series Fund

The Nora Roberts Foundation Writer-in-Residence Program

The Silverman Young Artists Concert Fund

The Hadley Tremaine Lecture Fund

Research and Support Endowed Funds

The Barrett Advertising Child

Development Center Scholarship Fund

The Martha E. Church H'95 Center for Leadership and Service Endowed Fund

The Class of 1957 Endowment

The Class of 1983 Child Development Lab Fund

The Class of 1986 Endowed Fund

The Class of 1987 Endowed Fund

The Class of 1991 Film Series

The Computer Science Enhancement Fund

The Gale Heather Demarest Class of 1962 Low Interest Loan Fund

The Nancy Salzman Ebert '57 Education Technical Learning Laboratory

The Shirley Conner Harding '44 Center for Global Studies

The Hodson Faculty Fellowships

The Hoffberger Endowed Honors Program

The Huntsinger Art History Travel Fund

The E. Louise Leonard Language Lab Fund

The McCardell Professional Development Grants Endowed Fund

The McHenry Chaplain Fund

The Miller Greenhouse Endowment

The Grace Lampe Morrison '25 Endowment

The National Endowment for the Humanities Challenge

The Betsy Radey Pancelli '49 Memorial Research Fund

The Beryl Pfizer '49 Endowed Theatre Production and Programming Fund

The Onica Prall Child Development Lab School 75th Anniversary Fund

The Second Century Foundation Student Grants

The Summer Research Institute Grants

The John M. Stadlbauer Chemistry Department Instrument Fund

The Tidball Center Endowment Fund

The Tischer Endowed Funds

The Williams Observatory Fund

The Phebe Zimmerman Endowment Fund

Endowed Chairs and Professorships

The Beneficial Chair in Economics

The Giles Chair in Early Childhood Education

The Hodson Trust Professorship in Nursing

The Mildred Brown Lefferts Endowed Chair Fund

The Virginia E. Lewis Chair in Political Science

The Sophia M. Libman National Endowment for the Humanities (NEH) Professorship

The McHenry Dean of the Chapel

The Eleanor S. Pearson Professor Fund

The Hildegard Pilgram Chair in History

The Andrew G. Truxal Chair of Economics and Sociology

The Whitaker Chair in Chemistry

Reduced Tuition Opportunities

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

Encore Program

The Encore Program enables Hood alumnae and alumni 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 admission 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 are not available for audit.

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.
- Enrollment in the final 30 credits on the Hood campus as a degree candidate.
- Completion of the College Core Curriculum.
- Completion of all major requirements.

Major Requirements

- A 2.0 cumulative Grade Point Average in courses in the major discipline must be maintained.
- A minimum of 12 credits of course work in the major discipline must be completed at Hood.

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 and alumni who hold a B.A. or B.S. from Hood. (This program is not available to alumnae and alumni 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. All students admitted as a first-year student must fulfill the Foundation, Methods of Inquiry and Civilization areas of the core. Transfer students with an A.A., A.A.T. or A.S. degree are exempt from the Foundation and Methods of Inquiry areas of the Core. Students without the associate degrees mentioned,

but transferring with at least 56 credits, and transfer students pursuing the B.S. in Computer Science should refer to the core requirements information listed at the end of this section. Students pursuing the B.S. in Nursing, admitted with the A.S. are exempt from the Foundations and Methods of Inquiry areas, but must complete the Western and Non-Western Civilization areas of the Core.

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.

Three parts comprise the Core Curriculum: Foundation, Methods of Inquiry and Civilization.

Foundation (14-19 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 will be able to write with clarity in English; solve basic mathematical problems and demonstrate some ability to interpret and present numerical data; realize the relationship between physical activity and wellness, and be able to design at least one physical activity program for improving wellness; function successfully using the four skills (listening, speaking, reading and writing) of a foreign language and develop awareness of a foreign culture.

Methods of Inquiry (22-23 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 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.

The five Methods of Inquiry categories are:

Aesthetic Appreciation (6 credits) courses 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 will be able to read with perception the literature they have studied; analyze significant aspects of this literature; and intelligently discuss relationships between the literature and human experience.

Art, Music, Film or Other Media (3 credits) Upon satisfactory completion of the art, music or film requirement, students will be able to 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; and explain how these media address human values and experience.

Scientific Thought (7-8 credits) courses 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 will be able to understand the introductory content of at least one of the sciences; explain and use the scientific approach to problem solving; and understand scientific or technological information written for nonprofessional audiences.

Historical Analysis (3 credits) courses introduce students to an analysis of human affairs that goes beyond the mere narration of historical facts by acquainting students with the methods historians use to describe, explain and reconstruct the past. Upon satisfactory completion of

this requirement, students will be able to 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; and 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.

Social and Behavioral Analysis (3 credits) courses introduce students to the study of human behavior and/or the structures of society by acquainting students with the methods used for solving problems in the social or behavioral sciences. Upon satisfactory completion of this requirement, students will be able to 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.

Philosophical Inquiry (3 credits) courses teach students to think in a disciplined and reasoned way about questions of reality, meaning and value by approaching such questions either theoretically or through examples that may be drawn from different disciplines or cultures. Upon satisfactory completion of this requirement, students will be able to analyze, in a preliminary way, questions about reality, meaning or value; discuss some of the traditional views on such questions; and develop criteria to arbitrate differences between conflicting normative claims about thought or behavior.

Civilization

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. Courses in this section are numbered at the 300 or 400 level and are usually taken during the junior or senior year.

Western Civilization (3 credits) courses 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 will be able to 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; and organize and interpret information found in primary source materials.

Non-Western Civilization (3 credits) courses 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 will be able to 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; and understand something of the relationships among different cultures, societies and nations.

Society, Science and Technology (3 credits) courses 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 will be able to understand, from a nonprofessional 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.

Following is a listing of the course choices for the Core Curriculum. Note that some categories require more than one course.

FOUNDATION (14 –19 credits)

- Transfer students who have earned the A.A., A.S., A.A.T. or have completed the General Education requirements for A.A. equivalency are exempt from the Foundation area of the Core. All students must complete the Civilization Core requirements.
- Courses in the major, courses accepted in transfer and credit earned through examination may be used to fulfill the Foundation requirements.

English Composition (3-4 credits):*

| | |
|--------------|--------------------------|
| ENGL 100 | Elements of Composition |
| ENGL 101 | The Writing Process |
| ENGL 110-139 | Writing About Literature |

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

Computation (3-4 credits):

| | |
|----------|--|
| ECMG 212 | Statistics for Economics and Management |
| MATH 111 | Topics in Problem-Solving with Computational Tools |
| MATH 112 | Applied Statistics |
| MATH 201 | Calculus I |
| PSY 211 | Elementary Statistics |
| SOC 261 | Quantitative Methods for the Social Sciences |

Foreign Language (6-8 credits):

Completion of an elementary (101 and 102) foreign language course sequence or exemption through a placement test.

Note: American Sign Language will not satisfy this requirement.

International students for whom English is a foreign language may meet the requirement by placing into 100-level English. If, however, English is the official language of the country, a foreign language is required.

Physical Education (2-3 credits):

The physical education core requirement may be completed in one of two ways:

- **Complete two credits of activity courses** (PE 100-199); to include one activity from the Aerobic Conditioning and Fitness category (110-121).

Students who participate in two seasons of intercollegiate sports may be exempted from a maximum of one credit of the physical education activity requirement. No credit is earned for this waiver and does not exempt the student from the conditioning and fitness PE requirement.

or

- **complete one 3-credit** course from the following:

| | |
|--------|---|
| PE 225 | Health Maintenance: Stress Assessment and Control |
| PE 226 | Health Maintenance: Physical Fitness |
| PE 227 | Women's Health Issues |
| PE 228 | Life Wellness and Health |
| PE 250 | Introduction to Exercise Physiology |

METHODS OF INQUIRY (22-23 credits)

- Transfer students who have earned the A.A., A.S., A.A.T. or have completed the General Education requirements for A.A. Equivalency are exempt from the Methods of Inquiry area of the Core. All students must complete the Civilization Core requirements.
- Courses in the major, courses accepted in transfer and credit earned through examination may be used to fulfill the Methods of Inquiry requirements.

Aesthetic Appreciation (6 credits)

Literature (3 credits):

| | |
|--------------|---|
| ENGL 221 | World Literature |
| ENGL 250-269 | Thematic Studies |
| AFEN 265 | African-American Voices Before the 20th Century |
| AFEN 266 | The Harlem Renaissance and Beyond: 20th Century African-American Literature |
| ENGL 270-289 | Genre Studies |
| FLLS 250 | Bearing Witness: Testimonial Narratives in the Americas |
| FREN 207 | Cultural Perspectives on French Literature I |
| FREN 208 | Cultural Perspectives on French Literature II |
| GER 207 | Cultural Perspectives on German Literature I |
| GER 208 | Cultural Perspectives on German Literature II |
| LAT 207 | Latin Literature I: The Classical Period |
| LAT 208 | Latin Literature II: Medieval |
| SPAN 207 | Cultural Perspectives on Spanish Literature I |
| SPAN 208 | Cultural Perspectives on Spanish Literature II |
| THEA 201 | History of Theater |

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

| | |
|----------|--|
| 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 |
| CMA 280 | Screen Craft |
| CMA 282 | History of American Film |
| LSSP 215 | Hispanic and Latino Film |
| MUSC 103 | Introduction to Music |
| MUSC 299 | Special Topics in Music (3 credits required) |

Scientific Thought (7-8 credits):

This core requirement may be fulfilled in one of two ways:

■ Complete one Non-laboratory and one Laboratory course

or

■ Complete two Laboratory courses

Non-laboratory Courses (3 credits):

| | |
|--------------|------------------------------|
| ASTR 113 | Introduction to Astronomy |
| BIOL 130-149 | Biological Inquiry |
| CHEM 105 | Molecular Basis of Nutrition |
| ENSP 101 | Environmental Problems |
| PHYS 100 | The World of Physics |

Laboratory Courses (4 credits):

| | |
|--------------|---|
| BIOL 110-129 | Biological Inquiry |
| CHEM 100 | The Chemical World |
| CHEM 101 | General Chemistry I |
| CHEM 102 | General Chemistry II |
| ENSP 101 | Environmental Problems and ENSP 102 Environmental Science Laboratory |
| PHYS 101 | General Physics |
| PHYS 102 | General Physics |
| PHYS 203 | Introductory Physics I |
| PHYS 204 | Introductory Physics II |

Historical Analysis (3 credits):

| | |
|----------|--|
| AFHS 250 | African-American History to the 20th Century |
| AFHS 251 | African-American History During the 20th Century |
| 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 |
| HIST 210 | Women in 20th Century America |
| HIST 217 | History of the United States to 1865 |
| HIST 218 | History of the United States since 1865 |
| HIST 237 | Modern China and Japan |
| WMST 200 | Method in Women's Studies |

Social and Behavioral Analysis (3 credits):

| | |
|----------|--|
| ANTH 201 | Introduction to Anthropology |
| CMA 200 | Mass Media and Society |
| ECON 200 | Principles of Economics |
| ECON 205 | Principles of Macroeconomics |
| HSPS 245 | Global Perspectives on Women, Power and Politics |
| LWPS 230 | Introduction to Law |
| MGMT 205 | Principles of Management—Introduction to Organizations |
| PSCI 202 | Women and Politics |
| PSCI 203 | Introduction to U.S. Politics |
| PSCI 210 | Comparative Politics |
| PSY 101 | Introduction to Psychology |
| SOC 101 | Principles of Sociology |
| SOC 215 | Social Problems |
| WMST 200 | Method in Women's Studies |

Philosophical Inquiry (3 credits):

| | |
|----------|--|
| PHIL 200 | Contemporary Philosophical Topics |
| PLWS 203 | Philosophical Issues in Feminism |
| PLRL 205 | Classical Religion and Philosophy |
| PHIL 212 | Human Nature and Society |
| PHIL 220 | Professional Ethics |
| PHIL 221 | Ethics |
| REL 200 | What is "Religion"? An Introduction to Religious Studies |
| REL 203 | Old Testament |
| REL 204 | The New Testament |
| REL 211 | American Religious History |
| REL 212 | The Christian Heritage |
| REL 233 | Eastern Religions |

CIVILIZATION

- All credit taken in the Civilization section of the Core by candidates for all degrees must be completed at Hood College.
- 9 credits, three from each category, required of all students pursuing the B.A.
- 6 credits from two categories required of all students pursuing the B.S. in Computer Science
- Students pursuing the B.S. in Nursing must satisfy the Western and Non-Western areas for a total of 6 credits
- 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):

| | |
|----------|---|
| AFPS 301 | African-American Political Autobiography |
| AFRL 311 | Black Theology |
| AFPS 355 | African-American Political Thought |
| ARHS 301 | Age of Cathedrals |
| ART 308 | Myths, Saints and Symbols |
| ARHN 319 | Orientalism and Egyptomania |
| ART 350 | Classical Art and Archaeology |
| ART 353 | Early Renaissance Art |
| ART 357 | High Renaissance and Mannerist Art |
| ART 362 | Rome and Hollywood |
| ART 363 | Roman Art and Culture |
| CL 302 | Classical Mythology |
| CMA 350 | Television in America |
| ENGL 300 | Really Old English: Anglo-Saxon Language, Literature and Culture |
| ENGL 365 | The Renaissance Amphibium |
| ENGL 367 | The Modern Temper: Texts and Contexts |
| ENHN 368 | American Landscapes |
| ENGL 414 | Shakespeare on Film |
| ENHN 460 | The English and Italy: Texts and Contexts |
| ENGL 461 | The Family in American Modern Drama |
| FL 350 | International Themes in Western Literature |
| FREN 300 | Science and Fiction |
| FREN 310 | Le Roman d'initiation: Journeys to Maturity in French Fiction |
| FREN 313 | Gender and Gaze in Modern French Literature and Film |
| FREN 314 | Refinement, Politeness and Social Behavior |
| 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 |
| FREN 322 | Ecrivains derrière la camera |
| FREN 323 | Modern Family in France |
| GER 301 | Berlin in the Twentieth Century |
| GER 316 | Modern German Literature |
| GER 319 | German Drama |
| GLBS 300 | Challenges and Opportunities of Globalization |
| HIST 313 | Medieval England |
| HIST 318 | The American Revolution and Early Republic, 1763-1815 |
| HIST 338 | The Gilded Age and Progressive Era, 1877-1929 |
| HIST 339 | New Deal America, 1929-2000 |
| HIST 406 | Religion, Family and Society in Reformation Europe |
| HON 301 | Images of Women |
| HON 304 | Censorship in America |
| HON 308 | Dante and Giotto |
| HNWS 312 | Re-visioning Motherhood in Modern Western Culture |
| HNPS 313 | Great Political Trials |
| HNPL 315 | Literature of Moral Reflection |
| HON 317 | The Jocular Vein: Comic Impulses and Instigations in Renaissance Culture |
| HON 321 | Gay and Lesbian Theory and Culture |
| HNRL 323 | C.S. Lewis and Friends |
| HNPS 356 | Jamestown: Commemoration and Interpretation |
| HON 371 | Special Topics in Western Civilization |
| LSSP 333 | Latin-American Poetry |
| LSSP 336 | Latin-American Fiction |
| MUSC 300 | The World of Mozart |

| | |
|----------|--|
| PHIL 303 | Western Philosophy Since 1900 |
| PHIL 305 | Great Figures in Western Philosophical Thought |
| PHIL 307 | History of Philosophy: The Ancient World to the Renaissance |
| PHIL 308 | History of Philosophy: The Early Modern Era to the Twentieth Century |
| PHIL 314 | The American Intellectual Tradition |
| PHIL360 | Topics in Ancient Greek Philosophy |
| PSCI 332 | Ancient and Medieval Political Thought |
| PSY 441 | History and Theories of Psychology |
| REL 303 | Judaism |
| REL 314 | Western Spirituality: Contemporary Issues |
| SOC 311 | Sociology of Gender |
| SOC 323 | Ethnicity in the United States |
| SPAN 321 | From Empire to Democracy: A Century in Crisis |
| SPAN 322 | Barcelona: From Hercules to the Olympic Games |
| SPAN 343 | Spanish Theater |
| SPAN 440 | Heroes and Antiheroes: The Spanish Novel |

Non-Western Civilization (3 credits):

| | |
|----------|--|
| AFPS 350 | African Politics |
| AFPS 353 | Contemporary African Political Thought |
| ART 340 | Art of Prehistory |
| ART 349 | Art of Egypt and Mesopotamia |
| ARLS 354 | Mesoamerican Art |
| ART 355 | Art of Asia |
| ART 356 | Art of Japan |
| ART 372 | Arts of the Non-Western World |
| ENGL 361 | Primal Literature |
| ENHN 463 | International Currents in Modern Fiction |
| FL 351 | International Themes in Non-Western Literature |
| FREN 320 | Francophone Women Writers |
| HIST 309 | Islam and the Crusades |
| HIST 316 | The Middle East in Modern Times |
| HNLS 302 | Third World Development: Latin America |
| HNRL 320 | Liberation Theologies |
| HNPS 313 | Great Political Trials |
| HNPS 354 | African Political Autobiography |
| HON 301 | Images of Women |
| HSLs 330 | Cultural Encounters in Latin America |
| ITLS 300 | Cultures of the Middle East |
| ITLS 301 | Culture of India |
| MUSC 302 | World Music |
| PLRL 301 | Indian Thought |
| PLRL 306 | Chinese Thought |
| PSCI 323 | Politics of the Developing World |
| REL 304 | Islam |
| SOC 318 | Global Social Problems |

Society, Science and Technology (3 credits):

| | |
|----------|---|
| HON 306 | Biology: Facts, Future and Fiction |
| HON 307 | The Chesapeake Bay: Human Impact on a Natural System |
| HON 309 | Mind-Body Medicine: Eastern and Western Approaches to Healing |
| HNPL 316 | Science and Global Ethics in the Non-Western World |
| HON 322 | Law and Cyberspace |
| INST 300 | The Power of the Nucleus |

| | |
|----------|---|
| INST 301 | Shaping the Future: Society, Science and Technology |
| INST 302 | The Impact of Computers on Society |
| INST 304 | Reaping the Harvest: Advances in Biotechnology and Global Agriculture |
| INPL 309 | Biomedical Ethics |
| INST 311 | The Chesapeake Bay: Human Impact on a Natural System |
| INST 312 | Archaeology: Cultures, Technologies, Methods and Theories |

Core Requirements - Bachelor of Science Degree, Computer Science Major

Students entering Hood as a first-year student who plan to pursue the B.S. degree in Computer Science must complete the Foundation, Methods of Inquiry and 6 credits of the Civilization sections of the Hood College Core Curriculum.

Transfer students planning to pursue the B.S. degree in Computer Science who have not earned an A.A., A.A.T. or A.S. degree must complete 6 credits of the Civilization Core and a minimum of 40 credits in liberal arts and sciences courses at Hood College or another institution, 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) (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)

Core Requirements - Bachelor of Arts Degree/A.A. Equivalence

Transfer students who have not earned an A.A., A.A.T. or A.S. degree may still be eligible for an exemption of Hood's Foundation and Methods of Inquiry core requirements. Upon evaluation of transcripts of all prior college level work, students determined to have completed at least 56 transferable credits and the appropriate General Education distribution as listed below will be granted A.A. equivalency.

English Composition (3 credits)

Arts and Humanities (two separate disciplines) (6 credits)

Mathematics (at or above level of college algebra) (3 credits)

Biological and Physical Sciences (one lab, one non-lab) (7-8 credits)

Social and Behavioral Science (may be from same discipline) (6 credits)

Transfer students whose only deficiency in meeting the A.A. equivalency requirements as listed above is in either the math or English composition requirement, will be given the opportunity to complete an appropriate math or English composition course at Hood College in their first semester of course work. Upon completion of the English composition or math course at Hood, A.A. equivalency will be awarded.

UNDERGRADUATE MAJORS, MINORS AND CERTIFICATES

Majors

Concentrations within a major are listed below the major.

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

Bachelor of Art

Art and Archaeology

- archaeology
- art education (preK-12)
- art history
- studio arts

Biochemistry

Biology*

Chemistry*

Communication Arts

- digital media

Early Childhood Education

Economics

- international economics
- political economy

Elementary/Special Education

English*

- creative writing
- literature

Environmental Science and Policy

- environmental biology
- environmental chemistry
- environmental policy

French*

French/German

German

History*

- public history

Latin American Studies

Law and Society

Management

- accounting
- finance
- human resource management
- individual career interest
- international economics and finance
- marketing

Mathematics*

Middle Eastern Studies

Music

- music history and literature
- music performance
- piano pedagogy

Philosophy

Political Science

Psychology

Religion

Social Work

Sociology

Spanish*

Bachelor of Science

Computer Science

Nursing

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. 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).

The Interdepartmental Major

The purpose of the major is to allow students with superior achievement to use the existing courses, curriculums and programs to structure an individualized program of studies with the guidance and assistance of a program advisory committee.

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. Transfer students with first-semester junior status must submit petitions no later than October 15 or March 15 of the first semester on campus.

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. 300- and 400-level courses, including a capstone course, are strongly recommended. Approval is necessary before the student implements the program. The individualized program is a contract and, as such, is binding.

Students may count toward the 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 the approved 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. However, no significant changes will be permitted if the student is within 36 semester hours of graduation.

Minors

The following minors are offered at Hood:

| | |
|-----------------------------|-----------------------|
| African-American Studies | Economics |
| African Studies | Environmental Studies |
| American Studies | French |
| Archaeology | French/German |
| Art History | German |
| Biology | Gerontology |
| Business Administration | Global Studies |
| Chemistry | History |
| Classical Studies | Journalism |
| Coastal Studies | Literature |
| Computer Science | Management |
| Criminology and Delinquency | Mathematics |

Mathematics Education
Medieval Studies
Middle Eastern Studies
Music History and Literature
Music Performance
Philosophy
Physics
Political Science
Public Relations
Religion

Renaissance Studies
Social Science Research
Social Work, Pre-Professional Practice
Sociology
Spanish
Studio Art
Theater and Drama
Web Development
Women's Studies
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; and
- 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 eight subjects: biology, chemistry, English, French, history, mathematics or Spanish and art (preK-12). For more information, refer to both Education and the field in which you plan to major, in *Majors and Programs of Study*.

Certificates in Music Performance and Piano Pedagogy

Hood College offers two professional certificates in music for students who already possess a baccalaureate degree in a field other than music. The certificates may be earned in any of the applied music areas offered at Hood: voice, piano, organ, harpsichord, violin, viola, cello, double bass, trumpet, trombone, French horn, euphonium, tuba, clarinet, saxophone, flute, oboe and guitar, as well as piano pedagogy. For more information, see Music in *Majors and Programs of Study*.

UNDERGRADUATE SPECIAL ACADEMIC OPPORTUNITIES

Accelerated Programs

Three-Year Bachelor's Degree Program

Students entering Hood College as first-year students may be able to complete bachelor's degree requirements in three years by carefully planning and adhering to an intensified program of study. These students must declare a major in the first year and, if possible, supplement class credit with credits earned through the College Entrance Examination Board College-Level Examinations Program, Hood Start, departmental challenge tests and summer and January term classes. Most students will need to enroll for course loads exceeding the usual 15-credit limit.

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.

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 programs with advanced standing, enabling them to complete graduate degree requirements at a more rapid pace.

Hood Start

The Hood Start program allows exceptional high school juniors and seniors to get a head start on the college academic experience, earning college credits while in high school. The program is designed to help students become familiar with academic work at the college level and to interact with college faculty. Depending on their high school schedule, Hood Start students typically take 1-3 classes per semester. A maximum of 18 credits may be earned through the Hood Start program. Hood Start students may not exceed 11 credits in any given semester. Enrollment is on a space available basis.

Hood Start students are guaranteed admission into Hood College upon successful completion of Hood Start classes and high school degree requirements. Students interested in the Hood Start program must apply through the Admission Office; for information contact (301) 696-3400, hoodstart@hood.edu or www.hood.edu

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. The program provides both on-campus and off-campus experiences for students from Hood as well as those from 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 fall 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 by taking a block of courses specifically designed for them. 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. Additionally, students can obtain a minor in Coastal Studies by successfully completing the fall semester and participating in one of the Coastal Studies Field Experiences that are offered during January and summer semesters. See *Majors and Programs of Study* 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 designated 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.

First-Year Living-Learning Communities

The First-Year Living-Learning Communities are designed to provide first-year students with a common living and learning experience within their fields of interest. Students in the program will be housed together by community in the residence halls and will be required to attend monthly activities and events related to the themes, to participate in student-created programs and service projects, and to write papers reflecting on their learning experiences. In addition, students will be required to enroll in at least one of the designated courses within their communities each semester.

Military Science/ROTC

Hood College offers the U.S. Army Reserve Officers' Training Program (ROTC) in association with the Military Science Department of McDaniel College. Students completing the four-year program will upon graduation receive commissions as second lieutenants in the U.S. Army, and will then serve on active duty or in the Army Reserve or National Guard. The ROTC program offers students two, three and four year full-tuition scholarships, and qualified cadets may receive monthly stipends and allocations for the purchase of books.

Study Abroad Programs

Hood students may study abroad in approved programs in virtually every part of the world. The College requires language majors to study abroad unless they reside for two years in one of the language houses.

Language students ordinarily enroll in programs abroad that offer instruction in the local language. Hood has formal associations with several established overseas programs, including those offered by The American University in Cairo (Egypt), Sweet Briar College (Paris), Dickinson College (Toulouse), University of Seville, University of Alicante, Seoul Women's University, Sookmyung Women's University and the Universidad Católica Madre y Maestra (Santiago, Dominican Republic), among others.

Students may also study abroad in short-term summer programs: Social Work Field Experience in Ireland (co-sponsored by Hood College and Frostburg State University) and the Bahrom International Program in Seoul, Korea.

Language students planning to study abroad should consult with the faculty of the Foreign Languages and Literatures Department; other students should consult with the Hood College Study Abroad Coordinator. All students intending overseas study should make application at least one semester in advance of the proposed study.

The College encourages students to study abroad during the junior year. Some sophomores study abroad because of compelling program or personal reasons, and in rare instances the College permits seniors to study abroad in the fall semester.

The Hood College Honors Program

A limited number of academically exceptional students are accepted into 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 *Majors 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*

Internship Program

Hood encourages qualified students (mainly juniors and seniors) 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 (depending on the discipline). The number of credit hours allowed for a summer internship is limited to 12 and is limited to 3 credits in January term. Students are encouraged to visit the Catherine Filene Shouse Career Center to explore internship opportunities. See *Undergraduate Academic Policies, Alternate Forms of Enrollment* for more information on internships.

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. For additional information, contact Hood's Department of Mathematics.

PLEN

Hood College is an associate member of The Public Leadership Education Network. 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 learn about policy, research or social advocacy by working alongside women leaders in the Congress, courts, executive agencies and nongovernmental advocacy groups. Students may earn from 3 to 15 Hood College credits for participation in PLEN's internship programs. Those who wish to complete a PLEN internship must also meet Hood's requirements for internship eligibility. PLEN also offers three-day to three-week seminars on topics such as Women and Congress; Women in Science and Technology; Women and International Policy; and Women, Law and Public Policy.

For more information about any of PLEN's programs, contact the Career Center.

Washington Semester Program

Hood College cooperates with American University's Washington Semester Program, an arrangement that 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 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 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 (CCC) or Hagerstown Community College (HCC) without charge, provided that the course chosen is not offered at Hood during the academic year. See *Academic Policies* for more information on this program.

UNDERGRADUATE ACADEMIC POLICIES

Appeals to academic policy may be made to the Committee on Academic Standards and Policies.

Petition forms are available in the Office of the Registrar.

Academic Honor Code

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. For a full description of the policies and procedures of the Honor Code, contact the dean of students.

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.

Copyright Statement: Hood College affirms the obligation of its faculty, staff, and students to comply with all Federal copyright laws (Title 17, United States Code). Copyright law gives copyright holders (writers, publishers, artists, etc.) exclusive rights to distribute, copy, perform, or publicly display, their own original works. The College recognizes its obligation to promote the rights and responsibilities granted under this law. Hood College assumes that any questions regarding copyright, as they apply to materials for instructional or other College use, will be resolved prior to the use of those materials on College-owned equipment or in College-sanctioned activities.

As members of an institution with an established Honor System emphasizing intellectual integrity, the Hood College community should recognize their responsibility to follow the law and to model it for others. All members of the College community are responsible for complying with College guidelines regarding the legal use of copyrighted materials, regardless of their format or the purpose for which they are used, and for complying with the requirements of copyright law, including obtaining required permissions to use copyrighted materials. Members of the Hood community who willfully disregard copyright law do so at their own risk and assume any liability, which may include criminal, and/or civil penalties. In addition, disciplinary action may be taken as outlined a) for students, in the Bylaws of the Student Government Association (Judicial System), b) for faculty, in the Faculty Code (Termination or Sanctions for Cause), and c) for staff, in the Staff Handbook (Section 405.3).

Peer-to-Peer File Sharing: Uploading or downloading works protected by copyright without the permission of the copyright owner is an infringement of the copyright owner’s exclusive rights of reproduction and/or distribution. Anyone found to have infringed a copyrighted work may be liable for statutory damages up to \$30,000 for each work infringed and, if willful infringement is proven, liability may be increased up to \$150,000 for each work infringed. An infringer of a work may also be liable for the attorney’s fees incurred by the copyright owner to enforce his or her rights. The files distributed over peer-to-peer networks are primarily copyrighted works, and there is a risk of liability for downloading material from these networks. There are currently many “authorized” services on the Internet that allow consumers to purchase copyrighted works online, whether they be music, e-books, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability.

The Digital Millennium Copyright Act: The DMCA is a response to concerns regarding the pirating and distribution of digital materials, and it helps to clarify how copyright relates to those materials. The DMCA criminalizes the development of technologies intended to circumvent devices (such as passwords or encryption) that limit access to copyrighted material, and it also criminalizes the act of circumvention itself. Institutions of higher education that act as Internet Service Providers (such as Hood College) are granted limited liability for copyright

infringement involving the use of their networks if they take steps to designate a local agent to receive notices regarding instances of infringement over the local network and for effecting a “take-down” of the infringing material. The Library Director will provide contact information for Hood’s Take-Down Officer.

Academic Honors

Commencement Honors

Students qualify for Commencement Honors if they have achieved the following composite average at the time of graduation (see *The Hood College Grade Point Average* and *The Composite Average* located under *Grades*):

Summa Cum Laude: 3.95–4.00

Magna Cum Laude: 3.85–3.94

Cum Laude: 3.70–3.84

Convocation Honors

Convocation Honors are awarded to current sophomores, juniors or seniors who achieved 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. Students who have received incomplete grades for the year are not eligible.

Dean’s List

The Dean’s List recognizes degree-seeking students who completed at least 6 semester hours of Hood work (or who have received permission to study abroad or away for a semester) and achieved a 3.5 or above semester G.P.A. Students who have received incomplete grades for the semester 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.

Academic Standing and Classification

- Classification
- Academic Standing
- Academic Warning
- Academic Probation
- Academic Dismissal
- Dismissal and Reinstatement
- Financial Aid Implications

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.

Academic Standing

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.

At the end of each semester, the Committee on Academic Standards and Policies considers the records of those students who have earned a semester or cumulative average below 2.00, and examines the records of students previously placed on academic warning or probation. Academic action by the Committee is based not only on the academic record, but includes input from the offices of Residence Life, Disability Services, Student Affairs and the student's instructors and adviser, regarding issues such as attendance and completion of assigned coursework, and issues from outside the classroom that may have affected a student's academic success. Based on all the information, students will be placed on academic warning, academic probation, required leave of absence or be dismissed from the College.

In addition, 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.

Academic Warning

A student will be placed on academic warning if his or her semester Grade Point Average (G.P.A.) falls below 2.0.

Academic Probation

A student will be placed on academic probation if his or her cumulative Grade Point Average (G.P.A.) falls below 2.0. Academic probation means that a student is in danger of being dismissed from the College for academic reasons. Students on academic probation must make satisfactory progress the following semester or risk being dismissed.

Students on academic probation may not register for more than 12 credits or 4 courses without permission from the Committee on Academic Standards and Policies.

Students who are placed on Academic Probation will be required to sign a copy of the probation letter, indicating they have agreed to assume responsibility for their academic status by attending classes regularly, completing assignments on time, using course, mathematics and composition tutoring services and/or doing whatever is appropriate to resolve their specific academic problems.

Academic Dismissal

The College, upon recommendation of the Committee on Academic Standards and Policies, may at any time dismiss a student who is experiencing academic difficulty. This policy applies to all students. Although all cases are decided individually, the Committee on Academic Standards and Policies will use the following guidelines when reviewing academic records:

1. Students whose cumulative Grade Point Averages (G.P.A.) fall below the following levels will be dismissed:

| Total Semester Hours Attempted* | Minimum Cumulative Hood G.P.A. |
|--|---------------------------------------|
| Less than 30 credits | 1.75 |
| 30 or more credits | 2.00 |

*Credits attempted include all transfer credits accepted by Hood. However, grade point averages listed in this table are based on Hood work only.

2. Students with three consecutive semester averages below 2.0 will be dismissed.
3. The College reserves the right to dismiss at any time any students who fail to meet minimal standards of academic responsibility or who are deemed to be a detriment to themselves or to others, as determined by the vice presidents of academic affairs or student life. Such grounds for dismissal could include but are not limited to ceasing to attend classes, disrupt-

ing the life and work of the College community or completing any semester with a term grade point average below 1.0. This policy applies to all students, including first-semester first-year students.

4. Students who are dismissed from the College may not enroll in classes as a nondegree-seeking student.

Exceptions:

1. Students with more than two consecutive semesters on probation may be permitted to remain at the College only if the student has earned a G.P.A. above 2.0 in the most recent regular (fall or spring) semester and in the opinion of the Academic Standards and Policies Committee is making satisfactory progress toward the completion of degree requirements.
2. The Committee on Academic Standards and Policies Committee may make exceptions to the above-mentioned guidelines based on input about unique circumstances from the Offices of Residence Life, The Josephine Steiner Center for Academic Achievement and Retention, Disability Services, Student Affairs and/or the student's instructors and adviser.

Appeal for exemption from dismissal may be granted by the provost and dean of the faculty in unusual circumstances and following consultation with the Committee on Academic Standards and Policies, the student's instructors and adviser and other relevant offices. Appeals for reinstatement must be received two weeks prior to the first day of classes. Students whose appeals are granted will be readmitted to the College for one semester on a provisional basis. Failure to comply with the conditions specified in the letter allowing them to return to the College will result in their dismissal at the end of the provisional semester, if their minimum G.P.A. for retention is not attained.

Dismissal and Reinstatement

Students who are dismissed for academic reasons may petition for reinstatement after completing a minimum of one full-time semester at another accredited institution and receiving no grade below a C.

The following is the procedure for possible reinstatement:

- The student writes to the registrar to request permission to return to Hood.
- The student provides transcripts of work attempted elsewhere or other pertinent information.
- 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.

Financial Aid Implications

Financial aid recipients are required to be in good academic standing and maintain satisfactory academic progress toward degree requirements. Please refer to the financial aid section of the catalog for financial implications.

Alternate Forms of Enrollment

- Internship Program
- Self-Directed Study
- Teaching Assistantships

Internship Program

Requirements for 3- to 9-credit Internship

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

Requirements for 12- to 15-credit Internship

- Enrollment at Hood as a degree candidate (nondegree or non-matriculated students are ineligible for internships).
- A minimum 2.0 cumulative G.P.A. and 2.5 G.P.A. in the internship discipline.
- 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 may enroll for a maximum of 12 credits of internship during the summer and 3 credits in the January term. The number of credits available also varies by department.

Note: Students may take a maximum of 15 internship credits throughout their academic career.

Applying for an Internship

Students considering an internship should visit the Career Center to explore internship options and pick up appropriate paperwork, including a Learning Agreement to be signed by the faculty internship adviser and the on-site supervisor.

Responsibilities

All parties have specific responsibilities for ensuring the integrity and success of the internship experience. Please refer to the Internship Handbook available on the Career Center website (www.hood.edu/careercenter) for additional details.

Supplemental Expenses and Time

In fulfilling the expectations of the internship, the intern may incur expenses in addition to the usual tuition and fees. Students who enroll in an internship must plan to provide their own transportation or use public transportation.

Due to the time requirements of an internship, students may need to work during breaks and holidays. Campus housing is available when the College is not in session.

Placement is not Guaranteed

Interns are not placed in sites and it is the student's responsibility to find a site. The Career Center and departmental offices provide many resources to the student to assist in locating a suitable internship

Termination of Internship

Under unusual circumstances, any party involved in the internship may terminate the agreement. Because the internship is essentially a professional commitment, Hood strongly encourages students to fulfill their obligations to complete the full term of service at the site. Unfortunately, on rare occasions, the intern or the faculty internship adviser may determine that the internship site is not an appropriate learning experience, or the internship site may determine that the intern is not a good fit for their internship. In either case, any of the parties may decide to terminate the internship. If this occurs, notify the Career Center immediately.

Please note: If an internship is terminated for any reason, the student is responsible for following all procedures regarding adding/dropping credits and is responsible for all tuition, fees and penalties associated with credit coursework. Please refer to the Internship Handbook available on the Career Center website (www.hood.edu/careercenter) for additional details.

Time Requirements

A student must work a minimum of 40 hours at the internship site for each credit earned.

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.

- 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.
- 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).
- 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.
- Independent study topics may not duplicate any course offered during the period of the student's enrollment at Hood.
- Independent studies are granted to nondegree students under only exceptional circumstances.

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:

- A total of 4 credits of Teaching Assistantship may be counted toward the degree. The course may be taken for 1-3 credits and may be repeated 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.
- As a general guideline, a student should work at least three hours per week for each credit granted in the assistantship.

Attendance and Absence

The College does not set a maximum number of absences permissible in any course. 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. Students accept full responsibility for seeing that work does not suffer from excessive absence.

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:

- 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 risk being withdrawn from the class with a grade of WX.

- Enrollment in a course constitutes an informal contract with the instructor, and a student who violates an instructor's attendance policy risks dismissal from the course and a grade of WX.
- A student who is dismissed from a course for excessive absences or who is withdrawn 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.
- 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.
- 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.

The College requires instructors to inform the director of The Josephine Steiner Center for Academic Achievement and Retention of students who demonstrate erratic attendance patterns. This is not done to penalize the student but rather to ensure that College officials can assist students in making consistent progress toward the degree.

Credit for Prior Learning

- Advanced Placement
- CLEP
- DANTES
- Departmental Examinations
- Foreign Language Placement Examinations
- International Baccalaureate
- Portfolio Advantage Program
- Military Experience

Hood awards credit for prior learning through Advanced Placement exams, CLEP and DANTES 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.

Limits/Restrictions:

- Credit for prior learning is awarded only to students admitted as degree candidates.
- A maximum of 30 hours of credit may be earned through any combination of prior learning credits and Hood courses elected on the Satisfactory/Unsatisfactory basis.
- Students may not receive credit by examination for any course that they have previously audited, failed, received credit or from which they have withdrawn.
- Credit through examination or portfolio may not be attempted during the final 15 hours of credit.
- Credit through examination or portfolio may not count in the minimum of 30 Hood credits required for the degree.
- 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

Unless otherwise noted, Hood College awards credit upon receipt of the official AP Grade Report 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 and Archaeology 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 with a score of 4. Four additional credits for CHEM 102 are awarded upon completion of CHEM 209 or 215 with a grade of C- or better during the first term of enrollment; 8 credits for CHEM 101 and 102 with a score of 5.

Computer Science :

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

Economics:

Macroeconomics, 3 credits for ECON 205
Microeconomics, 3 credits for ECON 206

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
Calculus BC, 3 credits each for MATH 201, 202
Calculus BC/AB Subscore of 4 or 5, 3 credits for MATH 201
Statistics, 3 credits for MATH 112

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-Mechanics, 4 credits for PHYS 203 with score of 4
Physics C-Electricity/Magnetism, 4 credits for PHYS 204 with score of 4

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

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 for ECON 205

Principles of Microeconomics, 3 credits for ECON 206

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 223

English Literature, 3 credits for ENGL 222

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, 6 credits. No Hood equivalency

Precalculus, 3 credits for MATH 120

Political Science:

American Government, 3 credits for PSCI 203

Psychology:

Human Growth and 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:

Hood awards credit for the following DANTES examinations:

Geography 101

History - No Hood course equivalency

History 234

Mathematics 112

Religion - No Hood course equivalency

Departmental Examinations

\$170 per test for Hood students; administered through The Josephine Steiner Center for Academic Achievement and Retention (301) 696-3569.

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

CHEM 101 – 3 lecture credits; may be used to fulfill Non-laboratory area of the Core

CHEM 102 – 3 lecture credits; may be used to fulfill Non-laboratory area of the Core

HIST 205, 206 – 3 credits each

IT 180 – 3 credits

MATH 120 – 3 credits

MATH 201 – 3 credits if Level III has been earned on the BSI

MATH 202 – 3 credits (test available only to students who have earned credit for or completed MATH 201)

MATH 207 – 3 credits if Level III has been earned on the BSI

MUSC 103 – 3 elective credits

PHIL 207 – 3 credits

PE 225, 226 – 3 credits each

PHYS 101, 102 – 3 lecture credits each; may be used to fulfill Non-laboratory area of the Core

PHYS 203, 204 – 3 lecture credits each; may be used to fulfill Non-laboratory area of the Core

Foreign Language Placement Examinations:

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 during first semester at Hood

6 credits – Placement in and completion of 203, 204 or civilization course during first semester at Hood

9 credits – Placement in and completion of 207 or a 300-level course during first semester at Hood

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 6-8 credits for Higher Level examination results of 5, 6 or 7.

Portfolio Advantage Program

Hood College awards credit for alternative modes of learning. Students who have acquired college-level learning through life experiences and other noncollegiate activities may want to explore Hood's Portfolio Advantage Program. This program enables a degree-seeking student to earn credit for prior learning through work and/or volunteer experience equivalent to college-level courses. Students should do so only if the learning cannot be assessed through standardized or departmental measures.

At Hood, the portfolio is an organized presentation of a student's past experiences that identifies and documents specific skills that the student has learned, mastered and applied to be successful. Once the written portfolio is completed, the document is reviewed and evaluated by a member of the faculty who will determine if what the student has written is equivalent to what is taught in class. It is the portfolio that enables a professor to evaluate work and volunteer experience and to grant credit for relevant learning beyond the classroom.

To participate in Hood's Portfolio Advantage Program:

■ Once admitted as a degree-seeking student, students must register for at least 3 credits before they can begin the Portfolio program. Three credits of coursework must be earned before portfolio credits are awarded.

■ Degree candidates interested in the Portfolio Advantage Program are required to attend a six-session portfolio development workshop. The workshop fee is \$850.

- Portfolio documents must be submitted within one year of completing the workshop.
- Portfolio credit may be awarded only if the learning is appropriate to Hood's general education requirements, electives and/or specific programs. Based on the quality of writing and construction of the portfolio and the content, credit will be awarded for work equivalent to a grade of C or better.

Military Experience

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.

Double-Numbered Courses and Undergraduate Enrollment in Graduate 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.

To be eligible to take a 400/500-level course, undergraduate students must have a cumulative Grade Point Average of 2.0 or better and have earned at least 56 credits, including 12 credits or more at the 200 level or above in the course discipline.

To be eligible to take a 500-level graduate course and receive undergraduate credit, Hood undergraduate students must have earned senior status (87 credits) including 12 credits or more at the 200 level or above in the course discipline; have a cumulative Grade Point Average of 3.0 or better; have a Grade Point Average of 3.0 or better in the major area of study; and 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 have earned a minimum of 109 credits and meet the requirements indicated above. Credit will not apply toward the 124 credits required for the undergraduate degree.

Final 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. Final exam dates are listed in the official Academic Calendar, and students' travel plans must take the dates of scheduled exams into account. No student may reschedule a final examination in order to leave or travel early. In accordance with the Hood College Honor Code, the student may not discuss any final examination 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.

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

- Grading Criteria
- Grade Changes
- The Hood Grade Point Average
- The Composite Average
- The Major Average
- Course Repeat Policy
- Midterm Grades
- Final Grades
- Incomplete Grade Policy
- Grade Appeal

Grading Criteria

Hood's faculty uses the following general 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.

Grade Changes

Instructors have the right to change a grade if they have made an error in computing or recording a student's grade. Instructors must notify the Registrar's Office in writing 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.

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 a Hood-sponsored, affiliated or approved semester or year abroad program at the University of Seville or the Dominican Republic programs may earn quality points for work accomplished with a passing letter grade

Each grade received at Hood on the A-F grading scale has a corresponding grade point: A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-=1.67; D+=1.33; D=1.00; D-=0.67 and F=0.00.

Grades with no quality points include: AU, S, U, INC, Z, TR, W

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.

The Major Average

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.

Course Repeat Policy

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 initially earned in a 100- or 200-level course. Course may be repeated once.
- Failure to meet minimum grade required in a prerequisite 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 may not repeat a course at Hood for which transfer credit has been awarded.

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.

Final Grades

Hood releases final grades electronically to the student and the student's adviser through Self-Service. Final and midterm grades will be forwarded to parents/guardians of first-year students who have signed a release form sent to them the summer before they enter Hood.

Incomplete Grade Policy

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 no later than the last day of classes.
- 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 passing (D- or above) 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 zero 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.

Grade Appeal

Grade appeals of the final course grade must be filed in a timely manner. Students must contact the faculty member involved no later than the end of 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 30 days of the beginning of the semester. Appeals to the Committee on Academic Standards and Policies must be initiated by the last day prior to midsemester recess of the semester following the filing of the disputed grade. A Final Grade Appeal, available in the Registrar's Office, must be completed and submitted with all required documents before the Committee considers the petition. A delay in the filing of a grade appeal constitutes sufficient reason for denial of the appeal by the Committee.

The Committee on Academic Standards and Policies will screen out frivolous or unsubstantiated appeals and will consider legitimate appeals that fall into the following categories:

- Miscalculation of a grade; or,
- Assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the same course.
- Assignment of a grade on some basis other than performance in the course.

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

Graduation and Commencement Participation

Graduation

In the spring of the junior year, the registrar sends rising seniors who plan to graduate in the following year a graduation audit form indicating their progress toward fulfilling degree requirements. This audit begins the graduation clearance process that continues through the senior year. Students should meet with their faculty advisers to review degree requirements and to plan their senior year registrations. 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 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 unless all degree requirements and all financial obligations to the College have been met.

Registration and Enrollment

- Registration
- Drop/Add Period
- Course Withdrawal after Drop/Add
- Audit
- Satisfactory/Unsatisfactory Grade Plan
- Course Schedules
- Cancellation of Courses

Registration

Advising and registration for degree candidates occurs in April for the fall semester and November for the spring semester. Matriculated students are required to meet with their advisers to select courses and review degree progress. The adviser authorizes the student for registration and, on the day indicated on the Academic Calendar, the student registers for classes via Self-Service.

Drop/Add Period

Students may drop or add courses without academic penalty from the time of registration through the end of the drop/add period. See the Academic Calendar for dates.

During this period students may also change to or from the SU (Satisfactory/Unsatisfactory) grading option (see below), change to or from enrollment on an audit basis, or alter the number of credits in courses carrying variable credit.

Course Withdrawal After Drop/Add

If a student withdraws from a course after the end of the drop/add period and before the end of the eleventh week 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.

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

Audit

With instructor permission, 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:

- The student receives neither credit, grade nor grade points for an audit; however, the audit does appear on the transcript.
- There is no limit on the number of courses that a student may audit during a semester. If the audited course or courses cause a student to exceed 18.5 credits, the excess credits will be billed by the undergraduate per-credit-hour fee.

- It is not possible to audit courses such as creative writing, painting, drawing, labs and other courses where the nature of the activity requires the participation of the student. Students may enroll on a noncredit basis in such courses by paying the current per-credit-hour fee.
- No changes to or from the audit option may be made after the end of drop/add period.
- A student may take for credit, at a later time, a course that was previously audited.
- Part-time students pay a reduced audit fee to audit a course *See Undergraduate Tuition and Financial Aid, Costs.*

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:

- Students may not choose the S/U option for any course used to satisfy the Core, in the major field, the minor field or an independent study. If a course is only offered for S/U credit, this policy does not apply.
- Students may choose the S/U option for a maximum of 12 satisfactory/unsatisfactory credits within the total 124 credits Hood requires for graduation. Students spending three years at Hood may choose the S/U option for only 9 satisfactory/unsatisfactory credits to meet graduation requirements; two years, 6 credits; one year, 3 credits. Courses only offered for S/U credit are not counted in these totals.
- 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.
- 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.

Course Schedules

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.

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, which are courses that meet for double periods during a portion of the semester. Blocked courses are primarily studio art and education courses in the teaching internship semester.

Cancellation of Courses

A fall or spring semester course is subject to cancellation when fewer than eight students are enrolled. Summer and January term classes are subject to cancellation when fewer than five 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 that would be compatible with the cancelled course.

Student Status

- Full-time and Part-time Status
- Emergency Leave of Absence
- Leave of Absence
- Withdrawal from the College

Full-time and Part-time Status

Full-time status requires 12 credit hours or more per semester. A typical semester program consists of 15 or 16 credits except in the first year when it may be 12-15 credits. If the Admission 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 Josephine Steiner Center for Academic Achievement and Retention.

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

Students are normally limited to 12 credits completed during the summer. Exceptions to this credit limit require permission of the Committee on Academic Standards and Policies. Students may complete a maximum of three credits during the January session.

Limits/Restrictions:

- 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.
- A student may not enroll in two courses which meet at the same hour.

Emergency Leave of Absence (ELOA)

A student may be granted an Emergency Leave of Absence (ELOA) for a period not to exceed two consecutive weeks within an academic semester. A request for an emergency leave of absence must be supported with appropriate documentation which is required before the leave is approved. Requests for an emergency leave of absence will be reviewed and approved by the Dean of Students and communicated to the Registrar's Office for a specified period of time.

An emergency leave of absence applies to students who must be absent for mental or physical health reasons, military commitments, international travel/documentation or any other personal or family emergency.

Students who require an emergency leave of absence beyond the two week period will be withdrawn from the semester. Failure to attend classes by the return date specified on the emergency leave of absence form will result in an automatic administrative withdrawal from the College.

Students are asked to consult with appropriate offices/personnel in processing an emergency leave of absence. Such consultations may include conversations with the Financial Aid Office, Residence Life Office, Office of Multicultural Affairs and International Student Programs, Dining Services, ROTC, and the academic adviser.

An Emergency Leave of Absence (ELOA) Form may only be obtained from the Dean of Students Office.

Leave of Absence

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 only permitted for a future semester. Students may not request a leave of absence for the remainder of the currently enrolled semester. Leave of absence forms are available in the Office of the Registrar.

Students do not file a leave of absence form 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.

Withdrawal from the College

A student may withdraw from the College at any time during the semester. See *Tuition and Financial Aid* for refund information. If the withdrawal occurs after the drop/add period, a grade of W will be recorded for each course.

Student Information, Records and Transcripts

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974 (P.L. 93-380) extends to students the right of access to their education records maintained at the College. The provost, 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.

Transcripts

In compliance with the Family Education Rights and Privacy Act of 1974, transcript requests must be in writing and include the signature of the student. Forms are available in the Registrar's Office and online at www.hood.edu/adminservices/registrar.cfm

Normal requests are processed within 3-5 working days upon receipt of request. Up to five copies will be processed at no charge. There will be a \$5 charge per copy for each request beyond five. Rush transcripts are processed in 24 hours of the next working day at a charge of \$10 per copy, payable by cash, check, VISA or MasterCard, due at time of request. Rush service is not available during the beginning and end of the semester, commencement and registration.

No transcript will be released if the student has not satisfied all financial obligations to the College.

Transfer Policy and Attending Other Institutions

Transfer Policy

Hood welcomes transfer students from four- 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.

The registrar evaluates prior college coursework and credit earned through alternative methods for applicability to degree requirements at Hood College. Credit is generally awarded for courses that are clearly applicable to a baccalaureate degree and for which the student earned a grade of C- or above. A maximum of 62 credits may be awarded for freshman/sophomore level work completed elsewhere. Although there is no limit for junior/senior level coursework, students will be awarded no more than a total of 94 credits for all college-level work completed.

The transferability of credits from an institution that is not accredited by a regional accreditation agency may be considered upon receipt of documentation that demonstrates equivalency

regarding course information, equivalencies and learning outcomes. It is the student's responsibility to provide this documentation.

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.

Degree Students Attending Other Institutions

Students may receive credit for coursework successfully completed at another accredited institution during the academic year or the summer with prior approval of the department and the registrar. Students must petition to take a course from another college during any semester or session. The course may not be 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 is one credit more than the number of weeks in the session for a maximum of 12 credits. Students may enroll for up to 4 credits during a three-week January term. Credit is granted for grades of C- or above and the grade of TR will appear on the Hood transcript.

Community College Exchange

Full-time Hood students may take one course each semester at Carroll Community College (CCC) or Hagerstown Community College (HCC) without charge, provided that the course chosen is not offered at Hood during the academic year. CCC also offers 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 or HCC. These transfer course grade appears on the Hood transcript as TR. Grades earned on this exchange program are not computed into the cumulative average but are calculated in the composite G.P.A.

UNDERGRADUATE DEPARTMENTS

ART AND ARCHAEOLOGY DEPARTMENT

Professors: Frederick Bohrer, Anne Derbes

Associate Professors: Genevieve Gessert (chair), Joyce Michaud, Laurie Taylor-Mitchell, Jennifer Ross

Assistant Professors: Martha Bari, Rebecca Prime, NEH/Libman Assistant Professor

Gallery Curator: Milana Braslavsky

The Department of Art and Archaeology offers a range of studio art, art history, film, art education and archaeology courses that prepare the student for graduate study or for a career in various professions. In addition to concentrations in art history, archaeology, studio art and art education, the department also offers three minors.

Art and archaeology 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. In addition, the gallery provides space for a variety of exhibitions of student work.

Facilities: Art classes are held in the Tatem Arts Center, which provides studios for design, ceramics, drawing, painting, photography and printmaking. A darkroom houses color and black and white developing equipment for film. A computer lab provides classroom and work space for digital photography, digital art and photojournalism. The ceramic arts facility consists of a handbuilding/sculpture studio, a wheel room, lecture area, plaster mixing room and cone-6 glaze lab, kiln room with a variety of electric kilns, five full-size and three test kilns. The Hodson Ceramic Studios provide studio space for graduate students, a graduate-level classroom and a cone-10 glaze lab. Gas-fired kilns are located in the kiln yard outside the Hodson Ceramic Studios. The Hodson Art Gallery is housed in the Tatem Arts Center.

Programs Offered:

- Ceramic Arts
 - M.F.A.
 - Graduate Certificate in Ceramic Arts
- Art and Archaeology Major (B.A.)
 - Archaeology Concentration
 - Art Education Concentration (preK-12)
 - Art History Concentration
 - Studio Art Concentration

Minors in Art and Archaeology

- Art History Minor
- Archaeology Minor
- Studio Art Minor

BIOLOGY DEPARTMENT

Professors: Ann L. Boyd, Drew Ferrier, Ricky Hirschhorn, Craig Laufer

Associate Professors: Michael Alavanja, Kathy Falkenstein (chair), Eric Kindahl, Jeffrey Rossio, Oney P. Smith

Assistant Professors: Eric Annis, Rachel Bagni, April Boulton, Susan Carney, Judith Pace-Templeton, Alison Roark

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 and an environmental science minor are 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; chemistry and physics; economics and management; 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 Hodson Science and Technology Center. All laboratory facilities are either completely new or newly renovated. Lecture and lab classrooms have the latest in multimedia classroom presentation hardware. Specially designed and equipped labs for molecular biology, microbiology, physiology and animal behavior are available for course work and student and 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 and student research. Students can conduct environmental analyses using high performance liquid chromatography, gas chromatography, atomic absorption and other analytical instruments. A greenhouse, environmental chambers and aquatic laboratory are available to grow and study plants and animals. 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 and 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.)
- Environmental Biology (M.S.)
- Biology Major (B.A.)
- Environmental Science and Policy Major (B.A.)
- Biology Minor
- Coastal Studies Minor
- Environmental Studies Minor

CHEMISTRY AND PHYSICS DEPARTMENT

Professors: Susan Ensel, Allen Flora

Associate Professor: Kevin Bennett (chair)

Assistant Professors: Dana Lawrence, Christopher Stromberg

Department Assistants: Karen Borgsmiller, Kathryn Henry

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, also with some work in 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 use instruments such as a Nuclear Magnetic Resonance spectrometer; a GC-Mass spectrometer; a Fourier transform infrared spectrometer; a visible and ultraviolet spectrophotometer; a SPEX fluorimeter; a Raman spectrometer; high performance liquid chromatographs; a capillary electrophoresis system; a graphite furnace atomic absorption spectrometer; and calorimeters. Research laboratories contain additional specialized equipment. Our historic Williams Observatory houses an Alvan Clark telescope as well as spectroscopes, telescopes 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

COMPUTER SCIENCE DEPARTMENT

Professor: Elizabeth B. Chang (chair)

Associate Professors: George Dimitoglou, W. Randolph Ford, Xinlian Liu

Assistant Professors: Aijuan Dong, Gary Gillard, William Pierce, Ahmed Salem

Technical Coordinator: Atsuko Crum

The Department of Computer Science offers an undergraduate major in computer science (B.S. degree), graduate programs in computer science (M.S. degree), information technology (M.S. degree) and the management of information technology (M.S. degree), and a graduate certificate in information security.

Facilities: The College maintains Windows-based microcomputer laboratories in several academic buildings on campus with software tool suites installed to support course instruction. In addition, in the Hodson Science and Technology Center, the department maintains dedicated general-purpose and special-purpose servers, a Linux lab, and an advanced Information Assurance lab for use by computer science, information technology, and information security students.

Programs offered:

- Computer Science (M.S.)
- Information Technology (M.S.)
- Management of Information Technology (M.S.)
- Information Security (Certificate)
- Computer Science Major (B.S.)
- Computer Science Minor
- Web Development Minor

ECONOMICS AND MANAGEMENT DEPARTMENT

Associate Professors: Joseph Dahms, Anita Jose (M.B.A. director), Sang Kim (chair)

Assistant Professors: Yong-Kyun Bae, David Gurzick, Jerrold Van Winter

The Department of Economics and Management offers two bachelor of arts degrees, economics and management, plus the master of business administration.

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 pursued graduate study in economics and management and have entered careers in business, and 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, international economics, econometrics, finance, accounting, public administration, marketing, international business, personnel, organization theory and strategic management.

Programs Offered:

- Master of Business Administration (M.B.A.)
- Economics Major (B.A.)
- Management Major (B.A.)
- Business Administration Minor
- Economics Minor
- Management Minor

EDUCATION DEPARTMENT

Associate Professors: John George, Ellen G. Koitz (co-chair)

Assistant Professors: Janet Ambrose, Tom Bogar (co-chair), Kristine Calo, Christy Graybeal, Jennifer Pyles, Judith Sherman, Paulette Shockey

Clinical Instructors: Casey Day-Kells, Debra Hanley, Debra Smith

Director of Educational Assessment: Karen Howser

NCATE Coordinator: Karen Howser

Professional Development School Director, ECE and Dual Certification PDS Coordinator: Paula Gordon

Secondary PDS Coordinator: Tanya Williams

Instructional Technologist: Tanya Williams

Title II Supplementary Information information available at: <https://title2.ed.gov/default.asp>

The Department of Education offers undergraduate and post-baccalaureate teacher education programs in early childhood education, dual certification in elementary and special education and eight secondary education certification programs in the subject areas of art (preK-12), biology, chemistry, English, French, history, mathematics and Spanish. There is a concentration in Studio Art Teacher Certification Program (preK-12). Master of Science degrees are offered in Educational Leadership, Reading Specialization and in Curriculum and Instruction, with concentrations in early childhood education, elementary education, elementary school science and mathematics, secondary education and special education. All Hood College Education programs are approved by the Maryland State Department of Education and the National Council for the Accreditation of Teacher Education (NCATE) using nationally recognized standards.

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 are recognized as distinguished educators.

Candidates completing the initial and post-baccalaureate teacher certification programs will gain the requisite knowledge, skills and dispositions to meet national, professional, state and institutional standards. As part of requirements for state and national accreditation, the department is guided by a Conceptual Framework that includes the following vision and mission statements and Institutional Outcomes.

Our Vision as a Department

The education department envisions developing well-educated and well-prepared teachers and educational leaders who are self-actualized in both intellectual pursuits and pedagogical applications.

Mission Statement

The mission of the education department is to prepare academically competent and professional educators who are committed to facilitating learning in a culturally diverse society. This mission reflects a commitment to providing a technologically enhanced environment in which to nurture highly skilled educators who have a broad base in the liberal arts, are active learners and are reflective practitioners. Inherent in our mission is the awareness that education is a scholarly pursuit, a science, an art and a profession. In order to meet our vision and mission statements, the education department has framed six Institutional Outcomes that all candidates must meet. These IOs are assessed at various points in the programs of study.

Institutional (Department) Outcomes

We believe that the education department at Hood College prepares educators who:

1. Demonstrate the subject matter content, pedagogical knowledge, teaching skills and professional dispositions necessary to ensure that all of their students and clients learn. (CONTENT KNOWLEDGE and SKILLS)
2. Use their knowledge of diversity to create learning environments that support the belief that all students can learn. (DIVERSITY)
3. Use assessment data to guide practices that support the belief that all students can learn. (ASSESSMENT)
4. Use technology to enhance learning. (TECHNOLOGY)
5. Communicate effectively with students, parents and colleagues in order to facilitate learning. (COMMUNICATION)
6. Reflect on their practice and are committed to continued professional growth. (REFLECTIVE PRACTICE)

Candidates enrolling in the Education Initial Teacher Certification Programs are assessed on these six Institutional Outcomes and their dispositional beliefs (commitment to continuous content knowledge and skills development; belief that all students can learn; belief that consistent and purposeful assessment guides practice and instruction; effective and ethical use of technology will enhance learning; effective communication with all stakeholders will facilitate learning and reflective practice to inform and promote professional growth) as part of program expectations. The education department assesses these professional dispositions through written candidate assessments and through course expectations and can issue a dispositional alert if teacher candidates fail to meet these professional dispositions. Appropriate initial teacher certification professionals may fill out a dispositional alert form with a remediation action plan to notify the candidate of such concerns. Failure to complete the action plan may lead to program dismissal.

All initial teacher certification programs (undergraduate and post-baccalaureate) require the candidates who intend to be program completers to use the Chalk and Wire e-Portfolio system to create a program portfolio with specified performance assessments and activities. Candidates interested in pursuing teaching certification will enroll in EDUC 204 Foundations of Education as their first education course and receive training on creating their program portfolio. Transfer students will receive e-Portfolio training when they enter the program.

Facilities: Several facilities on campus serve as laboratories or curriculum materials centers for the teacher education program. The Onica Prall Child Development Laboratory School, founded in 1929, serves as a nursery school for 3- and 4-year-old children. Students observe and teach in the O.P.C.D.L. School. An elementary science and mathematics classroom and the instructional technology classroom are available to students. In addition, many courses are taught in the Tatem Art Building's "Smart Rooms," which are equipped with instructional technology. Area school districts work cooperatively with the education department in offering numerous field experiences to teacher education students through Professional Development School partnerships. 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.)
- Educational Leadership (M.S.)
- Reading Specialization (M.S.)
- Early Childhood Education Major (B.A.)
- Dual Certification in Elementary and Special Education Major (B.A.)
- Secondary Education Certification
- Post-Baccalaureate Teacher Certification in Early Childhood Education, Dual Certification in Elementary and Special Education, Secondary Education

ENGLISH DEPARTMENT

Professors: Donna Bertazzoni, Carol Kolmerten, Mark Sandona (chair), Aldan Weinberg (director of the Communication Arts program)

Professor Emerita: Courtney Carter

Affiliated Professors: Thomas Bogar, David Hein

Associate Professor: Amy Gottfried, Director of the Creative Writing concentration

Assistant Professors: Elizabeth Atwood, Joe Brady, Trevor Dodman, Elizabeth Knapp, Heather Mitchell-Buck, Katherine Orloff

Instructor: Constance Pryor

The Department of English offers majors in English and Communication Arts and five minors.

Secondary education certification is also available.

Programs Offered:

- English Major (B.A.)
 - Literature Concentration
 - Creative Writing Concentration
- Communication Arts Major (B.A.)
- Journalism Minor
- Literature Minor
- Public Relations Minor
- Theater and Drama Minor
- Writing Minor

FOREIGN LANGUAGES AND LITERATURES DEPARTMENT

Professors: Lisa Algazi, Roser Caminals-Heath, Didier Course, Scott Pincikowski (chair), Maria Griselda Zuffi

Assistant Professor: Donald Wright

The Department of Foreign Languages and Literatures offers French, Spanish, French-German, German, Latin American Studies and Middle Eastern Studies majors. The department also offers minors in French, German, French-German, Spanish and Middle Eastern Studies.

Unless a student plans to teach or continue with graduate studies, the department encourages double majors in languages and another discipline.

Department offerings include, in addition to 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.

Language Residences: 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 residences 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 through Hood's affiliation with programs in Seville, Spain; the Dominican Republic; Peru; Argentina; and Chile or with an approved program in a French or 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.)
- German Major (B.A.)
- Latin American Studies Major (B.A.)
- Middle Eastern Studies Major (B.A.)
- Spanish Major (B.A.)
- French Minor
- French-German Minor
- German Minor
- Middle Eastern Studies Minor
- Spanish Minor

HISTORY DEPARTMENT

Professors: Emilie Amt (chair), Purnima Bhatt, Leonard Latkovski

Assistant Professor: Jay Driskell

The Department of History offers a bachelor of arts degree in history. History majors may earn secondary education certification.

Programs Offered:

- History Major (B.A.)
 - Public History Concentration
- History Minor

MATHEMATICS DEPARTMENT

Professor: M. Elizabeth Mayfield (chair)

Associate Professor Emeritus: Douglas Peterson

Assistant Professors: Jill Bigley Dunham, James Parson, Ann Stewart, Gwyneth Whieldon

Senior Lecturer: Martha Meadows

The Department of Mathematics offers a bachelor of arts degree and a minor in mathematics.

The department also coordinates an undergraduate dual-degree program in engineering with The George Washington University School of Engineering.

In conjunction with the education department, the mathematics department also offers a minor in mathematics education, a post-baccalaureate certificate in secondary mathematics education and a master's degree in mathematics education.

Programs Offered:

- Mathematics Education (M.S.)
- Engineering Dual Degree (B.A./B.S.)
- Mathematics Major (B.A.)
- Mathematics Education Minor
- Mathematics Minor
- Post-baccalaureate Certificate in Secondary Mathematics Education

MUSIC DEPARTMENT

Professor: Noel Lester (chair, piano, piano ensemble, music history)

Associate Professor: Wayne L. Wold (organ, harpsichord, music theory, composition)

Assistant Professor: Noel Verzosa (music history and literature)

Adjunct Instructors: Jan Aaland (voice), Anna Claire Ayoub (bassoon), David Duree (clarinet and saxophone), Lynn Fleming (string bass), Brian Hinkley (brass and wind ensemble), Alison Bazala Kim (cello), RoseAnn Markow Lester (violin, viola, string ensemble, director of preparatory music), Kevin Lewis (jazz ensemble), Catherine Porter-Borden (voice), William Powell (piano), William Simms (guitar, early music ensemble), Barbara Spicher (flute), Ed Stanley (oboe and English horn), Lynn Staininger (choral activities), Demetrius Taylor (gospel ensemble), Elaine Wright (piano)

Music is a cornerstone of a liberal arts education and, as such, Hood offers majors and minors in music history and literature, performance and piano pedagogy. 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 large pipe organ, a practice organ (Rodgers), a harpsichord, a music-lab computer station and several performing venues: Brodbeck Music Hall, Hodson Auditorium and Coffman Chapel. Hood also boasts an excellent collection of books, music, CDs and DVDs in the Beneficial-Hodson Library and Information Technology Center.

Performances: Students have many performing opportunities through participation in honors recitals; performance labs; choir; chamber singers; the piano, wind, string, jazz, early music and gospel ensembles; and other smaller chamber groups. The choral groups perform

several times each semester, including the annual “Messiah” performance, and the other ensembles present end-of-the-semester concerts 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.

Programs offered:

- Music Major (B.A.)
 - Music History and Literature Concentration
 - Music Performance Concentration
 - Piano Pedagogy Concentration
- Music History and Literature Minor
- Music Performance Minor
- Music Performance Certificate
- Piano Pedagogy Certificate

Applied Music

Hood offers individual instruction in piano, organ, harpsichord, violin, viola, cello, string bass, flute, English horn, clarinet, oboe, saxophone, all brass instruments, voice, guitar and composition. Beginning instruction in all areas is available with consent of the Department. In all instrumental areas except 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 and has fulfilled the concert and performance requirements. Students must take a departmental exam in each applied area of study every semester, following two semesters of study.

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.

For detailed, up-to-date information on the applied music program and policies, please consult the Applied Music Handbook on the Department of Music webpage at www.hood.edu

**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. String students would normally enroll in string ensemble; wind students would normally enroll in wind ensemble; voice students would normally enroll in choir, chamber singers or gospel ensemble; and piano students would normally enroll in piano ensemble and a choral group. Majors in other areas will be assigned as appropriate. Students earn one-half credit for each semester of ensemble and may take up to six semesters of ensemble for a maximum of 3 credits during their Hood careers.

Note: in all cases, the appropriate director must approve placement in music ensembles.

NURSING DEPARTMENT

Director: Carol Snapp

The RN to Bachelor of Science in Nursing (B.S.N.) program at Hood College is designed to build upon the basic education of the registered nurse. This course of study builds upon the registered nurse's previous learning to develop additional skills for the increasing complexity of health care in the 21st century. This is accomplished by a foundation of liberal arts courses and supplemental nursing education focusing on leadership, research, evidence based practice, critical thinking nursing theory, and communication, among other competencies for professional nursing practice.

Program Offered:

- Nursing (B.S.N.)

PHILOSOPHY AND RELIGIOUS STUDIES DEPARTMENT

Professor: David Hein

Associate Professors: Karen Hoffman (chair), Stephen Wilson

The Department of Philosophy and Religious Studies offers two majors: religion and philosophy. The department also offers minors in religion and philosophy. Five minors are co-sponsored by the department: African Studies, Classical Studies, Middle Eastern 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.

Philosophy and religious studies faculty are distinguished scholars and teachers who have extensive knowledge of the history of philosophy and religious studies, philosophical and religious ethics (theoretical and applied), the religions of Asia, comparative religion, American religious history, the Bible and the Judeo-Christian tradition, as well as the impact of philosophy and religion on culture, politics and public life.

Writing across the departmental curriculum: Departmental faculty strongly believe that students who take religion and philosophy courses should not only increase their knowledge but also improve their writing skills. Reading, thinking, writing and intelligent discussion are the principal means by which students engage with the subject matter of courses in religion and philosophy. In their written work, students will reflect clear thinking in clear writing. What students say cannot be separated from how they say it. Faculty, therefore, will assess students' papers on the basis of style and grammar as well as content.

Programs Offered:

- Philosophy Major (B.A.)
- Religion Major (B.A.)
- Philosophy Minor
- Religion Minor

PHYSICAL EDUCATION DEPARTMENT

Assistant Professor: Paul Soong (chair)

At a time when the nation is witnessing an obesity epidemic and has an aging population at risk for falls, and the population enjoys watching sports more than playing sports, health science and sport science bring together individuals with backgrounds in physiology and wellness and health education to work on these and many other important public health problems.

The Department of Physical Education offers course work directed at increasing student awareness of the importance of a healthy lifestyle and physical activity and at gaining the skills and understanding basic to a lifetime of wellness. Students have the opportunity to complete lecture classes focusing upon sports science and health education, as well as activity classes focusing upon physical fitness, creative expression, risk-taking and sports skills.

Facilities: The College's sports facilities include two swimming pools, two tennis courts, 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 offer treadmills, stair machines and exercise bicycles, as well as weight machines and free weight equipment.

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 2 credits of physical education 100-199 activity classes, or by completing one of the following courses: PE 225 Health Maintenance: Stress Assessment and Control, PE 226 Health Maintenance: Physical Fitness, PE 227 Women's Health Issues, PE 228 Life Wellness and Health or PE 250 Introduction to Exercise Physiology. **Students who meet the requirement through the activity class program must complete at least one activity class from the aerobic conditioning and fitness category.** Students who participate in two seasons of intercollegiate sports may be waived from a maximum of one credit of the physical education activity requirement. No credit is earned for the waiver and does not exempt the student from the aerobic conditioning and fitness PE requirement.

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.

POLITICAL SCIENCE DEPARTMENT

Professor: Hoda Zaki

Associate Professors: Paige Eager, Janis Judson (chair), Tamelyn Tucker-Worgs

Assistant Professor: Carin Robinson

The Department of Political Science offers bachelor of arts degrees in political science; law and society; and environmental science and policy. Environmental Science and Policy is offered jointly with the Department of Biology.

Programs Offered:

- Environmental Science and Policy Major (B.A.)
- Law and Society Major (B.A.)
- Political Science Major (B.A.)
- Political Science Minor

PSYCHOLOGY DEPARTMENT

Associate Professors: Robert W. Boyle Jr. (chair), Ingrid Farreras, Jelena Kecmanovic, Terry Martin, Wanda Ruffin

Assistant Professor: Shannon Kunday, Elizabeth MacDougall, Diane Oliver

Professor Emerita: Linda J. Scott

Senior Lecturer: Daniel Robinson

Lecturers: Thomas Craney

At the undergraduate level, the Department of Psychology offers the major in psychology.

At the graduate level, the department offers the M.S. degree in Thanatology for students with a variety of backgrounds interested in research, administration or service with those facing death and dying. Psychology is also 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 career. The concentration is tailored to the individual student's needs and may focus on such areas as developmental psychology, the helping relationship or gerontology.

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 teaching approach.

Programs offered:

- Human Sciences (M.A.)
- Thanatology (M.A.)
- Psychology Major (B.A.)

SOCIOLOGY AND SOCIAL WORK DEPARTMENT

Professors: Purnima Bhatt, Roger Reitman, Kerry Strand (chair)

Associate Professors: Joy Swanson Ernst, Laura Moore, Lynda Sowbel

Assistant Professor: Jolene Sanders

The department offers two majors—sociology and social work—and minors in sociology, criminology and delinquency, gerontology, pre-professional practice in social work and social science research. In addition, courses are offered in anthropology.

Facilities: Facilities include a library collection, the Center for Social Science Research and a computer lab.

Programs Offered:

- Sociology Major (B.A.)
- Social Work Major (B.A.)
- Criminology and Delinquency Minor
- Gerontology Minor
- Pre-professional Practice in Social Work Minor
- Social Science Research Minor
- Sociology Minor

MAJORS AND PROGRAMS OF STUDY

ART AND ARCHAEOLOGY MAJOR WITH ARCHAEOLOGY CONCENTRATION, B.A.

The art and archaeology major with a concentration in archaeology introduces students to the art, artifacts and cultures of the ancient world, as well as the field methods of archaeologists today. Hood students regularly participate in excavations in the U.S. and around the world, most recently at sites in Italy, Turkey, Belize and Bermuda. U.S. sites include battlefields and historical sites in Maryland and Virginia. We also encourage students to seek internship opportunities locally and worldwide, as hands-on experience is vital to future studies and employment in archaeology.

Required courses:

| | |
|----------|--|
| ART 220 | History of Art I |
| ART 230 | Introduction to Archaeology |
| ART 370 | Fieldwork in Archaeology or ART 399 Internship in Art and Archaeology |
| ART 470 | Seminar: Topics in Art History |
| INST 312 | Archaeology: Cultures, Technologies, Methods and Theories |

Two of the following:

| | |
|----------|-------------------------------|
| ARRL 330 | Archaeology of Ancient Israel |
| ART 332 | Aegean Archaeology |
| ART 340 | Art of Prehistory |
| ART 349 | Art of Egypt and Mesopotamia |
| ART 350 | Classical Art and Archaeology |
| ART 363 | Roman Art and Culture |

Three of the following; at least one must be outside the Art and Archaeology Department:

| | |
|----------|-----------------------------------|
| ART 201 | Meaning and Method in Art |
| ARLS 354 | Mesoamerican Art |
| ART 355 | Asian Art |
| ART 362 | Rome and Hollywood |
| ARTS 203 | Ceramics |
| ARTS 211 | Digital Photography |
| 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 |
| PLRL 205 | Classical Religion and Philosophy |

ART AND ARCHAEOLOGY MAJOR WITH ART EDUCATION CONCENTRATION (PRE K-12), B.A.

Students who wish to teach art at the preK-12 level should plan to major in Art and Archaeology with an Art Education Concentration. Students in this concentration receive a strong training in traditional studio media, including design, drawing, painting, photography, ceramics and printmaking; as well as in digital media and art history. Students who successfully complete this concentration will receive certification to teach in Maryland upon graduation, as well as reciprocity for teaching in certain other states.

The Art Education concentration provides for the development of broad-based knowledge and skills in the studio arts insuring that students will be thoroughly prepared to teach courses in design, drawing and painting, and in their choice of two additional media: painting, photography, ceramics or printmaking. The required course in photography and digital arts will introduce students to the uses of technology in the arts. Three courses in art history and an upper-level course in art history or archaeology will provide students with a solid grounding in the history and cultural contexts of the visual arts. An internship (i.e., a student teaching semester) will culminate teacher preparation.

Foundation courses (19 credits)

| | |
|----------|---------------------------------------|
| ARTS 101 | Design (4 credits) |
| ARTS 123 | Drawing I (3 credits) |
| ARTS 224 | Drawing II (3 credits) |
| ART 201 | Meaning and Method in Art (3 credits) |
| ART 220 | History of Art I (3 credits) |
| ART 221 | History of Art II (3 credits) |

Second level courses (15 credits)

| | |
|----------|--|
| ARTS 203 | Ceramics I (3 credits) |
| ARTS 211 | Digital Photography (3 credits) or ARTS 214 Darkroom Photography (3 credits) |
| ARTS 226 | Digital Arts (3 credits) |
| ARTS 234 | Relief Printmaking I (3 credits) or ARTS 235 Monotype Printmaking I (3 credits) |
| ARTS 237 | Painting I (3 credits) |

Upper-level requirements (12 credits)

| | |
|----------|--|
| ARTS 338 | Painting II (3 credits) |
| ARTS 311 | Photography II or ARTS 303 Ceramics II or ARTS 314 Relief Printmaking II (3 credits) or ARTS 315 Monotype Printmaking II or ARTS 322 Photojournalism |

An additional 300 level course in any medium (3 credits)

An additional 300 level art history or archaeology course (3 credits)

Education Program Prerequisites

The EDUC 204 Foundations for Effective Teaching course in the prerequisite portion of the Art Education Program prepares students for the professional sequences in Phases I, II and III. Along with this prerequisite course, students must complete one half day per week of field experience in a designated professional development school. While completing the prerequisite course, 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) |

Post Baccalaureate teacher certification candidates must pass Praxis I or MSDE accepted equivalent (e.g., SAT, ACT) as a prerequisite for admission into EDUC 204 and EDUC 223.

NOTE: Prior to enrolling in EDUC 204, the student must have a conference with the coordinator of secondary education.

Phase I (Student Internship):

Entry into Phase I is contingent upon (1) the successful completion of prerequisite courses, (2) successful performance in the prerequisite field experiences, (3) meeting Maryland's minimum passing score on PRAXIS I tests or MSDE acceptable equivalent (e.g., SAT, ACT) and (4) receiving a satisfactory overall recommendation from the Secondary Education Advisory Council. The courses in Phase I are prerequisites for all methods courses in Phase II and Phase III. Along with these Phase I courses, students must complete the equivalent of one half day

per week each semester of field experiences in a designated professional development school. By the end of Phase I, secondary education student interns must earn the score of “Proficient” or higher on their entry folio and submit an application for the yearlong teaching internship for acceptance into Phase II. Students may not enroll in the following courses until official acceptance into Phase I has been received. Students admitted to Hood with the Associate of Arts in Teaching (A.A.T.) have satisfied all lower-division teacher education program requirements and are eligible for admission into Phase I courses.

| | |
|----------|--|
| EDUC 308 | Psychological Foundations of Education (3 credits) |
| EDUC 345 | Instructional Assessment (2 credits) or EDUC 445 Secondary Instructional Assessment (2 credits) |
| EDUC 409 | Secondary Reading in the Content Area: Part I (3 credits) |
| EDUC 413 | Secondary Instruction (2 credits) |

Phase II (Yearlong Internship):

Entry into Phase II is contingent upon (1) the successful completion of Phase I courses, (2) successful performance in Phase I field placements, (3) 2.75 G.P.A. overall, (4) 2.75 G.P.A. in education courses (with no grade lower than a “C”), (5) 2.75 G.P.A. in the respective content area (with no grade lower than a “C”) (6) a score of “Proficient” or higher on the entry folio and (7) satisfactory overall recommendation from the Secondary Education Advisory Council. Along with the courses in Phase II, art education candidates must complete one and one-half days per week each semester of intern experiences in a designated professional development schools. Art education candidates may not enroll in the following courses until official acceptance into Phase II has been received:

| | |
|----------|---|
| EDUC 411 | Educational Methods in Student’s Teaching Field (3 credits) |
| EDUC 469 | Inclusion and Instruction (3 credits) |

Phase III (Yearlong Teaching Internship):

Entry into Phase III is contingent upon (1) the successful completion of Phase II courses, (2) successful performance in Phase II internship, (3) 2.75 G.P.A. overall, (4) 2.75 G.P.A. in education courses (with no grade lower than a “C”), (5) 2.75 G.P.A. in the respective content area (with no grade lower than a “C”) and (6) satisfactory recommendation from the Secondary Education Advisory Council. The art education teaching intern 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, the art education intern submits the exit folio, which must meet the rating score of “Proficient” or higher. Completion of Phase III and the certification program is contingent upon meeting the Maryland minimum passing scores on the PRAXIS II tests. Art education teaching interns may not enroll in the following courses until official acceptance into Phase III has been received:

| | |
|----------|--|
| EDUC 412 | Secondary Reading in the Content Area: Part II (3 credits) |
| EDUC 419 | Teaching Internship (12 credits) |

ART AND ARCHAEOLOGY MAJOR WITH ART HISTORY CONCENTRATION, B.A.

The art and archaeology major with art history concentration 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 and the history of film. 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 in ART 300.

The concentration 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 and archaeology major with art history concentration requires a minimum of 31 credits in art.

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 (ARTS)

Five additional courses in art history (ART), four at the 300 level or above, except ART 300, 335, 370 and 399.

While the major emphasizes art history, studio art supports and contributes to the curriculum. Hood offers courses in design, drawing, painting, photography, printmaking and ceramic arts. Visiting artists offer courses and frequently visit classes to enrich student learning experiences. Course work in studio art, as well as in art history and chemistry, is also essential for students considering a career in conservation.

ART AND ARCHAEOLOGY MAJOR WITH STUDIO ART CONCENTRATION, B.A.

The studio art concentration provides academic preparation for students planning to pursue professional careers in the visual arts, teaching, community art programs, museums, galleries and other cultural institutions. 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. Students will gain broad-based knowledge and skills in design, drawing, painting, photography, printmaking and ceramic art. A major in studio arts will provide educational opportunities to develop an understanding of movements and concepts in art, the ability to analyze formal design issues and apply accurate terminology to that analysis, the ability to express personal visual aesthetics inherent in a body of work, the ability to communicate their aesthetic intentions verbally and in written form, and the skills to create a body of work and present an exhibition to the public. The studio art concentration provides educational opportunities that both strengthen the analytical and creative thinking skills needed for diverse careers and give students experience in personal aesthetic expression.

Requirements for the Major

The art and archaeology major with studio art concentration requires a minimum of 35 credits in art.

The following are required:

| | |
|----------|--------|
| ARTS 101 | Design |
|----------|--------|

| | |
|----------|-----------------------|
| ARTS 123 | Drawing I |
| ART 220 | History of Art I |
| ART 221 | History of Art II |
| ART 361 | 20th Century Art |
| ARTS 469 | The Business of Art |
| ARTS 470 | Seminar in Studio Art |

In addition, students are required to complete:

9 credits in one medium, including two 300-level courses, from the following selection of studio art courses:

| | |
|----------|--|
| ARTS 203 | Ceramics I |
| ARTS 211 | Digital Photography or ARTS 214 Darkroom Photography |
| ARTS 224 | Drawing II |
| ARTS 234 | Relief Printmaking I |
| ARTS 235 | Monotype Printmaking I |
| ARTS 237 | Painting I |
| ARTS 303 | Ceramic Wheel |
| ARTS 304 | Ceramics: Sculpture/Handbuilding |
| ARTS 311 | Photography II |
| ARTS 312 | Photography III |
| ARTS 314 | Relief Printmaking II |
| ARTS 315 | Monotype Printmaking II |
| ARTS 316 | Selected Topics in Studio Art |
| ARTS 322 | Photojournalism |
| ARTS 324 | Drawing III |
| ARTS 334 | Advanced Printmaking |
| ARTS 338 | Painting II |
| ARTS 339 | Painting III |
| ARTS 343 | Intermediate Wheel |
| ARTS 344 | Drawing IV |
| ARTS 345 | Ceramic Sculpture |
| ARTS 375 | Independent Study |

One additional studio course (ARTS) outside the focus area

One additional course in art history (ART) at the 300 level or above, except ART 300, 335, 370 and 399.

BIOCHEMISTRY MAJOR, B.A.

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 many biomedical and biotechnology laboratories in the Frederick-Baltimore-Washington, D.C., area.

Requirements for the Major

| | |
|---------------|--|
| CHEM 101, 102 | General Chemistry I, II |
| CHEM 209, 210 | Organic Chemistry I, II |
| CHEM 215 | Quantitative Analysis |
| CHEM 270 | Chemical Literature |
| 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 | Senior Seminar |
| BIOL 110-129 | Biological Inquiry |
| BIOL 203 | Introduction to Cell Biology and Genetics |
| BIOL 331 | Microbiology |
| BIOL 339 | Cell Biology |
| MATH 201, 202 | Calculus I, II |
| PHYS 101, 102 | General Physics I, II or PHYS 203, 204 Introductory Physics I, II |

Recommended Courses

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

Curricular Directions in Biochemistry

Pre-Medical Studies

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

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 or 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 students develop the deductive reasoning skills necessary for a successful forensics career. In addition to the courses required for the major, and depending upon students' specific areas of interest, students may consider taking:

| | |
|----------|------------------------------|
| ANTH 201 | Introduction to Anthropology |
| BIOL 316 | Genetics |

| | |
|----------|---|
| CAEN 306 | Writing for Business and Management |
| CHEM 324 | Instrumental Methods of Analysis |
| CHEM 498 | Current Topics in Chemistry: Forensic Science |
| CMA 207 | Principles of Speech Communication |
| LWPS 230 | Introduction to Law |
| PSY 101 | Introduction to Psychology |

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.

Requirements for the Major

The B.A. degree in biology requires a minimum of 52 credits (37 credits in biology and 15 credits in related fields).

Basic Courses

| | |
|--------------|--|
| BIOL 110-129 | Biological Inquiry |
| CHEM 101 | General Chemistry I |
| CHEM 102 | General Chemistry II |
| CHEM 209 | Organic Chemistry I |
| MATH 112 | Applied Statistics or MATH 201 Calculus I |

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

Students with senior standing or second semester juniors with grades of “C-” or better who have completed the three biology core classes (BIOL 201, BIOL 202, BIOL 203) and four elective classes in biology at the 300 level or above or with permission of the department may enroll in capstone experiences.

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

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

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 (if not taken for math requirement in major) |
| MATH | 201 | Calculus I (if not taken for math requirement in major) |
| 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 who complete 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.

Curricular Directions in Biology

Curricular directions provide students with suggested combinations of courses that could best meet a student’s individual goals and interests; however, biology majors are not required to choose a particular curricular direction listed below. It is recommended 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

The integrative biology direction broadly prepares students for further study or work in biology. 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

The pre-medical direction is especially suited for students who wish to pursue a career in medicine, dentistry, veterinary medicine or an allied health field (e.g., nursing, physical therapy, physician’s assistant). Students are urged to meet with the health professions adviser in their first year. Recommended elective courses include:

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

Molecular Biology Direction

The molecular biology direction is recommended for students who are planning a career in research in molecular or cell biology or intend to pursue graduate studies in these fields. The molecular biology direction is also recommended for students considering careers in bioinformatics, forensics or drug discovery. Recommended elective courses include:

- cell biology
- genetics
- principles and methods in molecular genetics
- microbiology
- immunology
- protein biochemistry
- biochemistry of intermediary metabolism
- molecular biology eukaryotic cell

Microbiology Direction

The microbiology direction is well-suited for students who are planning a career in research in microbiology or immunology or intend to pursue graduate studies in these fields. 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
- cell biology
- mechanisms of infectious disease
- genetics
- virology
- immunology
- principles and methods in molecular genetics

Ecology Direction

The ecology direction is recommended for students who are planning a career in research in ecology, evolutionary biology or environmental biology or intend to pursue graduate studies in these fields. 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
- animal behavior
- aquatic biology
- invertebrate zoology
- field biology
- plant form and function
- plant ecology
- vertebrate physiology

Secondary Education Direction

The secondary education direction is recommended for students who wish to pursue a career in teaching biology. Recommended elective courses include:

- genetics
- plant form and function
- vertebrate physiology
- field biology
- microbiology
- 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 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, U.S. Army Medical Research Institute for Infectious Diseases and U.S. Department of Agriculture. 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.

Coastal Studies Semester

Hood's Coastal Studies Semester takes place during the fall semester (August to December). The curriculum combines 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 augment class discussions, lab investigations and fieldwork. An interdisciplinary research practicum weaves together scientific, historical and cultural threads to unify the semester-long experience. Students earn 14 to 16 semester hours of academic credit through successful completion of courses. The courses offered may vary from year to year. See *Coastal Studies Semester* for more information on the program.

Students can also obtain a minor in Coastal Studies by successfully completing the fall semester and participating in Coastal Studies Field Experiences, three-week courses that are offered during January and summer semesters. The minor is largely travel-based and designed to provide students with both textbook and first-hand knowledge of environmental challenges currently facing coastal regions. Consult the *Minors* section of the catalog for specific information.

Duke University Marine Sciences Education Consortium (MSEC)

Hood College maintains a close relationship with the Duke University Marine Laboratory in Beaufort, N.C. At the invitation of the University, Hood has made that relationship even stronger by joining the Duke University Marine Sciences Education Consortium. 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
Barrier Island Ecology
Beach and Island Geological Processes
Biochemistry of Marine Animals
Biological Oceanography
Coastal Ecosystem Processes
Coastal Ecotoxicology and Pollution

Conservation Biology and Policy
Environmental Biochemistry
Marine Ecology
Marine Fisheries Policy
Marine Invertebrate Zoology
Marine Mammals
Physiology of Marine Animals

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 students' 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, D.C., technology corridors.

Requirements for the Major

| | |
|---------------|--|
| CHEM 101, 102 | General Chemistry I, II |
| CHEM 209, 210 | Organic Chemistry I, II |
| CHEM 215 | Quantitative Analysis |
| CHEM 270 | Chemical Literature |
| CHEM 301 | Biological Chemistry I |
| 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 | Senior Seminar |
| MATH 201, 202 | Calculus I, II |
| PHYS 101, 102 | General Physics I, II or PHYS 203, 204 Introductory Physics I, II |

Additional courses in mathematics, computer science and intermediate-level physics are recommended for all chemistry majors. MATH 203 Calculus III; MATH 304 Differential Equations; and MATH 339 Linear Algebra are especially useful courses. Students interested in physical, analytical or theoretical chemistry should consider taking at least two of these courses. Students who plan to enter graduate school in chemistry should have a reading knowledge of a foreign language.

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

The chemistry major will provide excellent preparation for students who are pursuing a career in medicine, dentistry, veterinary medicine, pharmacology, nursing or an allied health field. In order to prepare for the Medical College Admission Test or the Dental Admission Test, students should complete the following courses by the end of their junior year:

| | |
|-------------------------|--|
| BIOL Courses | 8 credits in biology at the 200 level (BIOL 202 and BIOL 203 are recommended) |
| 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 or 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

For students 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

For students 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 students develop the deductive reasoning skills necessary for a successful forensics career. In addition to the courses required for the major, and depending upon specific areas of interest, students can consider taking:

| | |
|----------|---|
| ANTH 201 | Introduction to Anthropology |
| BIOL 203 | Introduction to Cell Biology and Genetics |
| CAEN 306 | Writing for Business and Management |
| CHEM 301 | Biological Chemistry I |
| CHEM 498 | Current Topics in Chemistry: Forensic Science |
| CMA 207 | Principles of Speech Communication |
| LWPS 230 | Introduction to Law |
| PSY 101 | Introduction to Psychology |

Secondary Education Studies

Students who intend to pursue a career as a chemistry teacher at the secondary level 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, in addition to the courses required for the chemistry major and the education major, in order to earn certification, the state of Maryland requires that students complete:

| | |
|--------------|-----------------------------------|
| BIOL 110-129 | Any introductory topic course and |
| BIOL 202 | Physiology of Plants and Animals |

More information about secondary education requirements is available in the Department of Education listings. Completing the teacher education requirements may require time beyond the four years of a B.A. program.

COASTAL STUDIES SEMESTER

Hood's Coastal Studies Semester takes place during the fall semester (August to December). The curriculum combines 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 augment class discussions, lab investigations and fieldwork. An interdisciplinary research practicum weaves together scientific, historical and cultural threads to unify the semester-

long experience. Students earn 14 to 16 semester hours of academic credit through successful completion of courses. The courses offered may vary from year to year.

The following list represents a sample of possible course offerings:

Coastal Community Ecology (4 credits)

The Chesapeake Bay: Human Impacts on a Natural System (3 credits)

Coastal Oceanography (4 credits)

Coastal Studies Practicum (2 credits)

Throughout the semester, students and faculty travel throughout the mid-Atlantic region and use nationally known coastal research facilities as a base of operations for one- to two-week intervals. The facilities used may vary from year to year and may include:

The Chesapeake Biological Laboratory, Solomons, Md.

The Marine Science Consortium at Wallops Island, Va.

The Virginia Institute of Marine Sciences' Eastern Shore Laboratory, Wachapreague, Va.

Hood College, Frederick, Md.

Short stops of one to two days at various other locations of interest, such as the historic St. Mary's City, Jamestowne, Williamsburg or Horn Point and Oxford Laboratories, are an integral part of the semester.

Students can also obtain a minor in coastal studies by successfully completing the fall semester and participating in Coastal Studies Field Experiences, which are three-week courses that are offered during January and summer semesters. The Coastal Studies Semester and an additional Coastal Studies Field Experience course comprise the largely travel-based minor, which is designed to provide students with both textbook and first-hand knowledge of environmental challenges currently facing coastal regions. Consult the *Minors* section of the catalog for specific information.

Contact the coastal studies semester coordinator in the Department of Biology for more details.

COMMUNICATION ARTS MAJOR, B.A.

The program in communication arts is offered by the Department of English. The major is designed to prepare students for careers in converging media, including such applications as print news reporting and editing, magazine writing, broadcasting, digital media, public relations and online journalism. Communication arts offers a 42-credit major. Students interested in particular specialties, such as journalism, public relations, film studies and digital media, are guided to choose history, theory and skills courses that address those fields.

Internships are integral to the program. Students have worked at public relations firms, non-profit agencies, web-based publications, newspapers, magazines, television and radio stations, museums and other locations.

Requirements for the Major

A minimum of 42 credits in communication arts at or above the 200 level (excluding independent study) is required.

Required Courses

| | |
|---------|------------------------------------|
| 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 260 | Feature Writing |
| CMA 304 | Online Journalism |
| CMA 305 | Communications Law |

| | |
|---------|--|
| CMA 370 | Practicum or CMA 399 Internship in Communications |
| CMA 470 | Seminar in Media Issues |

History/Theory Courses (choose at least one)

| | |
|---------|--|
| CMA 204 | Media History |
| CMA 280 | Screen Craft |
| CMA 310 | Public Relations |
| CMA 312 | Introduction to Communication Research |
| CMA 350 | Television in America |

Skills Courses (choose at least three)

| | |
|----------|---|
| CMA 246 | Graphics or CAIT 221 Applied Computer Graphics |
| CMA 281 | Introduction to Screen Writing |
| CMA 302 | Visual Media Production II |
| CMA 303 | Advanced Reporting |
| CAEN 306 | Writing for Business and Management |
| CMA 313 | Writing for Public Relations |
| CMA 320 | Broadcast Writing and Reporting |
| CMA 336 | Graphic Design II |
| CMA 411 | Public Relations Campaigns |

Electives

| | |
|----------|--------------------------------------|
| CAEN 202 | Intermediate Expository Writing |
| CMA 242 | Persuasion |
| CMA 299 | Special Topics in Communication Arts |
| CMA 375 | Independent Study |

Communication Arts Major with Optional Digital Media Concentration

| | |
|----------|--|
| ART 220 | History of Art I or ART 221 History of Art II |
| ARTS 101 | Design |
| ARTS 211 | Digital Photography |
| CMA 200 | Mass Media and Society |
| CMA 201 | News Writing |
| CMA 204 | Media History |
| CMA 207 | Principles of Speech Communication |
| CMA 226 | Visual Media Production |
| CMA 246 | Graphics |
| CMA 260 | Feature Writing |
| CMA 304 | Online Journalism |
| CMA 305 | Communications Law |
| CMA 320 | Broadcast Writing and Reporting |
| CMA 350 | Television in America or ART 305 The Youngest Art: History of Photography |
| CMA 370 | Practicum or CMA 399 Internship in Communications |
| CMA 470 | Seminar in Media Issues |

Graphics Track:

| | |
|---------|--------------------------------|
| CMA 336 | Graphic Design II (3 credits) |
| CMA 337 | Graphic Design III (3 credits) |

Video Track:

| | |
|---------|---|
| CMA 302 | Visual Media Production II (3 credits) |
| CMA 402 | Visual Media Production III (3 credits) |

Photography Track:

| | |
|----------|-----------------------------|
| ARTS 311 | Photography II (3 credits) |
| ARTS 322 | Photojournalism (3 credits) |

COMPUTER SCIENCE MAJOR, B.S.

The major in computer science is intended to prepare students for employment in a computer-intensive field, or for graduate study in computer science. All students in this program must meet the following degree requirements:

Mathematics, Statistics, Quantitative Analysis and Science (30 credits):

| | |
|----------|----------------------|
| MATH 112 | Applied Statistics |
| MATH 201 | Calculus I |
| MATH 202 | Calculus II |
| MATH 207 | Discrete Mathematics |

Additional courses in science and/or mathematics for a total of 30 credits in science and mathematics

Requirements for the Major

All candidates for the degree must earn at least 44 credits in computer science courses 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.

| | |
|----------|---|
| CS 284 | Computer Science I |
| CS 287 | Computer Science II |
| CS 326 | Computer Organization and Design |
| CS 419 | Advanced Data Structures |
| CS 420 | Algorithm Analysis |
| CS 424 | Principles of Software Engineering |
| CSIT 430 | Applied Database Concepts |
| CS 464 | Operating Systems |
| CS 471 | Programming Languages: Their Design and Compilation |
| CS 474 | Capstone Proseminar |
| CS 475 | Senior Project |
| INST 302 | The Impact of Computers on Society |

Computer Science Electives (9 credits)

The major requires 9 credits of 300-level or above computer science elective courses, of which no more than 3 credits may be an internship or assistantship.

ECONOMICS MAJOR, B.A.

The faculty of economics is a community of teacher-scholars engaged in theoretical, empirical and historical approaches to the study of the global economy and the varieties of capitalism extant in the world today. The faculty aims to create a collaborative teaching, learning and research environment emphasizing global awareness, environmental sensitivity and the synergies between theory and practice. Students majoring in economics are expected to acquire competencies in theory and empirical analyses, to adopt either an international or political concentration in their course work or to design their own major in consultation with two faculty members in economics. Individually designed majors are required to complete all core economics course requirements. Majors are required to participate in our lecture series and are strongly encouraged to spend either a semester, year or summer studying abroad. Majors are also encouraged to work with a faculty member in economics on at least one research project. A 3-credit internship in a major international city such as Washington, D.C., is recommended.

Requirements for the Major

The economics major requires a minimum of 34-39 credits in economics at the 200 level or above.

All majors must take the following core economics courses:

| | |
|----------|---|
| ECON 200 | Principles of Economics or ECON 205 Principles of Macroeconomics and ECON 206 Principles of Microeconomics |
| ECON 305 | Macroeconomic Analysis |

| | |
|----------|-----------------------------|
| ECON 306 | Microeconomic Analysis |
| ECON 452 | History of Economic Thought |
| ECON 470 | Seminar |

All majors must also take:

| | |
|----------|---|
| ECMG 212 | Statistics for Economics and Management |
| MATH 201 | Calculus I |

An internship (ECON 399—3 credits) is recommended. All majors are strongly encouraged to participate in a study abroad semester, year or summer.

All economics majors specialize in either international economics, political economy or design their own major with at least two faculty members in economics.

Majors specializing in International Economics are required to take all of the courses required of all majors listed above plus:

| | |
|----------|---|
| ECON 324 | International Trade |
| ECON 460 | International Finance and Open Economy Macroeconomics |
| ECON 480 | Econometrics |

and 9 credits from the following:

| | |
|----------|--------------------------------------|
| ECMG 303 | Principles of Finance and Investment |
| ECON 310 | Environmental Economics |
| ECON 316 | Game Theory |
| ECON 317 | Economics of Development |
| ECON 320 | Women in the World Economy |
| ECON 326 | Industrial Organization |
| ECON 328 | Labor Economics |
| ECON 410 | Public Economics |
| ECPS 414 | Environmental Policy |
| ECMG 478 | International Financial Management |
| PSCI 303 | Public Policy Analysis |

Majors specializing in Political Economy are required to take all of the courses required of all majors listed above plus:

| | |
|----------|------------------------------|
| ECON 318 | Comparative Market Economies |
| ECON 326 | Industrial Organization |
| ECON 410 | Public Economics |

and 9 credits from the following:

| | |
|----------|---|
| ECON 310 | Environmental Economics |
| ECON 316 | Game Theory |
| ECON 317 | Economics of Development |
| ECON 319 | Transitional Economies |
| ECON 320 | Women in the World Economy |
| ECON 324 | International Trade |
| ECON 328 | Labor Economics |
| ECPS 414 | Environmental Policy |
| ECON 460 | International Finance and Open Economy Macroeconomics |
| ECON 480 | Econometrics |
| PSCI 303 | Public Policy Analysis |

Students planning to pursue a doctorate in economics should also take:

ECON 480 Econometrics; MATH 202 Calculus II; MATH 203 Calculus III; MATH 304 Differential Equations; MATH 339 Linear Algebra; MATH 351 Probability and Statistics; and MATH 453 Introduction to Real Analysis.

EDUCATION MAJORS AND CERTIFICATION PROGRAMS

Certification Options

Students may enter certification programs as undergraduates majoring in early childhood education, dual certification in elementary and special education or secondary education in a specific subject area. ECE majors may complete a minor. Students who are seeking secondary certification must choose a major in the intended secondary subject teaching area. Multidisciplinary breadth for all students is demonstrated through completion of additional general education courses beyond Hood's Core Curriculum. See program requirements for details.

Hood's Department of Education offers teacher certification programs for holders of a baccalaureate degree. They may become certified to teach in early childhood education, dual certification in elementary and special education and secondary education in the subject areas of art (preK-12), biology, chemistry, English, French, history, mathematics and Spanish. A 2.75 G.P.A. on a 4.0 G.P.A. scale in baccalaureate work is required. Students who select this option must meet certification requirements through satisfactory completion of their program's required content and professional education courses. Contact the Admission 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 and the National Council for the Accreditation of Teacher Education (NCATE) using nationally recognized standards. 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 or to the Title II Institutional Report attachment in this catalog.

Program Components

Continuous Field Experiences: 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 ongoing development of both pre- and in-service teachers.

Performance Assessment: In order to begin the intensive, yearlong internship (Phase II/III) all teacher certification candidates submit an electronic entry folio. Exit folios, submitted during the last semester of the yearlong internship and earning a score of Proficient or better, are required for completion of the certification programs.

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 G.P.A. on a 4.0 scale and a 2.75 G.P.A. in education courses at Hood College for admittance into the extended internship of the teacher certification programs. Students are expected to maintain a 2.75 cumulative G.P.A. 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 nearly all 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.

e-Portfolio: All education programs require the candidates who intend to be program completers to use the Chalk and Wire e-Portfolio system to create a program e-Portfolio with specified performance assessments and activities. Candidates enrolling in EDUC 204 will begin to post their coursework electronically and will use the e-Portfolio for the remainder of their coursework in education. Transfer students will begin using the e-Portfolio system upon entering the education program at Hood.

EARLY CHILDHOOD EDUCATION MAJOR, B.A.

The early childhood education program is designed to prepare and certify teacher candidates to teach young children. 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 preschool, kindergarten and grades 1-3. The Phase III teaching internship requires two placements, one in kindergarten and one in a primary classroom. Beginning in the prerequisite phase, students have the unique opportunity to observe in the Onica Prall Child Development Laboratory School on campus, which offers preschool for children ages 3-4. The ECE program includes many field experiences and is based conceptually on the INTASC Principles and the NAEYC Standards.

Requirements for the Early Childhood Education Program

Three phases comprise the teacher certification program in ECE, each of which has specific course requirements and field experiences.

The ECE certification program requires students 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, MATH 120, MATH 201 or MATH 207; 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 Components

The early childhood education major is divided into sequential steps consisting of Prerequisite, Phase I, Phase II and Phase III. The departmental unit assessment plan features a checkpoint at each step through which students must pass before advancing to the next phase.

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 field experiences in designated professional development schools and at the Onica Prall Child Development Laboratory School. 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) |
| EDUC 224 | Processes and Acquisition of Reading (3 credits) |
| EDUC 236 | Children and Youth with Exceptionalities (3 credits) |

Phase I: Entry to Phase I is contingent upon (1) successful completion of prerequisite courses, (2) successful performance in prerequisite field experiences, including a half-day assignment in the Onica Prall Child Development Laboratory School, (3) minimum 2.75 G.P.A. overall and in education courses, (4) meeting Maryland's minimum passing score on Praxis I or MSDE acceptable equivalent (e.g., SAT, ACT) and (5) endorsement by the Early Childhood Education Advisory Council. By the end of Phase I, ECE students submit their entry folio and application for entrance into Phase II. Students admitted to Hood with the Associate of Arts in Teaching (A.A.T.) have satisfied all lower-division teacher education program requirements and are eligible for admission into Phase I courses.

| | |
|----------|--|
| EDUC 316 | Reading Instruction (3 credits) |
| EDUC 320 | Science Curriculum, Methods and Materials (3 credits) |
| EDUC 323 | Infants and Toddlers: Foundations and Methods (4 credits) |
| EDUC 324 | Theory and Practice in Early Childhood Education (4 credits) |
| EDUC 330 | Social Studies Curriculum, Methods and Materials (2 credits) |
| EDUC 345 | Instructional Assessment (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 experiences, (3) minimum 2.75 G.P.A. overall and in education courses, (4) a score of "Emergent" or higher on the entry folio and (5) endorsement by the Early Childhood Education Advisory Council. Phase II is the initial semester of the yearlong internship. Students participate in full-time course work and field experiences in a designated PDS (professional development school). Phase II courses are only open to students admitted to the yearlong internship. Phase II courses must be taken concurrently. When Phase II students are not in class, they are interning in a PDS. While in Phase II, students should be completing their PRAXIS II tests (10022 Early Childhood Knowledge and 10521 Principles of Teaching and Learning Early Childhood Education).

| | |
|----------|---|
| EDUC 317 | Materials for Teaching Reading (3 credits) |
| EDUC 321 | Mathematics Curriculum, Methods and Materials (3 credits) |
| EDUC 340 | Assessment for Reading Instruction (3 credits) |
| EDUC 347 | Classroom Organization and Management (3 credits) |
| EDUC 360 | Introduction to Teaching Seminar and Internship (3 credits) |

Phase III: Entry into Phase III is contingent upon (1) successful completion of Phase II courses, (2) successful performance in Phase II internship, (3) minimum 2.75 G.P.A. overall and in education courses and (4) endorsement by the Early Childhood Education Advisory Council. The ECE student will be engaged in a full-time teaching internship in designated professional development schools. Phase III courses are only open to students who have successfully completed Phase II and have been approved to continue in the yearlong internship. Toward the end of Phase III and in partial fulfillment of program requirements, the ECE student submits the exit folio, which must meet the overall rating of "Proficient" or higher. Completion of Phase III and the certification program is contingent upon meeting Maryland's minimum passing score on the two ECE Praxis II tests.

| | |
|----------|--|
| EDUC 459 | Teaching Internship in Kindergarten and Primary Grade (12 credits) |
| EDUC 460 | Professional Development Seminar (2 credits) |

DUAL CERTIFICATION IN ELEMENTARY/ SPECIAL EDUCATION MAJOR, B.A.

The elementary/special education program is designed to prepare and certify teachers for dual certification in elementary and special education. Today's special education and general education children are frequently taught together in the same classroom. The philosophy of inclusion supports this approach. The dual certification major strengthens the preparation of teacher candidates to instruct both special education and general education children who will be assigned to their classrooms. It meets the federal requirement for preparing "highly qualified teachers" a part of the "No Child Left Behind" legislation.

Successful completion of the dual certification in elementary/special education program and attainment of Maryland state minimum passing scores on Praxis I and II lead to Maryland initial teaching certification in elementary and special education. Program completers are prepared to teach children with and without disabilities in regular and inclusion classrooms at grade levels 1-8. The focus within special education is on teaching students with mild and moderate disabilities who have learning disabilities, mental retardation and/or emotional disturbance. Additionally, program graduates are prepared to work effectively in collaborative teams of both special and general education teachers and school specialists. The dual certification program in elementary/special education includes many field experiences and a yearlong internship based conceptually on the Maryland State Department of Education's "Redesign of Teacher Education." The yearlong experiences during the final two semesters feature an internship in an elementary classroom and in a special education program.

Requirements for the Dual Certification Elementary/Special Education Program

Three phases comprise major and teacher certification program in elementary/special education, each of which has specific course requirements and field experiences.

The elementary/special education certification program requires students 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, MATH 120, MATH 201 or MATH 207; 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 Components

The dual certification in elementary/special education major is divided into sequential steps consisting of Prerequisite, Phase I, Phase II and Phase III. The departmental unit assessment plan features a checkpoint at each step through which students must pass before advancing to the next phase.

Program Prerequisites

The courses in the prerequisite portion of the dual certification in elementary/special education program prepare students for the professional sequences in Phases I, II and III. Along with these prerequisite courses, students must complete field experiences in designated professional development schools. While completing prerequisite courses, dual certification in elementary/special education 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) |
| EDUC 224 | Processes and Acquisition of Reading |
| EDUC 236 | Children and Youth with Exceptionalities (3 credits) |

Phase I: Entry to Phase I is contingent upon 1) successful completion of prerequisite courses, 2) maintaining a 2.75 G.P.A. in education courses and overall G.P.A., 3) successful performance in prerequisite field experiences, 4) meeting Maryland's minimum passing score on Praxis I or MSDE acceptable equivalent (e.g. SAT, ACT) and 5) endorsement by the Program Advisory Council. By the end of Phase I, students submit their entry folio and apply for entrance into Phase II. Students admitted to Hood with the Associate of Arts in Teaching (A.A.T.) have satisfied all lower-division teacher education program requirements and are eligible for admission into Phase I courses.

| | |
|----------|---|
| EDUC 316 | Reading Instruction (3 credits) |
| EDUC 320 | Science Curriculum, Methods and Materials (3 credits) |
| EDUC 330 | Social Studies Curriculum, Methods and Materials (2 credits) |
| EDUC 345 | Instructional Assessment (2 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) maintaining a 2.75 G.P.A. overall and in education courses, 4) a score of “Basic” or higher on the entry folio and 5) endorsement by the Program Advisory Council. Phase II is the initial semester of the yearlong internship. Students participate in full-time course work and field experiences in a designated PDS. Phase II courses are only open to students admitted to the yearlong internship. Phase II courses must be taken concurrently. When Phase II students are not in class, they are interning in a PDS. While in Phase II, students should be completing their PRAXIS II tests (10014 Elementary Education: Content Area Exercises; 10012 Elementary Education: Pedagogy; and 10354 Special Education: Core Knowledge and Applications).

| | |
|----------|---|
| EDUC 317 | Materials for Teaching Reading (3 credits) |
| EDUC 321 | Mathematics Curriculum, Methods and Materials (3 credits) |
| EDUC 340 | Assessment for Reading Instruction (3 credits) |
| EDUC 347 | Classroom Organization and Management (3 credits) |
| EDUC 360 | Introduction to Teaching Seminar and Internship (3 credits) |

Phase III: Entry into Phase III is contingent upon 1) successful completion of Phase II courses, 2) successful performance in Phase II internship, 3) maintaining a 2.75 G.P.A. overall and in education courses and 4) endorsement by the Program Advisory Council. The dual certification program in elementary/special education student will be engaged in a full-time teaching internship in designated professional development schools. Phase III courses are only open to students who have successfully completed Phase II and have been approved to continue in the yearlong internship. Toward the end of Phase III and in partial fulfillment of program requirements, the student submits the exit folio, which must meet the rating score of “Proficient” or higher. Completion of Phase III and the certification program is contingent upon meeting Maryland’s minimum passing score on Praxis II tests.

| | |
|----------|--|
| EDUC 449 | Teaching Internship in Elementary/Special Education (12 credits) |
| EDUC 460 | Professional Development Seminar (2 credits) |

SECONDARY EDUCATION CERTIFICATION

To obtain Maryland teaching certification at the secondary level, grades 7-12, students major at Hood College or another accredited institution in one of the following academic fields: art (preK-12), biology, chemistry, English, French, history, mathematics or Spanish. Three phases comprise the teacher certification program in secondary education, each of which has specific course requirements and field experiences based on the Interstate New Teacher Assessment and Support Consortium Principles.

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 academic fields in which Hood offers secondary teacher certification. (Students from other institutions with related majors such as zoology, environmental science, journalism, etc., must present courses that are equivalent to all courses required for the Hood major in the discipline in which the student is pursuing teacher certification.) Additional content-area coursework may be required of post-baccalaureate candidates to ensure compliance with professional standards.

- 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 G.P.A., a 2.75 G.P.A. in education courses (with no grade lower than a “C”) and a 2.75 G.P.A. in the respective content area (with no grade lower than a “C”) on a 4.0 scale throughout Phase I and Phase II of the program.
- Attainment of state minimum scores on all state required Praxis I tests (or SAT/ACT equivalent) prior to entrance into Phase I of the teacher certification program.
- Satisfactory assessment of entry and exit folios.
- Satisfactory evaluation of professional development school (PDS) field experiences.
- 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.

Program Prerequisites:

The EDUC 204, Foundations for Effective Teaching, course in the prerequisite portion of the secondary education program prepares students for the professional sequences in Phases I, II and III. Along with this prerequisite course, secondary education students must complete one-half day per week of field experiences in a designated professional development school. While completing the prerequisite course, secondary education students must take the Praxis I tests (or SAT/ACT equivalent) and obtain the minimum composite passing score required by the state of Maryland.

EDUC 204 Foundations for Effective Teaching (3 credits)
 EDUC 223 Child Development (3 credits) (Art Education only)

Post-baccalaureate teacher certification candidates must pass Praxis I or MSDE accepted equivalent (e.g., SAT, ACT) as a prerequisite for admission into EDUC 204.

NOTE: *Prior to enrolling in EDUC 204, the student must have a conference with the coordinator of secondary education.*

Phase I (Student Internship): Entry to Phase I is contingent upon 1) successful completion of the prerequisite course, 2) successful performance in the prerequisite field experiences, 3) meeting Maryland’s minimum passing score on the Praxis I tests or MSDE acceptable equivalent (e.g., SAT, ACT) and 4) receiving a satisfactory overall recommendation from the Secondary Education Council. The courses in Phase I are prerequisites for all methods courses in Phase II and Phase III. Along with these Phase I courses, secondary education interns must complete the equivalent of one-half day per week of field experiences in a designated secondary professional development school (PDS). By the end of Phase I, secondary education student interns must earn the score of “Proficient” or higher on their entry folio and submit an application for the yearlong teaching internship for acceptance into Phase II. Students admitted to Hood with the Associate of Arts in Teaching (A.A.T.) have satisfied all lower-division teacher education program requirements and are eligible for admission into Phase I courses.

EDUC 308 Psychological Foundations of Education (3 credits)
 (Prerequisite: PSY 101 or equivalent)
 EDUC 409 Secondary Reading in the Content Area: Part I (3 credits)
 EDUC 413 Secondary Instruction (2 credits)
 EDUC 445 Secondary Instructional Assessment (2 credits)

Phase II (Yearlong Teaching Internship): Entry into Phase II is contingent upon 1) successful completion of the Phase I courses, 2) successful performance in the Phase I field experiences, 3) an overall G.P.A. of 2.75 or higher, 4) a G.P.A. of 2.75 or higher in all

education courses completed and no grade lower than a “C,” 5) a G.P.A. of 2.75 or higher in all courses completed in the content major (with no grade lower than a “C”), 6) a score of “Proficient” or higher on the entry folio, 7) a satisfactory recommendation from the content major department and 8) an overall satisfactory recommendation from the Secondary Education Council. Along with the courses in Phase II, the secondary education interns must complete the equivalent of one and one half days per week of field experience in a designated secondary professional development school. Secondary Education interns may not enroll in the following courses until official acceptance into Phase II.

EDUC 411 Educational Methods in Student’s Teaching Field (3 credits)

EDUC 469 Inclusion and Instruction (3 credits)

Phase III (Yearlong Teaching Internship): Entry into Phase III is contingent upon 1) successful completion of the Phase II courses, 2) successful performance in the Phase II internship, 3) an overall G.P.A. of 2.75 or higher, 4) a G.P.A. of 2.75 or higher in all education courses completed and no grade lower than a “C,” 5) a G.P.A. of 2.75 or higher in all courses completed in the content major (with no grade lower than a “C”) and 6) a satisfactory recommendation from the Secondary Education Council. The secondary education teaching intern will be engaged in a full-time teaching internship in a designated secondary professional development school. Toward the end of Phase III and in partial fulfillment of program requirements, the teaching intern submits the exit folio, which must meet the rating score of “Proficient” or higher. Completion of Phase III and the certification program is contingent upon meeting Maryland’s minimum passing scores on the Praxis II tests. Teaching interns in the secondary education program have one year from the completion of the teaching internship to pass the Praxis II tests and to complete all other program requirements in order to be designated an official program completer. It is the responsibility of the intern to inform the education department upon completion of all requirements. Secondary education interns may not enroll in the following courses until official acceptance into Phase III.

EDUC 412 Secondary Reading in the Content Area, Part II (3 credits)

EDUC 419 Teaching Internship (12 credits)

ENGINEERING DUAL DEGREE, B.A./B.S.

Engineering is a profession that offers many opportunities to both women and men. A liberal arts background combined with a major in mathematics and technical training gives a prospective engineer an added academic dimension.

In cooperation with The 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 The 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 mathematics department. Advisers at both Hood and George Washington 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 The George Washington University. The engineering programs available at The George Washington University are biomedical, civil, electrical, computer, mechanical and systems 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 ensure that the courses taken at Hood will satisfy the requirements of The George Washington University School of Engineering and Applied Science. In particular, a student must earn 18 to 21 credits in humanities and social science courses that are acceptable to The George Washington University.

The following science and mathematics courses must be taken at Hood.

| | |
|--------------------|---|
| CHEM 101, 102 | General Chemistry I, II |
| CS 284 | Computer Science I |
| MATH 320 | Modeling and Simulation or 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 and Statistics |
| MATH 440 | Introduction to Abstract Algebra |
| 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 |

(MATH 320 is required for prospective electrical engineering students.)

ENGLISH MAJOR, B.A.

The English department offers a variety of courses designed to expose the student to a wide range of literary texts and critical approaches. In English classes, students read, analyze and write about literature from a number of historical periods. The faculty provides the personal attention that enables each student to learn to write well, to think critically and thus to acquire the skills necessary for success in any profession. We believe that such study enhances the love and appreciation of literature, exercises the imagination and frees 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, 15 credits of which must be 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 complete at least 12 credits in English at Hood. The senior seminar (ENGL 470) must be taken at Hood.

Students will choose one of two concentrations: Literature or Creative Writing. In each concentration, the student must fulfill a requirement that involves historical breadth and one literary genre; all concentrations culminate in the senior seminar (ENGL 470)..

Literature Concentration

Historical Breadth (6 to 12 credits):

Students must take either ENGL 222 or two courses in literature before 1800. The English department, through the advising process, will determine which courses fulfill the pre-1800 requirement..

Students must take either ENGL 223 or two courses in literature after 1800. The English department, through the advising process, will determine which courses fulfill the post-1800 requirement..

Genre (3 credits):

Students must take at least one course that focuses on a specific genre (ENGL 270-289)—fiction, drama or poetry.

Comparative Topic (3 credits):

Students must take at least one course that offers a comparative perspective on literature—across cultures, artistic modes, media, etc. The English department, through the advising process, will determine which courses fulfill the comparative topic requirement.

Writers of Significance (3 credits):

Students must take at least one course that focuses on one, two or three authors: ENGL 340-359, ENGL 313, 318, 330, 414 or HON 308.

Senior Seminar (3 credits):

Students must take the Senior Seminar, a capstone course in literary theory and criticism (ENGL 470).

Creative Writing Concentration**Historical Breadth (6 to 12 credits):**

Students must take either ENGL 222 or two courses in literature before 1800. The English department, through the advising process, will determine which courses fulfill the pre-1800 requirement..

Students must take either ENGL 223 or two courses in literature after 1800. The English department, through the advising process, will determine which courses fulfill the post-1800 requirement..

Genre (6 credits):

Students must take two courses in two different genres from courses numbered ENGL 270-289)—fiction, drama or poetry.

Creative Writing (9 credits):

Students must take ENGL 219 and two of the following courses: CMA 281, ENGL 420, ENGL 421 or ENTH 303.

Writers of Significance (3 credits):

Students must take at least one course that focuses on one, two or three authors: ENGL 340-359, ENGL 313, 318, 330, 414 or HON 308.

Senior Seminar (3 credits):

Students must take the Senior Seminar, a capstone course in literary theory and criticism (ENGL 470).

English Secondary Education Certification

English majors may obtain certification to teach English at the secondary level in Maryland, with 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 222 | British Literature through the 18th Century |
| ENGL 223 | American Literature |
| ENGL 313 | Shakespeare |
| ENGL 405 | The English Language |
| ENGL 410 | Literature for Adolescents |
| ENGL 470 | Seminar |
| 3 credits in a thematic course (250-269) | |
| 3 credits in a genre course (270-289) | |
| CAEN 202 | Intermediate Expository Writing |

One of the following two courses:

| | |
|----------|------------------------------------|
| CMA 207 | Principles of Speech Communication |
| THEA 101 | Elements of Acting |

3 credits of a literature of diversity course from among the following (or equivalent approved for content by the Chair of the English Department and the secondary education program coordinator):

| | |
|----------|---|
| AFEN 265 | African-American Voices Before the 20th Century |
| AFEN 266 | The Harlem Renaissance and Beyond: 20th Century African-American Literature |
| ENGL 280 | 20th Century Ethnic Narratives: Writing Ourselves into America |
| ENGL 346 | Erdrich, Silko, Alexie |
| ENGL 361 | Primal Literature |
| ENHN 463 | International Currents in Modern Fiction |

Students also must meet the requirements specified by the education department.

ENVIRONMENTAL SCIENCE AND POLICY MAJOR, B.A.

Program Director: Eric Kindahl

Please see *Undergraduate Departments, 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 Aquarium in Baltimore, the Nature Conservancy, the U.S. Department of Agriculture, the National Park Service and the U.S. Environmental Protection Agency.

This hands-on 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, directed by Drew Ferrier.

Requirements for the Major

| | |
|---------------|--|
| BIOL 201 | Evolution and Ecology |
| BIOL 202 | Physiology of Plants and Animals |
| CHEM 101, 102 | General Chemistry I, II |
| ECON 206 | Principles of Microeconomics |
| ENSP 101 | Environmental Problems |
| ENSP 102 | Environmental Science Laboratory |
| ENSP 470 | Seminar: Environmental Impact Analysis |
| PSCI 203 | Introduction to U.S. Politics or PSCI 210 Comparative Politics or PSCI 215 International Relations |
| ECPS 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:

| | |
|--------------|--|
| BIHN 305 | Aquatic Ecology |
| BIOL 316 | Genetics |
| BIOL 331 | Microbiology |
| BIOL 336 | Vertebrate Zoology |
| BIOL 337 | Invertebrate Zoology |
| BIOL 338 | Advanced Ecology |
| BIOL 343 | Animal Behavior |
| BIOL 344 | Ornithology |
| BIOL 345-349 | Field Ecology and Natural History |
| BIOL 451 | Plant Ecology |
| CHEM 401 | Environmental Chemistry |
| ENSP 201 | Contemporary Environmental Controversies |
| ENSP 212 | Coastal Community Ecology |
| ENSP 411 | Conservation Biology |
| ESHN 210 | Coastal Oceanography |
| 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 |
| ENSP 403 | Pollution Biology |
| MATH 202 | Calculus II |

Environmental Policy Concentration

| | |
|----------------------|---|
| ECON 310 | Environmental Economics |
| MATH 112 | Applied Statistics |
| PSCI 203, 210 or 215 | if not taken as part of the requirement for the major |

12 credits of electives from the following:

| | |
|----------------------|--|
| ECON 306 | Microeconomic Analysis |
| ECON 317 | Economics of Development |
| ECON 318 | Comparative Market Economies |
| ECON 324 | International Trade |
| ENSP 201 | Contemporary Environmental Controversies |
| ENSP 399 | Internship |
| INST 307 | Hunger, Population and the Environment |
| PSCI 203, 210 or 215 | if not taken to fulfill other requirements for the major |
| PSCI 317 | Urban Politics |
| PSCI 320 | Congressional and Presidential Politics |
| PSCI 323 | Politics of the Developing World |
| PSCI 408 | Regulatory Politics and Law |

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.

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 only French is spoken. The residence is under the leadership of a young French student.

Internships are available for qualified French majors. In the United States, 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.

Placement Examinations

Online advanced placement in French, German or Spanish is available to incoming first-year students. Before registration, first-year students 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, 204 or a civilization course of their intended language will receive 6 additional credits; and those who place in 207, 208, 240 or in 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 30 credits in French at the 200 level or above, 15 credits of which must be 300 level or above. (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 |

12 additional credits in French at the 300 level or above (at least 9 of which must be in French or Francophone literature).

Secondary Education Certification

French majors also may wish to obtain certification to teach French at the secondary level. Students who complete this secondary education program receive certification to teach in Maryland upon graduation, along with 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 education department.

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 France, or live for two years in the French or German House, small residences on campus where only French and German are spoken respectively. The residences are under the leadership of a young French and German student, respectively.

Internships are available for qualified French-German majors in government agencies, international organizations and corporations, 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. (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 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.

GERMAN MAJOR, B.A.

The Department of Foreign Languages and Literatures offers a major 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. The major also prepares students for graduate studies or for careers in teaching, government, business, industry and international organizations.

German majors must spend a semester or a year in a German-speaking country or live in the German House, a small residence on campus where only German is spoken. The residence is under the leadership of a young German, Swiss or Austrian student.

Internships are available for qualified German majors in government agencies and international organizations and corporations. In the United States, potential internship sites include the German, Swiss and Austrian embassies, the Goethe Institute and German Historical Institute in Washington, D.C.

Placement Examinations

Online advanced placement in French, German or Spanish is available to incoming first-year students. Before registration, first-year students 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, 230 or in 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

German majors are required to take 30 credits in German at the 200 level or above, 15 credits of which must be 300 level or above. (Students who transfer to Hood in their junior year intending to major in German must be qualified to enroll in courses at the 200 level or above.)

The following courses are required:

| | |
|--------------|--|
| GER 203 | German Conversation and Composition |
| GER 204 | German Culture and Civilization |
| GER 207, 208 | Cultural Perspectives on German Literature I, II |
| GER 230 | History of the German Language |
| GER 314 | Advanced Composition |

12 additional credits in German literature at the 300 level or above.

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 separate programs of study: 1) the major in history, 2) the major in history with optional public history concentration and 3) the major in history with secondary education certification. The department also offers a minor in history. In addition, students majoring in history may tailor their program to include an internship or study abroad, or to prepare for law school or graduate school. Each student should consult with a member of the history faculty to discuss how to further her or his educational needs and career goals.

The major in history requires a minimum of 30 credits in history; 15 credits of which must be at the 300 level or above, including the HIST 470 Research Seminar in History.

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: premodern 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.

Introductory Courses (9 credits)

One course from each of the following groups:

Premodern History (one course):

| | |
|----------|------------------------------------|
| HIST 200 | The Ancient World |
| HIST 202 | Medieval Europe |
| HIST 203 | Renaissance and Reformation Europe |
| HIST 204 | Ancient Rome |

American History (one course):

| | |
|----------|---|
| HIST 217 | History of the United States to 1865 |
| HIST 218 | History of the United States since 1865 |

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 246 | Introduction to Africa |
| HIST 309 | Islam and the Crusades |
| HIST 316 | The Middle East in Modern Times |
| HIST 336 | The World since 1945 |

Topics in American History (3 credits)**One course from the following group:**

| | |
|-----------|---|
| HIST 210 | Women in 20th-Century America |
| AFHS 250 | African-American History to the 20th Century |
| AFHS 251 | African-American History during the 20th Century |
| HIST 310 | History of Women in the United States |
| HSPS 315 | Politics of Assassination |
| HIST 318 | The American Revolution and Early Republic, 1763-1815 |
| HIST 319 | The Civil War and Reconstruction |
| HIST 320 | America in the Sixties |
| HIST 338 | The Gilded Age and Progressive Era, 1877-1929 |
| HIST 339 | New Deal America, 1929-2000 |
| HIST 371B | Topics in American History |
| HIST 353 | U.S. Foreign Relations since World War II |
| HIST 421 | Hollywood's America |
| AFHS 424 | Race and Racism in the United States |

Upper Level Courses (12 credits)

12 credits in any history area at the 300 level or above. 300-level courses counted in the above categories may also be counted here. A limit of three credits of history internship may be applied to meeting this requirement.

Seminar (3 credits)

| | |
|----------|-----------------------------|
| HIST 470 | Research Seminar in History |
|----------|-----------------------------|

To complete the requirements, students may select from among a number of different elective courses in history.

Optional Public History Concentration

The public history concentration prepares students for careers in museum work, state and national parks, historic sites, historical societies, public and private archives, historic preservation and government agencies that employ historians; or for graduate study in the field of public history. It combines a strong foundation in American history with specialized coursework and practice in public history.

Students must fulfill the following requirements for the concentration, along with the regular requirements for the history major. (Note: Some of the specific concentration requirements will also fulfill more general history major requirements.) The concentration requires 25 credits.

Required courses (12 credits):

| | |
|----------|---|
| HIST 208 | Introduction to Public History |
| HIST 217 | History of the United States to 1865 |
| HIST 218 | History of the United States since 1865 |
| HIST 399 | Internship in History |

Two of the following Public History courses (6 credits):

| | |
|----------|--|
| ART 215 | Introduction to Museum Studies |
| ARHS 299 | Special Topics in Museum Studies: Museum Education |

| | |
|-----------|---|
| HIST 371E | Topics in Public History (may be taken more than once with different topic) |
| HI 106 | Historic Preservation (Frederick Community College)* |
| HI 107 | Introduction to Archives and Manuscripts (Frederick Community College)* |
| HNPS 356 | Jamestown: Commemoration and Interpretation |

*These courses will be recorded on the Hood transcript with the course number HIST ELECT.

Two of the following American History courses (6 credits):

| | |
|-----------|---|
| AFHS 250 | African-American History to the 20th Century |
| AFHS 251 | African-American History During the 20th Century |
| HIST 310 | History of Women in the United States |
| HIST 318 | The American Revolution and Early Republic, 1763-1815 |
| HIST 319 | The Civil War and Reconstruction |
| HIST 338 | The Gilded Age and Progressive Era, 1877-1929 |
| HIST 339 | New Deal America, 1929-2000 |
| HIST 371B | Topics in American History* |

*Requires approval by the department to be counted for the concentration in this category.

One of the following additional courses (1-3 credits):

An additional course from the courses listed above

An X-credit added to one of the courses listed above

| | |
|-----------|---|
| ENSP 299G | Special Topics in Environmental Science and Policy: Environmental History |
| HIST 375 | Independent Study (1-3 credits; requires approval for use in concentration) |
| HIST 399 | Internship in History (additional credits beyond 3, or repeated) |
| INST 312 | Archaeology: Cultures, Technologies, Methods and Theories |
| MGMT 315 | Managing Nonprofit Organizations |

Secondary Education Certification

History majors also may wish to obtain certification to teach history at the secondary level. Students who complete this secondary education program receive certification to teach in Maryland upon graduation, along with reciprocity for teaching in certain other states. Students must complete requirements specified by the education department and meet the following history and social science requirements (36 credits).

Required Courses: (21 credits)

| | |
|----------|--|
| ECON 205 | Principles of Macroeconomics |
| GEOG 101 | Introduction to Geography |
| HIST 217 | History of the United States to 1865 |
| HIST 218 | History of the United States since 1865 |
| HIST 470 | Research Seminar in History (<i>Prerequisites: Junior or senior standing, 9 credits of 200 and/or 300-level history</i>) |
| PSCI 203 | Introduction to U.S. Politics |
| SOC 101 | Principles of Sociology |

Select one Pre-Modern World history course from the following: (3 credits)

| | |
|----------|------------------------------------|
| HIST 200 | The Ancient World |
| HIST 202 | Medieval Europe |
| HIST 203 | Renaissance and Reformation Europe |
| HIST 204 | Ancient Rome |

Select two Modern World history courses from the following: (6 credits)

| | |
|----------|--------------------------|
| HIST 205 | Modern Europe, 1648-1815 |
| HIST 206 | Modern Europe, 1815-1914 |

| | |
|----------|---|
| HIST 234 | History of Modern Russia |
| HIST 237 | Modern China and Japan |
| HIST 238 | Contemporary Southeast Asia |
| HIST 246 | Introduction to Africa |
| HIST 316 | The Middle East in Modern Times |
| HSLs 330 | Cultural Encounters in Latin American History |
| HIST 336 | The World Since 1945 |
| PSCI 204 | U.S. Political Thought |
| PSCI 210 | Comparative Politics |

Select one course from the following (Culture and Diversity): (3 credits)

(or equivalent approved for content by the chair of the history department and the secondary education program coordinator)

| | |
|----------|--|
| AFEN 265 | African-American Voices Before the 20th Century |
| AFPS 240 | African-American Politics |
| AFPS 350 | African Politics |
| HIST 210 | Women in 20th Century America |
| HSPS 245 | Global Perspectives on Women, Power and Politic |
| AFHS 250 | African-American History to the 20th Century |
| AFHS 251 | African-American History During the 20th Century |
| HIST 309 | Islam and the Crusades |
| HIST 310 | History of Women in the United States |
| AFHS 424 | Race and Racism in the United States |

Select one additional upper level (300-400) course from one of the following content areas: (3 credits)

Economics
 History
 Political Science
 Psychology
 Sociology

Preparation for Graduate School and Professional Studies

Students who plan to attend graduate school in history should work closely with a departmental adviser both to develop the credentials necessary for admission to a graduate program and to gain expertise in a specific area of historical interest. The department advises that students aiming for graduate study complete a minimum of 36 credits in history at the 200 level or above; choose an informal concentration within the major; take four courses in cognate fields of study (archaeology, art history, English, economics, political science, philosophy, religion and sociology, among others); and become proficient in at least one foreign language.

History is also an excellent preparation for law school and other professional programs. Students interested in such a career path should consult the appropriate pre-professional adviser. Students preparing for law school are advised to take courses in American and British history, with additional coursework in English, economics and philosophy.

HONORS PROGRAM

The Hood College Honors Program is a four-year program of coursework, co-curricular events and extracurricular activities. Academically exceptional first-year students and transfer students are encouraged to apply 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 first 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).

First-Year Honors Experience

First-year students 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 (HON 201 and HON 202) 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 300 level 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 (HON 499) 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. First-year students 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.) Most 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. Students for whom English is a second language should consult with the Honors director to determine possible exemption from this requirement.

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 apply to the Hood College Honors Program at the junior level without having to complete the first-year 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 apply to 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.

LATIN AMERICAN STUDIES MAJOR, B.A.

Director: Maria Griselda Zuffi

The Latin American studies major is a multidisciplinary program that has a long tradition in universities throughout the U.S. Students who are interested in democracy and culture, human rights, international affairs, literature and languages, and wish to explore from different perspectives the diverse regions of Latin America and the Caribbean should consider this academic program. Students will be prepared to work at international, governmental and private organizations dealing with the region or to continue graduate studies in the field.

Given the proximity to the Washington, D.C., area, many students have internships at various associations, centers and organizations dedicated to the region. Students who are interested in issues involving the U.S. Latino communities may consider working in outreach programs in Maryland or Washington, D.C. The Latin American studies program sponsors many events and invites writers, activists, policy makers and film critics to enhance the knowledge and experience of the students in the program. A number of summer grants are available for students who intend to undertake research projects in a Latin American country.

The major consists of 33 credits, 15 credits of which must be at the 300 level or above. The required courses provide a strong background in literature and culture from the colonial era to the present. For these foundational courses, competency in Spanish is necessary. Students may consider taking courses in English while taking intermediate language courses if they do not meet the competency level required (at or above the 200 level). Students are required to study abroad at least one semester at a Latin American university. Through Hood’s educational exchange programs, students have the opportunity to study in Chile, the Dominican Republic and Peru. Students should plan their studies with the program director before going abroad.

Requirements for the Major

15 credits in Latin American literature and culture at or above the 200 level from the following:

| | |
|----------|---|
| LSSP 215 | Hispanic and Latino Film |
| LSSP 220 | Latin America Today |
| LSSP 240 | Latin American Literature and Popular Culture |
| LSSP 333 | Latin American Poetry |
| LSSP 336 | Latin American Fiction |

9 credits from the following courses in at least two disciplines. This may also be fulfilled in the semester or year of study abroad.

| | |
|----------|--|
| ECON 317 | Economics of Development |
| ENGL 251 | The American Dream |
| ENGL 280 | 20th Century Ethnic Narratives: Writing Ourselves into America |
| FL 350 | International Themes in Western Literature |
| GLBS 300 | Global Studies |
| HSPS 245 | Global Perspectives on Women, Power and Politics |
| INST 307 | Hunger, Population and the Environment |
| LWPS 230 | Introduction to Law |

| | |
|----------|----------------------------------|
| PSCI 200 | Terrorism and Justice |
| PSCI 323 | Politics of the Developing World |
| SOC 300 | Social Inequality |
| SOC 311 | Sociology of Gender |
| WMST 200 | Method in Women's Studies |

9 credits taken from the following list of courses with 80 percent content on Latin America. This may also be fulfilled in the semester or year of study abroad.

| | |
|----------|---|
| ARLS 354 | Mesoamerican Art |
| FLLS 250 | Bearing Witness: Testimonial Narratives in the Americas |
| HNLS 302 | Third World Development: Latin America |
| HSLs 330 | Cultural Encounters in Latin American History |
| LSSP 470 | Seminar |

LAW AND SOCIETY MAJOR, B.A.

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, law enforcement, civil rights organizations, regulatory agencies and women's rights groups, as well as state, local and federal government. 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

The major in law and society requires 30 credits, including the following:

| | |
|----------|---|
| LWPS 230 | Introduction to Law |
| LWSC 470 | Seminar in Law and Society |
| PHIL 207 | Logic |
| PSCI 205 | Methods of Political Inquiry or SOC 260 Methods of Social Research |
| PSCI 307 | American Constitutional Law |
| PSCI 333 | Modern Political Thought |
| SOC 101 | Principles of Sociology |

Distribution Requirements: Students choose one course from each section:

Law and Jurisprudence (3 credits)

| | |
|----------|------------------------------------|
| AFPS 355 | African-American Political Thought |
| HNPS 313 | Great Political Trials |
| MGMT 454 | Legal Environment of Business |
| PHIL 221 | Ethics |
| PSCI 336 | Gender and the Law |
| PSCI 405 | Civil Liberties |
| PSCI 408 | Regulatory Politics and Law |

Law and the Social Order (3 credits)

| | |
|----------|------------------------------|
| ANTH 201 | Introduction to Anthropology |
| HSPS 315 | Politics of Assassination |
| PSCI 200 | Terrorism and Justice |

| | |
|----------|--------------------------------|
| PSCI 317 | Urban Politics |
| SOC 259 | Sociological Theory |
| SOC 300 | Social Inequality |
| SOC 323 | Ethnicity in the United States |
| SOC 353 | Deviance and Social Control |

MANAGEMENT MAJOR, B.A.

The management program is designed to prepare students for leadership careers in complex organizations in the public, private and nonprofit sectors of an increasingly global economy and diversified workplace. Our differentiating niche is a strong emphasis on business functions, social accountability, global awareness, quantitative and qualitative analytical skills, and synergy between theory and practice. Because tomorrow's managers will face intense competitive pressures and strong demands for competency, flexibility and accountability, the management program provides a curriculum that builds core competencies and embeds that core curriculum in a liberal arts program. The management faculty members, who are active in teaching, scholarship and mentoring, aim to create a collaborative teaching and learning environment. Majors are required to participate in our lecture series and to spend either a semester, year or summer studying abroad or in an internship in a major international city such as Washington, D.C. (International students are exempt from the study abroad and internship requirement.) Majors are also encouraged to work with a faculty member in management on at least one research project.

Common Body of Knowledge

Management Core

Management students are expected to have the following competencies: knowledge about the different functional areas of business, quantitative and qualitative analytical skills, and the ability to relate organizations to the greater society in which they exist. The management core, which consists of 15 courses, enables students to achieve these competencies. Every management major has to fulfill the management core requirement. The courses denoted with an asterisk (*) must be taken at Hood.

Requirements for the Major

All majors must take the following management courses (33 credits):

| | |
|----------|---------------------------------------|
| MGMT 205 | Principles of Management |
| MGMT 281 | Principles of Financial Accounting |
| MGMT 284 | Principles of Managerial Accounting |
| MGMT 301 | Organizational Theory and Behavior* |
| ECMG 303 | Principles of Finance and Investment* |
| MGMT 306 | Principles of Marketing |
| MGMT 312 | Analytical Methods in Management* |
| MGMT 314 | International Business* |
| ITMG 388 | Management Information Systems |
| MGMT 411 | Seminar in Strategic Management* |
| MGMT 454 | Legal Environment of Business |

All majors must also take the following courses (10-12 credits):

| | |
|----------|---|
| ECON 200 | Principles of Economics or ECON 205 Principles of Macroeconomics and ECON 206 Principles of Microeconomics |
| ECMG 212 | Statistics for Economics and Management or MATH 112 Applied Statistics |
| ECON 306 | Microeconomic Analysis |

Majors are also required to participate in a study abroad semester, year or summer or an internship (MGMT 399—3 credits).

(International students are exempt from the study abroad and internship requirement.)

Depth of Knowledge

To provide depth of knowledge over and above the common body of knowledge, students must complete a concentration.

Management Concentrations

Students may choose any three management courses from the following to complete 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 (9 credits)

| | |
|----------|----------------------------|
| MGMT 321 | Intermediate Accounting I |
| MGMT 322 | Intermediate Accounting II |
| MGMT 433 | Cost Accounting |

Finance (9 credits)

| | |
|----------|------------------------------------|
| MGMT 402 | Business Finance |
| MGMT 410 | Investment Analysis |
| ECMG 478 | International Financial Management |

Human Resource Management (9 credits)

| | |
|----------|--|
| ECON 318 | Comparative Market Economies or ECON 328 Labor Economics |
| MGMT 307 | Personnel Management |
| MGMT 313 | Employment and Labor Law |

Individual Interest Concentrations (9 credits)

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 systems, computer science, public relations and environmental management.

International Economics and Finance (9 credits)

| | |
|----------|---|
| ECON 324 | International Trade |
| ECON 460 | International Finance and Open Economy Macroeconomics |
| ECMG 478 | International Financial Management |

Marketing (9 credits)

| | |
|----------|---|
| MGMT 406 | Consumer Behavior and Analysis or CMA 310 Public Relations |
| MGMT 423 | Marketing Research Methods |
| MGMT 424 | Marketing Communications Strategy |

Strongly Recommended Courses

| | |
|----------|-------------------------------------|
| CAEN 306 | Writing for Business and Management |
| MATH 201 | Calculus I |
| PHIL 220 | Professional Ethics |

Students planning to pursue a graduate degree in management should take ECON 480 Econometrics; MATH 201 Calculus I; and MATH 351 Probability and Statistics.

MATHEMATICS MAJOR, B.A.

The field of mathematics offers 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 that interest them. The senior seminar, in the history of mathematics, is student-organized and student-run. The department has a computer laboratory dedicated to mathematics classes, with computational and graphics software to support the mathematics curriculum.

Classrooms, labs, seminar rooms and informal spaces in the Hodson Science and Technology Center provide attractive and useful facilities for student-faculty interaction.

Math students are among the most active and involved on campus. They are leaders in student government and in residential and commuter student groups. Members of the math club organize field trips to the Smithsonian, the Maryland Science Center and the National Cryptologic Museum. Math students participate in the annual national competition in mathematical modeling, attend conferences and give presentations, are members of professional organizations, complete exciting internships in Washington D.C., and Baltimore, participate in summer research programs and enter graduate school or the work force with valuable skills.

Requirements for the Major

A student may declare a major in mathematics only after completing MATH 202 Calculus II or equivalent with a grade of C or better.

The following courses comprise the mathematics major:

| | |
|--------------|--|
| CS 284 | Computer Science I |
| MATH 112 | Applied Statistics |
| MATH 201-203 | Calculus I, II, III |
| MATH 207 | Discrete Mathematics |
| MATH 304 | Differential Equations or MATH 351 Probability and Statistics |
| MATH 320 | Modeling and Simulation or MATH 456 Numerical Analysis |
| MATH 333 | Introduction to Abstract Mathematics |
| MATH 339 | Linear Algebra |
| MATH 440 | Introduction to Abstract Algebra |
| 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 or management) in a double-major program; this option 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 who complete the secondary education program receive certification to teach in Maryland upon graduation, along with reciprocity for teaching in certain other states.

Students must complete the requirements for the mathematics major plus the following mathematics courses:

| | |
|----------|---|
| MATH 320 | Modeling and Simulation |
| MATH 304 | Differential Equations |
| MATH 335 | Teaching Assistantship in Mathematics, 3 credits, at least one of which must be associated with a 100- or 200-level course in the Department of Mathematics |
| MATH 336 | Introduction to Modern Geometry |

In addition, students must meet the requirements specified under *Education, Secondary Education Certification*.

MIDDLE EASTERN STUDIES MAJOR, B.A.

Director: Donald Wright

The Middle Eastern Studies major is a multidisciplinary program that is unique in nature for a liberal arts college. It focuses on history, cultural, language and political thought. Students interested in democracy and culture, human rights, international affairs, literature and languages, and wish to explore from different perspectives the diverse region of the Middle East, should consider this academic program. The primary focus of the program is to prepare students, through their contacts with faculty members from various disciplines, to lead the world of tomorrow through the political and cultural tensions of today. Students who choose to study the Middle East will graduate with a well-rounded and excellent knowledge of all aspects of the region. The study of Arabic is essential to the field; students will finish with a good knowledge of the language to be able to pursue further study at The American University in Cairo.

Given the proximity to the Washington, D.C., area, many students have internships at various associations, centers and organizations dedicated to the region. Students who are interested in issues involving the Middle East may consider working in outreach programs in Maryland or Washington, D.C. The Middle Eastern studies program sponsors many events and invites writers, activists, policy makers and film critics to enhance the knowledge and experience of the students in the program. A number of grants are available for students who intend to undertake research projects in the Middle East. Students have the opportunity to study one year or one semester at The American University in Cairo, the foremost institution in the Middle East for Arabic and Middle Eastern Studies. Students will be prepared to work at international, governmental and private organizations dealing with the region or to continue graduate studies in the field.

Requirements for the Major

All majors must take the following courses (20 credits):

| | |
|----------|-----------------------------|
| ARAB 101 | Elementary Arabic I |
| ARAB 102 | Elementary Arabic II |
| ARAB 103 | Intermediate Arabic I |
| ARAB 104 | Intermediate Arabic II |
| ITLS 300 | Cultures of the Middle East |
| REL304 | Islam |

In addition, students take 12 credits from the following, at least 9 of which must be at the 300- level. (Some may be fulfilled during a semester or a year of study abroad.)

| | |
|----------|----------------------------------|
| ANTH 302 | Cultural Anthropology |
| SOC 318 | Global Social Problems |
| ARHN 319 | Orientalism and Egyptomania |
| ARRL 330 | Archaeology of Ancient Israel |
| ART 349 | Art of Egypt and Mesopotamia |
| HIST 309 | Islam and the Crusades |
| HIST 316 | The Middle East in Modern Times |
| PSCI 200 | Terrorism and Justice |
| PSCI 210 | Comparative Politics |
| PSCI 215 | International Relations |
| PSCI 302 | 9/11 in Global Perspective |
| PSCI 305 | US Foreign Policy |
| PSCI 323 | Politics of the Developing World |
| REL 303 | Judaism |

MUSIC MAJOR WITH MUSIC HISTORY AND LITERATURE CONCENTRATION, B.A.

The music history and literature concentration requires a minimum of 35 credits in music, with at least 15 credits at the 300 level or above. Transfer students must complete at least 12 credits of their major at Hood, including the independent study, the senior project and 6 other credits of music history or theory, as appropriate.

Requirements for the Major

| | |
|---------------|--|
| MUSC 100 | Fundamentals of Music |
| MUSC 101 | Theory I |
| MUSC 102 | Theory II |
| MUSC 201 | Theory III |
| MUSC 202 | Theory IV |
| MUSC 300 | Monuments of Western Music or MUSC 299 Special Topics in Music |
| MUSC 302 | World Music |
| MUSC 303 | Music History and Literature I |
| MUSC 304 | Music History and Literature II |
| MUSC 305 | Music History and Literature III |
| Applied Music | 4 credits of applied music in any area |
| MUSC 470 | Senior Project: Music History and Literature or MUSC 499 Departmental Honors |

Two semesters of music ensemble

Successful completion of a Piano Proficiency Exam or completion of 4 credits of piano (two of which must be earned at Hood.)

Piano Proficiency Examination Requirements: Students will be expected to: (1) be able to play all major and 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 MAJOR WITH MUSIC PERFORMANCE CONCENTRATION, B.A.

Students can major in the following areas of performance: voice, piano, organ, harpsichord, violin, viola, cello, string bass, flute, oboe, English horn, clarinet, saxophone, trumpet, trombone, tuba, French horn, Euphonium, guitar and composition.

The music performance concentration requires a minimum of 35 credits in music, with at least 15 credits at the 300 level or above. Students must audition for the department before declaring a major in music performance. Transfer students are 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 100 | Fundamentals of Music |
| MUSC 101 | Theory I |
| MUSC 102 | Theory II |
| MUSC 201 | Theory III |
| MUSC 202 | Theory IV |

Two courses from the following:

| | |
|----------|----------------------------------|
| MUSC 303 | Music History and Literature I |
| MUSC 304 | Music History and Literature II |
| MUSC 305 | Music History and Literature III |

One course from the following:

| | |
|----------|----------------------------|
| MUSC 299 | Special Topics in Music |
| MUSC 300 | Monuments of Western Music |
| MUSC 302 | World Music |

10 credits of applied music in the area of the performance major

Four semesters of music ensemble—piano performance majors must take MUSE 261 and MUSE 262 to satisfy this requirement.

Participation in at least two honors recitals

| | |
|----------|----------------|
| MUSC 475 | Senior Recital |
|----------|----------------|

Successful completion of a Piano Proficiency Examination or completion of 4 credits of piano (two of which must be earned at Hood.)

Piano Proficiency Examination Requirements: Students will be expected to: (1) be able to play all major and 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 MAJOR WITH PIANO PEDAGOGY CONCENTRATION, B.A.

The piano pedagogy concentration is designed for students with strong piano skills who are more interested in becoming a private teacher than in being a performer. The concentration requires a minimum of 38 credits in music, 15 credits of which must at the 300 level or above. Students must be approved by the department before declaring this major; this would normally be done at the applied music exam preceding the semester of declaration. Transfer students are required to complete at least 13 credit hours of their major at Hood, including 6 credits of applied music, the junior recital, the independent study in piano pedagogy and the senior project in piano pedagogy.

Requirements for the Major

| | |
|----------|--|
| MUSC 100 | Fundamentals of Music |
| MUSC 101 | Theory I |
| MUSC 102 | Theory II |
| MUSC 201 | Theory III |
| MUSC 202 | Theory IV |
| MUSC 300 | Monuments of Western Music* |
| MUSC 304 | Music History and Literature II |
| MUSC 305 | Music History and Literature III |
| MUSE 261 | Piano Ensemble I |
| MUSE 262 | Piano Ensemble II |
| MUSC 375 | Independent Study in methods and materials of piano pedagogy |
| MUSC 471 | Senior Project: Piano Pedagogy |
| MUSC 474 | Junior Recital |

8 credits of applied piano (6 credits must be at the 200 level or above)

1 credit of applied harpsichord

*Specific course must contain piano emphasis and be approved by the music department.

NURSING MAJOR, B.S.N.

Director: Carol Snapp

The BSN Completion Program at Hood College is a program designed to assist the registered nurse develop additional skills for the increasing complexity of health care in the 21st Century. This is accomplished by a foundation of liberal arts courses and supplemental nursing education focusing on leadership, research and evidenced-based practice, critical thinking, nursing theory, and communication, among other competencies for professional nursing practice. Thirty credits will be awarded for the required unencumbered license to practice as a registered nurse in Maryland or a Maryland compact state. Students with an associate's degree in nursing may transfer up to 62 liberal arts credits. All students admitted to the program must complete the Western and Non-Western Civilization areas of the Hood College Core Curriculum.

Prerequisite courses: Students must successfully complete all prerequisite coursework in the liberal arts prior to beginning the nursing sequence.

Natural Sciences

Human Anatomy and Physiology with lab (Minimum of 2 semesters)

Microbiology with lab

Chemistry with lab

Nutrition

Mathematics:

Mathematics (100-level or above)

Humanities:

Humanities Electives (6 credits)

Social Sciences:

Psychology

Sociology

Human Growth and Development

Required courses (30 credits):

| | |
|---------|---|
| NUR 301 | Dimensions of Professional Nursing |
| NUR 302 | Trends in Health Care Delivery |
| NUR 303 | Health Assessment |
| NUR 304 | Informatics and Health Care Technology |
| NUR 401 | Nursing Research and Evidenced-Based Practice |
| NUR 402 | Ethical Issues in Contemporary Health Care |
| NUR 403 | Community Health Nursing |
| NUR 404 | Leadership in Nursing Practice |

PHILOSOPHY MAJOR, B.A.

The philosophy major introduces students to the major figures and important issues in the world's philosophical traditions.

The Department of Philosophy and Religious Studies recognizes that the fields of philosophy and religious studies, although distinct, nonetheless share many concerns and approaches, and often address the same issues. Consequently, departmental faculty strongly recommend that students with philosophy majors and minors also take religion courses.

Requirements for the Major

The major requires a minimum of 30 credits in philosophy at the 200 level or above, including the following philosophy courses:

| | |
|----------|---|
| PHIL 200 | Contemporary Philosophical Topics or PLWS 203 Philosophical Issues in Feminism |
| PHIL 207 | Logic |

| | |
|----------|--|
| PHIL 221 | Ethics |
| PLRL 301 | Indian Thought or PLRL 306 Chinese Thought |
| PHIL 307 | History of Philosophy: The Ancient World to the Renaissance |
| PHIL 308 | History of Philosophy: The Early Modern Era to the Twentieth Century |
| PLRL 470 | Seminar |

Three electives, including at least one at the 300 level

In addition to courses with a PHIL or PL designation, REL 304 Islam will count as a philosophy elective within the 30 credit minimum required for the philosophy major.

Department faculty urge students who wish to pursue graduate study in philosophy to take more than the minimum number of hours required to complete a major.

Although the courses listed below may not be counted as electives within the philosophy major or minor, the philosophy faculty commend them to students as worthy complements to their philosophy courses:

| | |
|----------|--|
| AFPS 353 | Contemporary African Political Thought |
| AFPS 355 | African-American Political Thought |
| AFAM 470 | African-American Feminist Thought |
| ART 350 | Classical Art and Archaeology |
| HIST 200 | The Ancient World |
| PSCI 333 | Modern Political Thought |

POLITICAL SCIENCE MAJOR, B.A.

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, management or a similar discipline.

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 American University. The department also provides students with a number of opportunities to participate in simulations of political processes, including simulations of the European Union, the Maryland legislature and the United Nations. Political science faculty serve as advisers for these activities.

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. It also provides 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 36 credits of political science courses at the 200 level or above, including the following:

| | |
|----------|-------------------------------|
| PSCI 203 | Introduction to U.S. Politics |
| PSCI 205 | Methods of Political Inquiry |
| PSCI 210 | Comparative Politics |
| PSCI 303 | Public Policy Analysis |
| PSCI 333 | Modern Political Thought |
| PSCI 470 | Seminar on Politics |

Students are required to take one of the following courses:

| | |
|----------|--|
| PSCI 202 | Women and Politics |
| PSCI 336 | Gender and the Law |
| AFPS 240 | African-American Politics |
| HSPS 245 | Global Perspectives on Women, Power and Politics |

It is recommended that political science majors take ECON 205 Principles of Macroeconomics. In addition, competency in a foreign language is recommended.

15 additional credits in political science are required for the completion of the major.

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, sociology, philosophy and logic, history or economics is highly recommended.

Virtually all law schools require the Law School Admission Test for admission. 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, specified in the Medical School Admissions Requirements, are most often the minimum required by professional schools in the United States and Canada. These courses should be completed by the end of the junior year.

| | |
|---------------------------------|---|
| BIOL Courses | 8 credits of biology at the 200 level (BIOL 202 and BIOL 203 are recommended) |
| CHEM 101 and 102 | General Chemistry I and II |
| CHEM 209 and 210 | Organic Chemistry I and II |
| ENGL 100, 101 or 110-139 | English composition course, plus another semester of a writing-intensive course |
| PHYS 101 and 102 | General Physics (requires MATH 120) or 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 also best completed by the end of the junior year in order to prepare for the Medical College Admission Test or the Dental Admission Test. 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 members not only provide advice on preparation for medical, dental and veterinary schools, but also write composite letters of recommendation to accompany an eligible student's applications.

Students considering graduate school in one of the health professions should register with the Catherine Filene Shouse Career Center.

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 the health professions adviser or a member of the Health Professions Advisory Committee early in the student's program.

The MCAT and DAT tests are given throughout the year. The appropriate test should be taken in the spring or early summer of the junior year after the student has had the minimum science courses listed above.

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 and the Health Professions Advisory Committee;
4. A personal interview, if the professional school requests it;
5. Off-campus experience in community service or in health professions activities.

For more information, please feel free to talk with the health professions adviser or any member of the Health Professions Advisory Committee.

Pre-Veterinary Studies

Admission into a veterinary school is among the most difficult of any post-baccalaureate program. Veterinary medical schools require students to be prepared with a strong grounding in the sciences (in particular biochemistry, chemistry and microbiology) balanced by coursework in the humanities, social sciences and mathematics.

In addition to demonstrating exceptional ability in the classroom, most veterinary schools also expect students to have had hands-on experience under the tutelage of an experienced veterinarian.

Students interested in entering the veterinary profession should contact the Health Professions Advisory Committee and the Career Center for information about the application process and veterinary schools.

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.

Requirements for the Major

Psychology majors must complete a minimum of 32 credits in psychology, including at least 17 credits at the 300 level or above. A minimum of 12 credits in psychology must be taken at Hood.

General Requirements (26 credits)

| | |
|---------|---|
| PSY 101 | Introduction to Psychology |
| PSY 205 | Social Psychology |
| PSY 211 | Elementary Statistics* |
| PSY 237 | Human Development I: Childhood and Adolescence <i>or</i> PSY 238 Human Development II: Adulthood and Aging |
| PSY 312 | Non-Experimental Research Methods |
| PSY 315 | Experimental Research Methods |
| PSY 401 | Theories of Personality** or PSY 431 Abnormal Psychology** |
| PSY 441 | History and Theories of Psychology |

*Statistics courses completed in another discipline will fulfill the requirement but will not count toward the 32 credit minimum in psychology courses.

**Lower-level transfer courses will fulfill PSY 401 and/or PSY 431 but will not count toward the 17 credits of upper-level credits required.

Choose two additional courses from one of the groups below, including at least one at the 300 level or above. (6 credits)

Group I Experimental

| | |
|----------|--|
| PSY 370F | Seminar: Cognitive Psychology |
| PSY 370G | Seminar: Animal Perception |
| 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 |
| PYSO 221 | Social Gerontology |
| PSY 238 | Human Development II: Adulthood and Aging* |
| PSY 370E | Seminar: Psychology of Human Sexuality |
| PSY 434 | Tests and Measurements |

Group III Personality/Clinical

| | |
|----------|--|
| PSY 203 | Survey of Clinical, Community, and Counseling Psychology |
| PSY 204 | Psychology of Death |
| PSY 370A | Seminar: Introduction to Counseling |
| PSY 370C | Seminar: Death and Dying |
| PSY 370E | Seminar: Psychology of Human Sexuality |
| 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 |
| PYSO 221 | Social Gerontology |
| PSY 237 | Human Development I: Childhood and Adolescence* |
| PSY 238 | Human Development II: Adulthood and Aging* |
| AFPY 270 | African-American Psychological Perspectives |
| PSY 370C | Seminar: Death and Dying |
| PSY 373 | Psychology of Aging |

*If not used to satisfy General Requirements.

Additional Requirements:

1. All majors must complete a career inventory at the Career Center.
2. All majors must take the Major Specific Test in their senior year.

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.

The Department of Philosophy and Religious Studies recognizes that the fields of philosophy and religious studies, although distinct, nonetheless share many concerns and approaches, and they often address the same issues. Consequently, departmental faculty strongly recommend that students with religion majors and minors avail themselves of opportunities to enroll in philosophy courses.

Requirements for the Major

The major requires a minimum of 30 credits in religion at the 200 level or above, and must include the following religion courses:

| | |
|----------|-------------------------|
| REL 200 | What Is "Religion"? |
| REL 412 | Myth, Symbol and Ritual |
| PLRL 470 | Seminar |

At least one of the following courses:

| | |
|---------|------------------------|
| REL 203 | Old Testament |
| REL 204 | New Testament |
| REL 212 | The Christian Heritage |

At least one of the following courses:

| | |
|---------|---|
| REL303 | Judaism |
| AFRL311 | Black Theology |
| PSRL310 | Politics of the Black Church |
| REL314 | Western Spirituality: Contemporary Issues |
| HNRL320 | Liberation Theologies |

At least two of the following courses:

| | |
|----------|-----------------|
| REL 304 | Islam |
| PLRL 301 | Indian Thought |
| PLRL 306 | Chinese Thought |

Three electives, at least one of which must be a REL course at the 300 level.

In addition to any religion courses, HIST 406 Religion, Family and Society in Reformation Europe; PHIL 307 History of Philosophy: The Ancient World to the Renaissance; PHIL 308 History of Philosophy: The Early Modern Era to the 20th Century; and PHIL 314 The American Intellectual Tradition may count as electives in the 30-credit minimum required for the religion major.

Recommendations:

The department recommends that students who intend to pursue graduate studies in the Judeo-Christian tradition satisfy the requirements for the religion major by taking electives in the Judeo-Christian tradition.

The department recommends that students who intend to pursue graduate studies in world religions take REL 303, REL 304, PLRL 301, PLRL 306 and REL 375 (Independent Study) either in satisfying the above requirements or among their electives.

Department faculty urge students who intend to pursue a higher degree in religious studies to take more than the minimum number of hours required to complete an undergraduate major.

Although the courses listed below may not be counted as electives within the religion major or minor, the religion faculty commend them to students as worthy complements to their religion courses:

| | |
|---------|----------------------------|
| ART 201 | Meaning and Method in Art |
| ART 220 | History of Art I |
| ART 221 | History of Art II |
| ART 308 | Myths, Saints, and Symbols |

| | |
|---------|---------------------|
| ART 351 | Medieval Art |
| CL 202 | Mythology |
| CL 302 | Classical Mythology |
| HON 308 | Dante and Giotto |

SOCIAL WORK MAJOR, B.A.

Director: Joy Swanson Ernst

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, services to older adults, 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, nursing homes and assisted living centers 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 in employment and student admissions.

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: Social work students must gain an understanding of biological development across the life span. At Hood, this requirement is fulfilled with BIOL 132 or BIOL 138. Coursework completed at other colleges will satisfy this requirement only if exclusively devoted to human biology.)

A grade of "C-" or above is required in all courses with a SOWK prefix and in SOC 260 and SOC 261.

Foundation Courses

| | |
|----------|--|
| ANTH 201 | Introduction to Anthropology |
| BIOL 132 | Biology of Aging or BIOL 138 The Human Health Mosaic |
| ECON 205 | Principles of Macroeconomics |
| PYSO 221 | Social Gerontology or SOWK 327: Gerontological Social Work: Policy and Practice |
| SOC 101 | Principles of Sociology |
| SOC 215 | Social Problems |
| SOC 260 | Methods of Social Research |
| SOC 261 | Quantitative Methods for the Social Sciences |
| SOC 323 | Ethnicity in the United States |

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 445A, B | Social Work Field Practice |
| SOWK 446A, B | Social Work Field Practice |
| SOWK 452 | Seminar on the Social Work Profession |

Social Work Electives: Select one (3 credits)

| | |
|----------|---|
| SOWK 214 | Child Welfare: Policies and Services |
| SOSW 217 | Juvenile Delinquency |
| SOWK 327 | Gerontological Social Work: Policy and Practice (if not taken to fulfill a foundation course for the major) |
| SOWK 330 | Social Work with Families |
| SOWK 333 | The Fields of Social Service |

Recommended Electives: Select one (3 credits)

| | |
|---------|---|
| PSY 204 | Psychology of Death |
| PSY 208 | Psychology of Adolescence |
| PSY 238 | Human Development II: Adulthood and Aging |
| PSY 373 | Psychology of Aging |
| PSY 431 | Abnormal Psychology |
| SOC 216 | Criminology |
| SOC 300 | Social Inequality |
| SOC 311 | Sociology of Gender |
| SOC 318 | Global Social Problems |
| SOC 353 | Deviance and Social Control |

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.

SOCIOLOGY MAJOR, B.A.

Sociology is the study of social life and the social forces that shape human experience. Students who major in sociology are prepared for a wide range of careers in areas such as social action, social research, human services and administration in government agencies, schools, businesses, nonprofit organizations and social agencies. Many sociology majors continue their education and pursue professions such 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 criminology.

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 30 credits in sociology.

The following sociology courses are required (21 credits):

| | |
|---------|--|
| SOC 101 | Principles of Sociology |
| SOC 259 | Sociological Theory |
| SOC 260 | Methods of Social Research |
| SOC 261 | Quantitative Methods for the Social Sciences |
| SOC 470 | Seminar in Sociology |
| SOC 472 | Advanced Methods of Social Research |
| SOC 482 | Practicum in Social Research |

Choose at least two from the following (6 credits):

| | |
|---------|--------------------------------|
| SOC 300 | Social Inequality |
| SOC311 | Sociology of Gender |
| SOC318 | Global Social Problems |
| SOC323 | Ethnicity in the United States |

To complete the requirements, students may select from among a number of different elective courses in sociology.

SPANISH MAJOR, B.A.

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. This residence is under the leadership of a young Spanish or Latin American student.

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 and ASPIRA in the nearby Washington, D.C., area and the Servicios Industriales Peñoles in Mexico.

Placement Examinations

Online advanced placement in Spanish is available to incoming first-year students. Before registration, first-year students 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 30 credits in Spanish at the 200 level or above, 15 credits of which must be at the 300 level or above. (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 |

12 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 who complete the secondary education program receive certification to teach in Maryland upon graduation, along with 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*.

MUSIC CERTIFICATE PROGRAMS

CERTIFICATE IN MUSIC PERFORMANCE

Coordinator: Noel Lester

Music performance certificates are available in any area offered at Hood—voice, piano, organ, harpsichord, violin, viola, cello, string bass, all brass instruments, classical guitar, oboe, clarinet, flute and harp.

Students who possess a baccalaureate degree from an accredited institution in fields other than music and can demonstrate significant ability in voice or one of the above instruments, may earn a professional certificate in music performance. Enrollment, as an upper division certificate student, begins with an interview with the department chair, followed by a departmental audition. If accepted into the program, students will enroll and complete the requirements within three years. A grade of “B” or better must be earned in all courses. Up to two credits of applied music may be exempted, based on the audition, as well as MUSC 101 Music Theory, if this course has already been taken at the collegiate level. If MUSC 103 Introduction to Music has been earned elsewhere, a higher level music history course must be taken. The Hood transcript will show only those courses earned at Hood and that the requirements of the certificate have been met.

Requirements for the Certificate in Music Performance (15 credits)

Prerequisites: Bachelor’s degree from an accredited institution (any major other than music) and a successful departmental audition.

| | |
|---|-----------------------|
| MUSC 101 | Theory I |
| MUSC 103 | Introduction to Music |
| 6 credits of applied music in the area of certification | |
| 1 credit of related ensemble | |
| Participation in two honors recitals | |
| 2 credits juried (senior) recital | |

Students must earn a “B” or higher in every course in order to receive the certificate.

Students in music certificate programs take undergraduate courses at one-half tuition.

CERTIFICATE IN PIANO PEDAGOGY

Coordinator: Noel Lester

Students who possess a baccalaureate degree from an accredited institution in fields other than music and have demonstrable ability in piano may earn a professional certificate in piano pedagogy. Enrollment, as an upper division certificate student, begins with an interview with the department chair, followed by a departmental audition. If accepted into the program, students will enroll and complete the requirements within three years. A grade of “B” or better must be earned in all courses. Up to two credits of applied music may be exempted, based on the audition, as well as MUSC 101 Theory I, if taken at the collegiate level. If MUSC 103 Introduction to Music has been earned elsewhere, a higher level music history course must be taken. The Hood transcript will show only those courses earned at Hood and that the requirements of the certificate have been met. Students who are concurrently pursuing the certificate in piano performance would need to take one semester of harpsichord and MUSC 375 Independent Study in Piano Pedagogy in order to earn the second certificate in piano pedagogy.

Requirements for the Certificate in Piano Pedagogy (16 credits)

Prerequisites: Bachelor's degree from an accredited institution (any major other than music) and a successful departmental audition.

MUSC 101 Theory I

MUSC 103 Introduction to Music

6 credits of piano (or 5 credits of piano and 1 credit of harpsichord)

1 credit of piano ensemble

MUSC 375 Independent Study in Piano Pedagogy

Students must earn a “B” or higher in every course in order to receive the certificate.

Students in music certificate programs take undergraduate courses at one-half tuition.

MINORS

The following minors are offered at Hood:

| | |
|-----------------------------|--|
| African-American Studies | Management |
| African Studies | Mathematics |
| American Studies | Mathematics Education |
| Archaeology | Medieval Studies |
| Art History | Middle Eastern Studies |
| Biology | Music History and Literature |
| Business Administration | Music Performance |
| Chemistry | Philosophy |
| Classical Studies | Physics |
| Coastal Studies | Political Science |
| Computer Science | Public Relations |
| Criminology and Delinquency | Religion |
| Economics | Renaissance Studies |
| Environmental Studies | Social Science Research |
| French | Social work, Pre-Professional Practice |
| French/German | Sociology |
| German | Spanish |
| Gerontology | Studio Art |
| Global Studies | Theater and Drama |
| History | Web Development |
| Journalism | Women's Studies |
| Literature | 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; and
- 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.

AFRICAN-AMERICAN STUDIES MINOR (18 credits)

Coordinators: Tamelyn Tucker-Worgs, 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 12 hours in African-American history, literature, politics and religion, and choose the remaining 6 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.

Requirements for the Minor (12 credits):

3 credits in African-American history (AFHS 250 or AFHS 251)

3 credits in African-American literature (AFEN 266 or AFEN 265)

3 credits in African-American or African politics or political thought (AFPS 240, PSRL 310, AFPS 350, AFPS 353 or AFPS 355)

3 credits in African-American religion (AFRL 311 or PSRL 310)

Two of the following (6 credits):

| | |
|----------|--|
| AFAM 299 | Special Topics in African-American Studies |
| AFAM 335 | Teaching Assistantship in African-American Studies |
| AFAM 351 | The African Diaspora |
| AFAM 399 | Internship in African-American Studies |
| AFAM 470 | African-American Feminist Thought |
| AFEN 265 | African-American Voices Before the Twentieth Century |
| AFEN 266 | The Harlem Renaissance and Beyond: Twentieth Century African-American Literature |
| AFHS 250 | African-American History to the Twentieth Century |
| AFHS 251 | African-American History During the Twentieth Century |
| AFHS 424 | Race and Racism in the United States |
| AFPS 240 | African-American Politics |
| AFPS 301 | African-American Political Autobiography |
| AFPS 350 | African Politics |
| AFPS 353 | Contemporary African Political Thought |
| AFPS 355 | African-American Political Thought |
| AFPY 270 | African-American Psychological Perspectives |
| AFRL 311 | Black Theology |
| ART 349 | Art of Egypt and Mesopotamia |
| FREN 320 | Francophone Women Writers |
| HIST 246 | Introduction to Africa |

| | |
|----------|--|
| HIST 319 | The Civil War and Reconstruction |
| PSCI 307 | American Constitutional Law |
| PSRL 310 | Politics of the Black Church |
| HNPS354 | African Political Autobiography |
| REL 304 | Islam |
| SOC 300 | Social Inequality |
| SOC 323 | Ethnicity in the United States |
| SOWK 301 | Social Policy and Human Service Programs |

AFRICAN STUDIES MINOR (15 credits)

Coordinator: Hoda Zaki

Requirements for the Minor (6 credits):

| | |
|----------|------------------------|
| HIST 246 | Introduction to Africa |
| AFPS 350 | African Politics |

Three of the following (9 credits):

| | |
|----------|--|
| AFAM 351 | The African Diaspora |
| AFPS 353 | Contemporary African Political Thought |
| ECON 317 | Economics of Development |
| ECON 324 | International Trade |
| PSCI 323 | Politics of the Developing World |
| REL 304 | Islam |
| SOC 318 | Global Social Problems |

AMERICAN STUDIES MINOR (15 credits)

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, political science, and sociology and social work.

Requirements for the Minor (9 credits):

| | |
|----------|---|
| ENGL 223 | American Literature |
| HIST 218 | History of the United States since 1865 |
| SOC 215 | Social Problems |

Two of the following (6 credits):

| | |
|----------|---|
| AFEN 266 | The Harlem Renaissance and Beyond: 20th Century African-American Literature |
| AFPS 355 | African-American Political Thought |
| ANTH 299 | Special Topics: Cultures of Native America |
| ENGL 251 | The American Dream |
| ENGL 275 | American Novel |
| ENGL 280 | 20th Century Ethnic Narratives |
| HIST 210 | Women in 20th Century America |
| HIST 217 | History of the United States to 1865 |
| HIST 338 | The Gilded Age and Progressive Era, 1877-1929 |
| HIST 339 | New Deal America, 1929-2000 |
| PSCI 203 | Introduction to U.S. Politics |
| PSCI 307 | American Constitutional Law |
| REL 211 | American Religious History |
| SOC 323 | Ethnicity in the United States |

ARCHAEOLOGY MINOR (15 credits)

Coordinator: Jennifer Ross

Students majoring in a number of fields, including history, literature, foreign languages, philosophy, religion or the sciences, may wish to minor in archaeology, as it can complement the major field and introduce new areas of study. The minor is interdisciplinary, requiring coursework in archaeological methods, regional studies, ancient history and literature.

Requirements for the Minor (12 credits):

| | |
|----------|---|
| ART 220 | History of Art I or ART 230 Introduction to Archaeology |
| ART 340 | Art of Prehistory or ART 349 Art of Egypt and Mesopotamia or ART 350 Classical Art and Archaeology |
| ART 370 | Archaeological Fieldwork or ART 399 Internship in Art and Archaeology |
| INST 312 | Archaeology: Cultures, Technologies, Methods and Theories |

One of the following (3 credits):

| | |
|----------|------------------------------|
| ANTH 201 | Introduction to Anthropology |
| CL 202 | Mythology |
| HIST 200 | The Ancient World |
| HIST 204 | Ancient Rome |

ART HISTORY MINOR (15 credits)

Coordinator: Frederick N. 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 | Classical Art and Archaeology or ART 351 Medieval Art |
| ART 352 | Northern Renaissance Art or ART 353 Early Renaissance Art or ART 357 High Renaissance and Mannerist Art or ART 358 Baroque Art |
| ART 360 | Nineteenth Century Art or ART 361 Twentieth Century Art |

BIOLOGY MINOR (24 credits)

Coordinator: Kathy Falkenstein

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:

| | |
|--------------|---|
| 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 |
| CHEM 101 | General Chemistry I |
| CHEM 102 | General Chemistry II |

BUSINESS ADMINISTRATION MINOR (18-19 credits)

Coordinator: Anita Jose

Requirements for the Minor (12-13 credits):

| | | | | |
|----------|--|-----------|----------|------------------------------|
| ECON 200 | Principles of Economics | or | ECON 206 | Principles of Microeconomics |
| MGMT 205 | Principles of Management—Introduction to Organizations | | | |
| MGMT 281 | Principles of Financial Accounting | | | |
| MGMT 284 | Principles of Managerial Accounting | | | |

Two of the following (6 credits):

| | | | |
|----------|--------------------------------------|--|--|
| ECMG 303 | Principles of Finance and Investment | | |
| MGMT 306 | Principles of Marketing | | |
| MGMT 314 | International Business | | |
| MGMT 454 | Legal Environment of Business | | |

CHEMISTRY MINOR (24 credits)

Coordinator: Kevin Bennett

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.

Requirements for the Minor (16 credits):

| | | | |
|----------|----------------------|--|--|
| CHEM 101 | General Chemistry I | | |
| CHEM 102 | General Chemistry II | | |
| CHEM 209 | Organic Chemistry I | | |
| CHEM 210 | Organic Chemistry II | | |

Two of the following (at least 8 credits):

| | | | |
|--------------|--|--|--|
| CHEM 215 | Quantitative Analysis | | |
| CHEM 301 | Biological Chemistry I | | |
| CHEM 324 | Instrumental Methods of Analysis | | |
| CHEM 402/403 | Biological Chemistry II and Biological Chemistry Laboratory Techniques | | |
| CHEM 431/433 | Physical Chemistry I and Physical Chemistry I Lab | | |

CLASSICAL STUDIES MINOR (16 credits)

Coordinator: Genevieve Gessert

The classical studies minor combines courses in the fields of history, philosophy, language, literature and art with a focus on classical civilizations, namely those of ancient Greece and Rome. In addition to coursework in classical studies, students have opportunities to visit local collections of classical art, to attend performances of ancient plays and to participate in on-campus lectures dealing with ancient history and culture.

Requirements for the Minor (9 credits):

| | | | |
|----------|--|--|--|
| ART 350 | Classical Art and Archaeology | | |
| GRK 101 | Elementary Ancient Greek I or LAT 101 Elementary Latin I* | | |
| HIST 200 | The Ancient World | | |

Two of the following (6 credits):

| | | | |
|---------|-----------------------|--|--|
| ART 332 | Aegean Archaeology | | |
| ART 362 | Rome and Hollywood | | |
| ART 363 | Roman Art and Culture | | |
| CL 202 | Mythology | | |
| CL 302 | Classical Mythology | | |

| | |
|----------|---|
| CLEN 281 | Greek and Roman Drama |
| ENGL 221 | World Literature |
| HIST 204 | Ancient Rome |
| HIST 311 | Women in the Ancient World |
| INST 312 | Archaeology: Cultures, Technologies, Methods and Theories |
| PLRL 205 | Classical Religion and Philosophy |
| PHIL 307 | History of Philosophy: The Ancient World to the Renaissance |
| PHIL 360 | Topics in Ancient Greek Philosophy |

**Students placed in a higher level of classical Latin (103, 104 or 207) by placement test may substitute the higher-numbered course for this requirement, but may not place out of this requirement.*

COASTAL STUDIES MINOR (19-20 credits)

Director: Drew Ferrier

Coordinator: Ronald Albaugh

The coastal studies minor provides students with an interdisciplinary view of environmental issues that confront coastal habitats and communities. The minor is largely travel-based and designed to provide students with both textbook and first-hand knowledge of environmental challenges currently facing coastal regions.

Required courses (block-scheduled during fall semesters - 13 credits):

| | |
|----------|---|
| ESHN 210 | Coastal Oceanography |
| ENSP 212 | Coastal Community Ecology |
| ENSP 370 | Coastal Studies Practicum |
| INST 311 | The Chesapeake Bay: Human Impacts on a Natural System |

One elective offered as part of the Coastal Studies Semester (3-4 credits):

| | |
|----------|--|
| ENHN 368 | American Landscapes: Environmental Literature in the United States |
| ENSP 201 | Contemporary Environmental Controversies |
| ENSP 299 | Special Topics in Environmental Science and Policy |

One of the following (3 credits):

| | |
|----------|----------------------------------|
| BIOL 348 | Tropical Marine Ecology |
| ENSP 380 | Coastal Studies Field Experience |

COMPUTER SCIENCE MINOR (20 credits)

Coordinator: William Pierce

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:

| | |
|----------|----------------------|
| MATH 207 | Discrete Mathematics |
| CS 284 | Computer Science I |
| CS 287 | Computer Science II |

Nine additional credits of computer science courses, six of which must be at the 300 level or above. CS 335, CS 399 and CS 490 may not be applied toward the minor.

CRIMINOLOGY AND DELINQUENCY MINOR (18 credits)

Coordinator: Jolene Sanders

Criminology is the subfield of sociology that involves the study of crime and criminal behavior; juvenile delinquency refers to crime and criminality among adolescents. This minor is designed

for students in majors such as social work, psychology, law and society, education and other fields who have interests and/or career goals in the areas of criminology, corrections, criminal or juvenile justice, criminal law, social policy or human services working with juveniles or within the correctional system.

Requirements for the Minor (12 credits):

| | |
|----------|-----------------------------|
| SOC 101 | Principles of Sociology |
| SOC 216 | Criminology |
| SOSW 217 | Juvenile Delinquency |
| SOC 353 | Deviance and Social Control |

Two of the following (6 credits):

| | |
|----------|--|
| LWPS 230 | Introduction to Law |
| PSCI 308 | Criminal Law |
| PSY 237 | Human Development I: Childhood and Adolescence |
| SOC 215 | Social Problems |
| SOC 260 | Methods of Social Research |
| SOC 375 | Independent Study |
| SOC 399 | Internship |
| SOWK 214 | Child Welfare: Policies and Services |

ECONOMICS MINOR (19-21 credits)

Coordinator: Sang W. Kim

Requirements for the Minor (10-12 credits):

| | |
|----------|---|
| ECON 200 | Principles of Economics or ECON 205 Principles of Macroeconomics and ECON 206 Principles of Microeconomics |
| ECON 305 | Macroeconomic Analysis |
| ECON 306 | Microeconomic Analysis |

Two of the following (6 credits):

| | |
|----------|------------------------------|
| ECON 310 | Environmental Economics |
| ECON 316 | Game Theory |
| ECON 317 | Economics of Development |
| ECON 318 | Comparative Market Economies |
| ECON 320 | Women in the World Economy |
| ECON 324 | International Trade |
| ECON 326 | Industrial Organization |
| ECON 328 | Labor Economics |

One of the following (3 credits):

| | |
|----------|---|
| ECON 410 | Public Economics |
| ECON 452 | History of Economic Thought |
| ECON 460 | International Finance and Open Economy Macroeconomics |
| ECON 480 | Econometrics |

ENVIRONMENTAL STUDIES MINOR (21 credits)

Coordinator: Eric Kindahl

The minor in environmental studies provides students with the intellectual tools necessary to analyze a broad array of complex environmental problems. It is an interdisciplinary minor offered jointly by the departments of biology 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 |
| ECPS 414 | Environmental Policy |

FRENCH MINOR (15 credits)

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 or FREN 208 Cultural Perspectives on French Literature II |

- One French civilization course
- One 200-level or above French course
- One 300-level French course

FRENCH-GERMAN MINOR (15 credits)

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 | |
| One 300-level course in either French or German | |

GERMAN MINOR (15 credits)

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 or GER 208 Cultural Perspectives on German Literature II |

- One German civilization course
- One 300-level German course
- One 200-level or above German course

GERONTOLOGY MINOR (18 credits)

Coordinator: Joy Ernst

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 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:

Four of the following (12 credits):

| | |
|----------|---|
| BIOL 138 | The Human Health Mosaic |
| GERO 370 | Gerontology Practicum |
| PSY 373 | Psychology of Aging |
| PYSO 221 | Social Gerontology or SOWK 327 Gerontological Social Work: Policy and Practice |

Two of the following (6 credits):

| | |
|----------|--|
| MGMT 205 | Principles of Management—Introduction to Organizations |
| MGMT 301 | Organizational Theory and 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 | Methods of Social Research |
| SOWK 301 | Social Policy and Human Service Programs |
| SOWK 330 | Social Work With Families |

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.

GLOBAL STUDIES MINOR (15-16 credits)

Coordinators: Paige Eager, Leonard Latkovski

The Global Studies Minor is an interdisciplinary program of study which examines the dynamics of globalization in the world today and their historical foundations. It examines the multiple interconnections of states, regions, economies and societies. It studies the historical, political, commercial, cultural, environmental and technological aspects of this phenomenon. The purpose is to better understand the dynamic forces, both positive and negative, of modern globalization. The study of a foreign language beyond the college requirement is strongly recommended, but not required for the successful completion of the minor.

This minor requires that students take a minimum of 15 credits from among its courses. One course (GLBS 300 Challenges and Opportunities of Globalization) is required. Students must take one course in each of the four following subject areas: culture, global economy, global environment and global society.

Requirements for the Minor (3 credits):

GLBS 300 Challenges and Opportunities of Globalization

One course from each of the following four subject areas (12-13 credits):

Culture

| | |
|----------|---|
| ANTH 201 | Introduction to Anthropology |
| ART 372A | World Cinema |
| CL 202 | Mythology |
| ENGL 361 | Primal Literature |
| ENHN 463 | International Currents in Modern Fiction |
| FLLS 250 | Bearing Witness: Testimonial Narratives in the Americas |
| HNLS 302 | Third World Development: Latin America |
| ITLS 300 | Culture of the Middle East |
| ITLS 301 | Culture of India |
| MUSC 302 | World Music |
| REL 412 | Myth, Symbol and Ritual |

Global Economy

| | |
|----------|---|
| ECON 317 | Economics of Development |
| ECON 318 | Comparative Market Economies |
| ECON 319 | Transitional Economies |
| ECON 320 | Women in the World Economy |
| ECON 324 | International Trade |
| ECON 460 | International Finance and Open Economy Macroeconomics |
| MGMT 314 | International Business |

Global Environment

| | |
|----------|---------------------------|
| BIOL 201 | Evolution and Ecology |
| ECON 310 | Environmental Economics |
| ECPS 414 | Environmental Policy |
| ENSP 101 | Environmental Problems |
| GEOG 101 | Introduction to Geography |
| HON 311 | The Green Gene Revolution |

Global Society

| | |
|----------|--|
| HSPS 245 | Global Perspectives on Women, Power and Politics |
| HIST 336 | The World Since 1945 |
| HON 301 | Images of Women |
| PSCI 200 | Terrorism and Justice |
| PSCI 215 | International Relations |
| PSCI 323 | Politics of the Developing World |
| SOC 318 | Global Social Problems |

HISTORY MINOR (18 credits)

Coordinator: Emilie Amt

The minor in history requires 18 credits in history, including at least 6 credits at the 300 level or above. A maximum of 3 credits of independent study may count toward the required work for the minor.

American History (6 credits):

| | |
|----------|---|
| HIST 217 | History of the United States to 1865 <i>or</i> HIST 218 History of the United States since 1865 |
|----------|---|

One additional course in United States history

Non-U.S. History (6 credits):

One of the following (3 credits):

| | |
|----------|------------------------------------|
| 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 |

One additional course in non-U.S. History

Two additional courses in history (6 credits)

Of the courses completed for the minor, two must be at the 300-level or above

JOURNALISM MINOR (18 credits)

Coordinator: Aldan Weinberg

The journalism minor is designed for noncommunication 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.

Requirements for the Minor (15 credits):

| | |
|---------|------------------------|
| CMA 200 | Mass Media and Society |
| CMA 201 | News Writing |
| CMA 208 | Editing and Layout |
| CMA 260 | Feature Writing |
| CMA 305 | Communications Law |

One of the following (3 credits):

| | |
|---------|-------------------|
| CMA 204 | Media History |
| CMA 304 | Online Journalism |

LITERATURE MINOR (18 credits)

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

MANAGEMENT MINOR (15 credits)

Coordinator: Anita Jose

Requirements for the Minor (12 credits):

| | |
|----------|--|
| MGMT 205 | Principles of Management—Introduction to Organizations |
| MGMT 281 | Principles of Financial Accounting |
| MGMT 301 | Organizational Theory and Behavior |
| MGMT 307 | Personnel Management |

One of the following (3 credits):

| | |
|----------|-------------------------------------|
| CAEN 306 | Writing for Business and Management |
| MGMT 314 | International Business |

MATHEMATICS MINOR (17 credits)

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 three-credit mathematics courses at the 200 level or above

MATHEMATICS EDUCATION MINOR (16-17 credits)

Coordinator: Christy Graybeal

The mathematics education minor is open only to students majoring in early childhood education or elementary/special education.

Requirements for the Minor:

| | |
|----------|---|
| MATH 106 | Fundamental Concepts of Mathematics I: Number, Operation, Algebra and Functions |
| MATH 107 | Fundamental Concepts of Mathematics II: Geometry, Measurement, Data Analysis, and Probability |
| MATH 112 | Applied Statistics |
| MATH 201 | Calculus I |
| MATH 202 | Calculus II or MATH 207 Discrete Mathematics |

MEDIEVAL STUDIES MINOR (15 credits)

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 philosophy and religious studies.

Students minoring in medieval studies are reminded of the College requirement that a minor must include 12 credits outside the student's major.

Requirements for the Minor:

The minor consists of at least five courses, distributed as indicated.

Required (3 credits):

| | |
|----------|-----------------|
| HIST 202 | Medieval Europe |
|----------|-----------------|

Two of the following (6 credits):

| | |
|----------|--|
| ARHS 301 | Age of Cathedrals |
| ART 308 | Myths, Saints, and Symbols |
| ART 351 | Medieval Art |
| ART 375 | Independent Study* |
| ART 470 | Seminar: Topics in Art History* |
| ENGL 300 | Really Old English: Anglo-Saxon Language, Literature and Culture |
| ENGL 318 | Chaucer |
| ENGL 375 | Independent Study in Literature* |
| ENGL 405 | The English Language |
| GER 207 | Cultural Perspectives on German Literature I* |
| HON 308 | Dante and Giotto |
| LAT 208 | Latin Literature II: Medieval |

Two of the following (6 credits):

| | |
|----------|---------------------------------|
| HIST 300 | From Celts to Vikings, 400-1000 |
| HIST 309 | Islam and the Crusades |
| HIST 313 | Medieval England |
| HIST 375 | Independent Study in History* |
| HIST 412 | Women in Medieval Europe |

| | |
|----------|--|
| HIST 470 | Research Seminar in History* |
| PSCI 332 | Ancient and Medieval Political Thought |
| REL 375 | Independent Study in Religion* |

* Courses require prior written permission of the coordinator.

With permission, other courses on medieval topics may count toward the minor.

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.

MIDDLE EASTERN STUDIES MINOR (17 credits)

Coordinator: Donald Wright

Requirements for the Minor (11 credits):

| | |
|----------|-----------------------------|
| ARAB 101 | Elementary Arabic I |
| ARAB 102 | Elementary Arabic II |
| ITLS 300 | Cultures of the Middle East |

Two of the following, at least one at the 300 level (6 credits):

(May also be fulfilled during an approved semester or year of study abroad)

| | |
|----------|--|
| ANTH 302 | Cultural Anthropology |
| ARHN 319 | Orientalism and Egyptomania |
| ARRL 330 | Archaeology of Ancient Israel |
| ART 349 | Art of Egypt and Mesopotamia: Rediscovering and Remaking the Ancient Middle East |
| HIST 309 | Islam and the Crusades |
| HIST 316 | The Middle East in Modern Times |
| PSCI 200 | Terrorism and Justice |
| PSCI 210 | Comparative Politics |
| PSCI 215 | International Relations |
| PSCI 302 | 9/11 in Global Perspective |
| PSCI 305 | U.S. Foreign Policy |
| PSCI 323 | Politics of the Developing World |
| REL 303 | Judaism |
| REL 304 | Islam |
| SOC 318 | Global Social Problems |

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

(18-20 credits)

Requirements for the Minor (8 credits):

| | |
|----------|-----------------------|
| MUSC 100 | Fundamentals of Music |
| MUSC 101 | Theory I |
| MUSC 102 | Theory II |

Two of the following (6 credits):

| | |
|----------|----------------------------------|
| MUSC 303 | Music History and Literature I |
| MUSC 304 | Music History and Literature II |
| MUSC 305 | Music History and Literature III |

One of the following (3 credits):

- | | |
|----------|----------------------------|
| MUSC 299 | Special Topics in Music |
| MUSC 300 | Monuments of Western Music |
| MUSC 302 | World Music |
- 2 credits of applied music (any area)
Two semesters of music ensemble

MUSIC PERFORMANCE MINOR (16-18 credits)

Requirements for the Minor (8 credits):

- | | |
|----------|-----------------------|
| MUSC 100 | Fundamentals of Music |
| MUSC 101 | Theory I |
| MUSC 102 | Theory II |

One of the following (3 credits):

- | | |
|----------|----------------------------------|
| MUSC 299 | Special Topics in Music |
| MUSC 300 | Monuments of Western Music |
| MUSC 302 | World Music |
| MUSC 303 | Music History and Literature I |
| MUSC 304 | Music History and Literature II |
| MUSC 305 | Music History and Literature III |

6 credits of applied music (all in the area of the minor)
Participation in two recitals, one of which must be an honors recital
Two semesters of music ensemble

PHILOSOPHY MINOR (15 credits)

Coordinator: Karen Hoffman

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 207 | Logic |
| PLRL 301 | Indian Thought or PLRL 306 Chinese Thought |
| PHIL 307 | History of Philosophy: The Ancient World to the Renaissance |
| PHIL 308 | History of Philosophy: The Early Modern Era to the Twentieth Century |

Any other course in philosophy

PHYSICS MINOR (28-29 credits)

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 The 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 or 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 (9 credits):

| | |
|----------|--------------------------------|
| PHYS 222 | Introduction to Modern Physics |
| PHYS 324 | Mechanics |
| PHYS 325 | Electricity and Magnetism |

POLITICAL SCIENCE MINOR (18 credits)

Coordinator: Paige Eager

Requirements for the Minor (6 credits):

| | |
|----------|---|
| PSCI 203 | Introduction to U.S. Politics |
| PSCI 210 | Comparative Politics or PSCI 215 International Relations |

One course in Political Theory from the following (3 credits):

| | |
|----------|--|
| PSCI 204 | U.S. Political Thought |
| PSCI 307 | American Constitutional Law |
| PSCI 332 | Ancient and Medieval Political Thought |
| PSCI 333 | Modern Political Thought |
| AFPS 353 | Contemporary African Political Thought |
| HNPS 354 | African Political Autobiography |

9 additional credits in political science, six of which must be at the 300 or 400 level, are required for the completion of the minor

PUBLIC RELATIONS MINOR (18 credits)

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 (15 credits):

| | |
|---------|--|
| CMA 201 | News Writing |
| CMA 310 | Public Relations |
| CMA 312 | Communications Research or MGMT 423 Marketing Research Methods |
| CMA 313 | Writing for Public Relations |
| CMA 411 | Public Relations Campaigns |

One of the following (3 credits):

| | |
|----------|-------------------------------------|
| CMA 207 | Principles of Speech Communication |
| CMA 208 | Editing and Layout |
| CMA 242 | Persuasion |
| CAEN 306 | Writing for Business and Management |
| MGMT 306 | Principles of Marketing |

RELIGION MINOR (15 credits)

Coordinator: Karen Hoffman

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 (3 credits):

REL 200 What Is "Religion"? or REL 412 Myth, Symbol and Ritual

At least one of the following western religions (3 credits):

REL 203 Old Testament
REL 204 New Testament
REL 212 The Christian Heritage
REL 303 Judaism
REL 314 Western Spirituality: Contemporary Issues

At least one of the following world religions (3 credits):

REL 304 Islam
PLRL 301 Indian Thought
PLRL 306 Chinese Thought

Any two additional credits in religion, at least one of which must be at the 300 level or above.

RENAISSANCE STUDIES MINOR (15 credits)

Coordinator: Mark Sandona

The Renaissance studies minor explores the history, literature, philosophy and art of Western Europe from the 14th through the 17th 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 314 Tudor and Stuart Britain
HIST 406 Religion, Family and Society in Reformation Europe
HIST 470 Research Seminar in History*

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 |
| HON 317 | The Jocular Vein: Comic Impulses and Instigations in Renaissance Culture |

* Courses require prior written approval of the coordinator.

SOCIAL SCIENCE RESEARCH MINOR (15 credits)

Coordinator: Kerry Strand

This minor, which requires 15 credits of coursework in sociology, can be combined with majors outside the department. 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 meet practicum requirements (SOC 482) either by completing an independent semester-long research project or by working on a collaborative, community-based research project with an agency in the Frederick community.

Requirements for the Minor:

| | |
|---------|--|
| SOC 101 | Principles of Sociology |
| SOC 260 | Methods of Social Research |
| SOC 261 | Quantitative Methods for the Social Sciences |
| SOC 472 | Advanced Methods of Social Research |
| SOC 482 | Practicum in Social Research |

SOCIAL WORK, PRE-PROFESSIONAL PRACTICE, MINOR (16 credits)

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 |

SOCIOLOGY MINOR (15 credits)

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 (9 credits):

SOC 101 Principles of Sociology
 SOC 259 Sociological Theory
 SOC 260 Methods of Social Research
 Any two additional courses in sociology (6 credits)

SPANISH MINOR (15 credits)**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 **or** SPAN 208 Cultural Perspectives on Spanish Literature II
 One Spanish civilization course
 One 300-level Spanish course
 One 200-level or above Spanish course

STUDIO ART MINOR (16 credits)**Coordinator:** Joyce Michaud

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

Fine art is about layers of meaning, about the visual message in relationship to us as people. Students are required to address hard questions and become more articulate visually. As the world moves toward a fast-paced, visual-based, computer-linked society, it is within studio art that rigorous academic studies and personal expression merge in a new understanding of life as an integrated whole. The cognitive skills developed during the creative process span the skills needed for a creative approach to life.

Requirements for the Minor (7 credits):

ARTS 101 Design I
 ARTS 123 Drawing I

Three of the following (9 credits):

ARTS 203 Ceramics I
 ARTS 211 Digital Photography **or** ARTS 214 Darkroom Photography
 ARTS 224 Drawing II
 ARTS 226 Digital Arts
 ARTS 234 Relief Printmaking I
 ARTS 235 Monotype Printmaking I
 ARTS 237 Painting I
 ARTS 303 Ceramic Wheel
 ARTS 304 Ceramics: Sculpture/Handbuilding
 ARTS 311 Photography II
 ARTS 312 Photography III
 ARTS 314 Relief Printmaking II
 ARTS 315 Monotype Printmaking II
 ARTS 322 Photojournalism
 ARTS 324 Drawing III
 ARTS 334 Advanced Printmaking
 ARTS 338 Painting II

| | |
|----------|--------------------|
| ARTS 339 | Painting III |
| ARTS 343 | Intermediate Wheel |
| ARTS 344 | Drawing IV |
| ARTS 345 | Ceramic Sculpture |

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

THEATER AND DRAMA MINOR (15 credits)

Coordinator: Joe Brady

Drama and its active practice, theater, is an art form dedicated to expression and communication; exposure to and training in it can also serve students in a range of non-performative areas of study, such as education, management and social work.

Students choosing a minor in theater and drama should take 15 credits from the courses listed below, three credits of which should be THEA courses. Additionally, student work in performance projects sponsored by the minor may count for one, two or three credits.

| | |
|----------|---|
| ENGL 273 | Renaissance Drama |
| ENGL 274 | Modern Drama |
| CLEN 281 | Greek and Roman Drama |
| ENGL 313 | Shakespeare |
| ENGL 330 | Modern Women Playwrights |
| ENGL 414 | Shakespeare on Film |
| ENGL 461 | The Family in American Modern Drama |
| FREN 321 | Masque et Illusion dans la France d'Ancien Régime |
| GER 319 | German Drama |
| SPAN 343 | Spanish Theater |
| THEA 101 | Elements of Acting |
| THEA 201 | History of Theater |
| THEA 210 | Acting II |
| THEA 370 | Theater Practicum |

WEB DEVELOPMENT MINOR (15 credits)

Coordinator: Elizabeth Chang

The minor in web development provides a substantial experience in web design and development for students who wish to develop or maintain websites in conjunction with their work in another discipline. The courses are designed to provide increasing depth, culminating in a guided practicum.

Requirements for the Minor:

| | |
|----------|---|
| IT 180 | Elements of Web Development I |
| CAIT 221 | Applied Computer Graphics |
| IT 280 | Elements of Web Development II |
| IT 382 | Usability Engineering for Web Development |
| IT 480 | Practicum in Web Development |

WOMEN'S STUDIES MINOR (15 credits)

Coordinator: Jolene Sanders

The women's studies program at Hood examines the experiences and status of women cross-culturally and historically. Gender categories do not exist in isolation, but intersect with race, ethnicity, nationality, class, sexuality, age and other social categories to shape identities and institutions. The program provides an analytical framework for students to examine gender across disciplines and in their own lives.

Requirement for the Minor (3 credits):

WMST 200 Method in Women's Studies (or an alternate course with written permission of the coordinator)

12 additional credits from the following list, with no more than 6 credits within the same discipline (with the exception of WMST 299, WMST 375 and WMST 399):

| | |
|----------|--|
| AFAM 470 | African-American Feminist Thought |
| ENGL 271 | Studies in the 19th and 20th Century Novel: Portraits of Women |
| ENGL 278 | The Woman in the Poem |
| ENGL 330 | Modern Women Playwrights |
| FREN 313 | Gender and Gaze in Modern French Literature and Film |
| FREN 320 | Francophone Women Writers |
| HIST 210 | Women in 20th Century America |
| HSPS 245 | Global Perspectives on Women, Power and Politics |
| HIST 310 | History of Women in the United States |
| HIST 311 | Women in the Ancient World |
| HIST 406 | Religion, Family and Society in Reformation Europe |
| HIST 412 | Women in Medieval Europe |
| HON 301 | Images of Women |
| HNWS 312 | Re-visioning Motherhood in Modern Western Culture |
| PE 227 | Women's Health Issues |
| PLWS 203 | Philosophical Issues in Feminism |
| PSCI 202 | Women and Politics |
| PSCI 336 | Gender and the Law |
| PSY 206 | Psychology of Women |
| SOC 308 | Sociology of Sexuality |
| SOC 310E | Topics in Sociology: Masculinities |
| SOC 311 | Sociology of Gender |
| WMST 299 | Special Topics |
| WMST 375 | Independent Study |
| WMST 399 | Internship |

WRITING MINOR (18 credits)

Coordinator: Aldan Weinberg

Requirements for the Minor:

12 credits in writing-intensive courses from the following group, 3 credits at the 300 level or above:

| | |
|--------------|---------------------------------------|
| CAEN 306 | Writing for Business and Management |
| CMA 201 | News Writing |
| CMA 260 | Feature Writing |
| CMA 281 | Introduction to Screen Writing |
| CMA 299 | Special Topics in Communication Arts* |
| CMA 303 | Advanced Reporting |
| CMA 313 | Writing for Public Relations |
| ENGL 200-209 | Topics in Writing |
| ENGL 219 | Creative Writing |
| ENGL 299 | Special Topics* |
| ENGL 335 | Teaching Assistantship in English |
| ENGL 375 | Independent Study in Writing |
| ENGL 420/520 | Advanced Fiction Writing |
| ENGL 421/521 | Advanced Poetry Writing |

**Writing-intensive course*

6 credits in literature courses at the 200 level or above

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 (375) and Teaching Assistantships (335)

Independent study (375) and teaching assistantships (335) are not conventional classroom or 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 interdepartmental 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.

COURSE DESCRIPTIONS

African-American Studies Courses

AFPS 240 African-American Politics

(First semester—even years/3 credits)

An examination of African-American political activity in the 20th century. African-American participation in the U.S. electoral process and the power structure in African-American communities.

AFHS 250 African-American History to the 20th Century (CORE—Historical Analysis)

(First semester/3 credits)

A chronological and thematic survey of African-American history from pre-colonial Africa to the 20th 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.

AFHS 251 African-American History During the 20th Century (CORE—Historical Analysis)

(Second semester—even years/3 credits)

Examines African-American history in the 20th 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.

AFEN 265 African-American Voices Before the 20th Century (CORE—Literature)

(First semester—even years/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 19th century fiction by Harriet Wilson, Frances Harper, Harriet Beecher Stowe and Charles Chesnut.

AFEN 266 The Harlem Renaissance and Beyond: 20th Century African-American Literature (CORE—Literature)

(First semester—odd years/3 credits)

Beginning with the energetic era of the Harlem Renaissance, this course studies African-American writings in the 20th 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.

AFPY 270 African-American Psychological Perspectives

(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 299 Special Topics in African-American Studies

(Course offered as needed/3 credits)

This course is a general topics course in African-American Studies, allowing faculty and students to study particular topics of interest.

AFPS 301 African-American Political Autobiography (CORE—Western Civilization)

Prerequisite: 3 hours in African-American history, literary criticism or politics, or permission of the instructor. (As needed/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.

AFRL 311 Black Theology (CORE—Western Civilization)

Prerequisite: 3 credits of history, religion, political science or African-American studies at the 200 level, or permission of the instructor (First semester/3 credits)

This course introduces students to the core of black Christian theological thought: black liberation theology. Explores the historical roots of black Christian theology and focus on some of its key tenets like the physical depiction of Christ, the depiction of the Christian community/communities and the role of Christianity. Identifies the major points of convergence and divergence between black liberation theology and other liberation theologies such as womanist theology and Latin American liberation theology.

AFAM 335 Teaching Assistantship in African-American Studies

Prerequisites: Senior standing, at least three courses in the African-American studies minor and permission of the instructor (Either semester/1 or 2 credits)

A senior may serve as a teaching assistant in selected courses. The assistant would attend classes, tutor students, show and discuss films and join in periodic conferences with the instructor. Other duties would include assisting the instructor in other class-related projects, including field trips, speakers and discussion sessions. May be taken only once. Grading is on a satisfactory/unsatisfactory basis.

AFPS 350 African Politics (CORE—Non-Western Civilization)

Prerequisite: HIST 246 or permission of the instructor. (First semester—even years/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.

AFAM 351 The African Diaspora

Prerequisite: AFPS 240, AFPS 350, AFPS 353 or HIST 246, or permission of the instructor.

(Offered as needed/3 credits)

This course examines the processes and institutions that link or differentiate Africans and their descendants in the African Diaspora. The linkages of educational and missionary institutions, world conferences and political ideologies of Pan-Africanism, Ethiopianism and anti-colonialism will be viewed through the lenses of culture, politics, history and philosophy.

AFPS 353 Contemporary African Political Thought (CORE—Non-Western Civilization)

Prerequisite: HIST 246 or AFPS 350 or completion of the Philosophical Inquiry section of the Core.

(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.

AFPS 355 African-American Political Thought (CORE—Western Civilization)

Prerequisite: Junior or senior standing only, or permission of the instructor. (First semester—odd years/3 credits)

The course examines African-American political thought in the 18th, 19th and 20th centuries within the parameters of Western political discourse. Topics include the changing definitions of African-American conservatism, neoconservatism, nationalism, liberalism, radicalism and feminism.

AFAM 375 Independent Study in African-American Studies

Prerequisites: 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 399 Internship in African-American Studies

Prerequisites: 9 credits in African-American studies (Either semester/3 or 6 credits)

An investigation of how race and racial dynamics function in a variety of private, public and on-governmental settings through supervised full- or part-time work. Sites and projects must be approved by, and coordinated with, the instructor. Grading is on a satisfactory/unsatisfactory basis.

AFHS 424/524 Race and Racism in the United States

Prerequisites: Junior or senior standing, and HIST 217 or HIST 218 or AFHS 250 or AFHS 251 or permission of instructor. (First semester—even years/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.

AFAM 470/570 African-American Feminist Thought

Prerequisites: Junior or senior standing and 3 hours in African-American history or African-American literature. (Offered as needed/3 credits)

An examination of African-American feminist scholarship in the 19th and 20th 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.

Anthropology Courses

ANTH 201 Introduction to Anthropology (CORE—Social and Behavioral Analysis)

(First 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 302 Cultural Anthropology

Prerequisite: Sophomore standing. (Second semester/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.

Arabic Courses

ARAB 101 Elementary Arabic 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.

ARAB 102 Elementary Arabic II (CORE—Foundation)

Prerequisite: ARAB 101 or permission of department chair. (Second semester/4 credits/5 class hours; use of language laboratory)

Continuation of Elementary Arabic I.

ARAB 103 Intermediate Arabic I

Prerequisite: ARAB 102 or permission of department chair. (First semester/3 credits/3 class hours; use of language laboratory)

Development of intermediate Arabic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

ARAB 104 Intermediate Arabic II

Prerequisite: ARAB 103 or permission of department chair. (Second semester/3 credits/3 class hours; use of language laboratory)

Continuation of Intermediate Arabic I.

ARAB 375 Independent Study in Arabic

Prerequisite: Permission of instructor and department chair. (Either semester/1, 2 or 3 credits)

Study of a selected subject. Conferences and reports.

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 215 Introduction to Museum Studies

(Course is offered as needed/3 credits)

Introduction to the histories, types, functions and meanings of museums, focused particularly on the art museum. Through reading, discussion, lectures and field trips, we will consider the many sorts of collections, contexts and displays involved in museums.

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

(Second semester/3 credits)

An introduction to the methods and theories that underpin the discipline of archaeology. Traces the history of archaeology from its beginnings in European antiquarianism, through some of the great discoveries of the 19th and early 20th 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: ENGL 100 or 101, or 3 credits from ENGL 110–139 (First semester /3 credits)

An examination of those artistic and technical innovations that have shaped the world-wide 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 299 Special Topics in Art

(Offered as needed/3 credits)

This course will consider special topics of interest to students and faculty in the fields of art history and archaeology. Topics will vary.

ART 300 Gallery Management

Prerequisites: ARTS 101 and permission or invitation of Department of Art and Archaeology. (Both semesters/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.

ARHS 301 Age of Cathedrals (CORE—Western Civilization)

Prerequisite: HIST 202 or 204 or ART 220, or permission of the instructor. (Offered as needed/3 credits)

This course explores medieval society in western Europe during the High Middle Ages (c.1100-1300), focusing on the expression of social and cultural movements visually through buildings and the use of space. Topics covered include Romanesque and Gothic architecture, monastic life and monasteries, pilgrimage and relics, gendered space, building technology, and sculpture.

ART 304 American Art

Prerequisite: ART 221 or permission of the instructor. (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 305 The Youngest Art: The History of Photography

Prerequisite: ART 221 or permission of the instructor. (Course is offered as needed/3 credits)

This course will consider the origin, development and variety of photography as used throughout the world, from its invention to the present. Students will also become acquainted with contemporary critical and interpretive approaches to photography. Lecture and discussion

of selected readings and images. Students will have opportunity to produce both visual and written projects.

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

Prerequisite: ART 220 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.

ARHN 319 Orientalism and Egyptomania: Rediscovering and Remaking the Ancient Middle East (CORE—Western Civilization)

Prerequisite: Open to juniors or seniors in the Honors Program and art majors and minors or by permission of the instructor. (First semester—odd years/3 credits)

This class will examine the rediscovery and representation of Egypt and related lands in the Middle East during the 19th and 20th century by artists, travelers and related figures. We will consider visual and literary sources of many kinds, from the lands of the Middle East and the Western cultures of discoverers.

ARRL 330 Archaeology of Ancient Israel

Prerequisite: ART 220, ART 230 or permission of the instructor. (First semester—even years/3 credits)

This course examines the development of cultures in and around the modern country of Israel, from the Neolithic Age through the end of the Iron Age (c. 12,000-330 B.C.). Focus on the archaeology of Israel/Palestine and its neighbors and see how scholars reconstruct their social, economic, religious and political institutions. We will use evidence from archaeological sites and surveys, as well as written documents from Israel (including the Old Testament) and surrounding areas.

ART 332 Aegean Archaeology

Prerequisite: ART 220, ART 230 or permission of the instructor. (Either semester—even years/3 credits)

This course examines the development of cultures in and around the Aegean Sea (Greece, Crete, the Cycladic islands and coastal Turkey) from the Neolithic Age through the end of the Bronze Age (c. 10,000-1,000 B.C.). Traces the rise and collapse of the Minoan and Mycenaean cultures, their artistic and material expressions and their associated social, economic, religious and political institutions.

ARHS 334 Film and Society: New Wave European Cinema

Prerequisite: ART 275 or CMA 280 or CMA 281, or permission of the instructor. (First semester—odd years/3 credits)

This class surveys the “New Wave” cinemas—Italian Neorealism, the French New Wave, Czech New Wave, New German Cinema and British New Wave—that emerged in post-World War II Europe (1945-1980) as alternatives to Hollywood cinema. The chief focus will be to analyze and describe how individual films function both as works of art and as historical documents within specific cultural and political contexts. The course will study each cinematic movement in relation to the following themes and topics: film authorship, the relationship between Hollywood and European cinema, national identity vis-à-vis cinema, urban space and the changing postwar European landscape, and the role of film in the rewriting of European history.

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 (CORE—Non-Western Civilization)

Prerequisite: ART 220 or INST 312 or permission of the instructor. (Either semester/3 credits)

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 around the world. Special attention to artistic expression as a medium for communication and

change. The geographic areas discussed in this course include Asia, Europe, Africa and the Americas.

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 c. 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 Classical Art and Archaeology (CORE—Western Civilization)

Prerequisite: ART 220 or permission of the instructor. (Second semester—odd years/3 credits)

This course examines the artistic production and archaeological discovery of the classical age — from the emergence of Greek culture after the Bronze Age to the reign of Constantine (Rome's first Christian emperor). Both the technological innovations and stylistic developments characteristic of this period will be studied in the major genres of visual representation: painting, sculpture, architecture, mosaic and the decorative arts. Readings/lectures on the history, literature, philosophy and daily life of the Greeks and Romans will supplement the visual material. The placement of these objects and monuments within their cultural context will be emphasized, with the ultimate goal being a theoretical understanding of the function(s) of art within classical cultures. Finally, the impact of classical art and culture on later periods of western civilization will be discussed, as well as issues of archaeology and cultural property.

ART 351 Medieval Art

Prerequisite: ART 220 or permission of the instructor. (First semester—even years/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. (First semester—odd years/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—even years/3 credits)

Painting, sculpture and architecture in Italy, especially Tuscany, from the early 13th century until the late 15th 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.

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

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. (Course is offered as needed/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—odd years/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. (First semester—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. (Second semester—as needed/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—even years/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 360 19th Century Art

Prerequisite: ART 221. (Second semester—even years/3 credits)

Art and society in Europe and America during the 19th 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 20th-Century Art

Prerequisite: ART 221. (First semester—even years/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 362 Rome and Hollywood (CORE—Western Civilization)

Prerequisite: A course in film and/or the ancient world (art, history, literature) or permission of the instructor. (Second semester—even years/3 credits)

This course focuses on the interpretation of popular and artistic representations of Roman history and society in the modern medium of cinema. This course will consider some of the most imaginative American, British and Italian films recreating ancient Rome, from the epics of the silent era to modern television documentaries and blockbusters.

ART 363 Roman Art and Culture (CORE—Western Civilization)

Prerequisite: ART 220 or HIST 200 or HIST 204 or permission of the instructor. (First semester—even years/3 credits)

This course aims to introduce the basic themes of Roman art and culture within a standard chronological framework. Starting with the precursors of Roman culture and ending with the transition to the Byzantine period, this course will consider the visual media that the Romans used to express cultural ideals and imperial authority to both themselves and the outside world.

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. (Both semesters/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 372 Arts of the Non-Western World (CORE—Non-Western Civilization)

Prerequisites: Prerequisites vary according to topic. Refer to current course schedule for specific requirements. (First semester—as needed/3 credits)

This course allows students to focus on topics and media not featured in broader survey courses of Non-Western art and culture. Courses will feature analysis of major works of Non-Western art, placing these works and their artists in their historical and cultural contexts and exploring the relationships between the artistic outputs of different cultures.

ART 375 Independent Study

Prerequisites: 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 and Archaeology

Prerequisites: Open to junior and senior majors or minors; permission of the department required. (Either semester/3–15 credits)

Supervised off-campus internship experience in an institution approved by the department. Grading is on a satisfactory/unsatisfactory basis.

ART 470/570 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.

ART 471 Advanced Archaeological Fieldwork

Prerequisites: Art 370 and permission of the archaeology concentration coordinator. May be repeated. (Both semesters/3 credits)

This course is designed for students with some initial experience in archaeological fieldwork, who would like to pursue more in-depth studies in field methods. It offers the opportunity to gain greater hands-on experience at an archaeological site selected in collaboration between the student and archaeology concentration coordinator. Students will be expected to acquire one or more advanced archaeological skills, which may include survey and excavation techniques, site and project supervision, as well as participating in recording, drawing and analyzing finds.

Studio Art Courses

ARTS 101 Design

(Both semesters/4 credits/lab fee/4 lecture and 2 studio hours)

A foundation course in the basic concepts underlying the visual arts. Students will study the principles of two- and three-dimensional design through exercises and through critical analysis of works of art. Lectures and discussion of concepts during class hours, execution of design projects during studio hours. Students concentrating in studio art and others wishing to pursue studio courses should take this course prior to, or concurrently with ARTS 123.

ARTS 123 Drawing I

Prerequisite: ARTS 101 recommended, not required. May be taken concurrently with ARTS 101. (Both semesters/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

(Both semesters/3 credits/lab fee/4 class and studio hours)

General survey of ceramics in which aesthetic and scientific aspects are considered. The Ceramics I course will incorporate information about clay, clay preparation, glazes and glazing techniques and kiln technology, with emphasis on handbuilding techniques. Through a progression of experiences, the student will understand the basic nature of clay, demonstrate the techniques necessary for successful clay construction, utilize a variety of decoration techniques and exhibit the technical knowledge necessary to fire the work, producing finished, glazed pieces for critique. Emphasis will be placed on design and construction and the overall aesthetics of the finished work.

ARTS 211 Digital Photography

Prerequisite: ARTS 101. Not open to students who have completed ARTS 214 (Both semesters/3 credits/lab fee/4 class and studio hours)

Fundamentals of the photographic medium and its possibilities for visual arts are prime considerations. The course objectives are to master basic camera operations, acquire technical and creative photographic skills and develop a working understanding of pixel-based photography in the digital darkroom. Students must supply their own digital cameras and the cost of materials.

ARTS 214 Darkroom Photography

Prerequisite: ARTS 101. Not open to students who have completed ARTS 211. (Second semester/3 credits/lab fee/4 class and studio hours)

Fundamentals of the photographic medium and its possibilities for visual arts are prime considerations. The course objectives are to master basic camera operations, acquire technical and creative photographic skills and develop a working understanding of the traditional darkroom/film based photography. Students must supply their own single lens reflex cameras and the cost of materials.

ARTS 224 Drawing II

Prerequisites: ARTS 101 and 123. (Second 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 226 Digital Arts

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

In this course, students will learn to create digital images as well as a web portfolio of these images. They will build on the creative experiences introduced in their design and drawing courses. Using Adobe Photoshop and other web design software, students will gain experience in freehand drawing, digital painting, collage with scanned objects and website design.

ARTS 234 Relief Printmaking I

Prerequisite: ARTS 101. (Second semester/3 credits/lab fee/4 class and studio hours)

Introduction to relief methods: linocut, woodblock, collograph and experimental techniques. Topics include mixing and manipulating inks, hand printing and use of a printing press.

ARTS 235 Monotype Printmaking I

Prerequisite: ARTS 101. (First semester/3 credits/lab fee/4 class and studio hours)

An introductory course designed to teach students monotype printmaking. Students will create prints from various matrixes including plexiglass, wood, styrofoam and collograph plates. Additive and subtractive techniques will be taught. Topics include: mixing and manipulating inks, handprinting and use of a mechanized press. Students will refine skills of design and color theory. A coherent body of work will be compiled and a strong individual aesthetic will be formed.

ARTS 237 Painting I

Prerequisite: ARTS 101. ARTS 123 is recommended but not required. (Second semester/3 credits/lab fee/4 class and studio hours)

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

ARTS 303 Ceramic Wheel

Prerequisites: ARTS 101 and ARTS 203, or permission of the instructor. (Both semesters/3 credits/lab fee/4 class and studio hours)

A classical introduction to the potter's wheel, the course will cover wedging, centering, throwing, shaping, trimming and aesthetics. The course will also incorporate information about clay, clay preparation, glazes and glazing techniques and kiln technology. Through a progression of experiences, personal research and practice, the student will demonstrate the ability to create open and vertical forms at the potter's wheel, understand the basic nature of clay and the techniques necessary for throwing and trimming, and produce finished, glazed pieces for critique.

Students completing this course will acquire knowledge of the methods used to create wheel-thrown pottery, the characteristics of clay and glazes, the process of firing and an understanding of basic ceramic composition.

ARTS 304 Ceramics: Sculpture/Handbuilding

Prerequisites: ARTS 101 and ARTS 203. (First semester/3 credits/lab fee/4 class and studio hours)

Through a progression of experiences, including individual sketches and projects, the student will combine the construction methods of handbuilding to take a sculptural direction. Students completing this course will acquire knowledge of the methods used for creating with clay, the characteristics of clay and glazes, the process of firing and an understanding of ceramic composition for the sculptural form.

ARTS 311 Photography II

Prerequisites: ARTS 211 for the digital option, ARTS 214 for the darkroom option, or permission of instructor. (First semester/3 credits/lab fee/4 class and studio hours)

Provides a further development of artistic photography principles and creative laboratory techniques. Students have the option to select either a digital or a darkroom laboratory process to complete their portfolio. For either option, the student will complete field projects that explore advanced photography concepts and apply these concepts to projects to demonstrate imaginative image making in the field and in the laboratory.

ARTS 312 Photography III

Prerequisite: ARTS 311. (First semester/3 credits/lab fee/4 class and studio hours)

Students complete an independent, self motivated field project of their own choosing that explores advanced photography and laboratory concepts to be applied toward the development of a personal portfolio of fine art work. Students will continue with the same portfolio methodology (digital or darkroom) that they used in ARTS 311.

ARTS 314 Relief Printmaking II

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

An intermediate course designed to support an in depth study of relief techniques introduced in ARTS 234. The focus will be the continued development of subject, content and composition together with the supporting technical mastery in this printmaking domain. Emphasis will be on creating multiple color editions. Students may choose to work in linoleum or woodblock.

ARTS 315 Monotype Printmaking II

Prerequisite: ARTS 235. (First semester/3 credits/lab fee/4 class and studio hours)

An intermediate course designed to support an in depth study of monotype techniques introduced in ARTS 235. The focus will be the continued development of subject, content and composition together with the supporting technical mastery in this printmaking domain. Topics to include: multiple color reductive prints, multiple color additive prints, frottage, stencils, collagraphic monotypes and heat transfers.

ARTS 316 Selected Topics in Studio Art

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

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 322 Photojournalism

Prerequisites: CMA 201 or ARTS 211 or permission of the instructor. (Second semester/3 credits/lab fee/4 class and studio hours)

This course is intended to introduce students to the communication field of photojournalism. Defined as communicating through photography, photojournalism has historically been viewed as a very powerful tool in documenting the world around us. From community events, conflicts around the world, the political arena, high school through professional sports and the environment, photojournalists are empowered to show to their audience events that affect their daily lives. Truth and accuracy are the keys to good photojournalism.

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. (Second 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 334 Advanced Printmaking

Prerequisites: ARTS 314 and/or ARTS 315 (Both semesters/3 credits/lab fee/4 class and studio hours)

This advanced printmaking course is designed to meet the needs of students concentrating in the area of printmaking. Students will refine their printmaking aesthetic and focus on individual projects advancing their technical skills. Topics include: sculptural forms, non-traditional bookmaking and contemporary print aesthetics.

ARTS 338 Painting II

Prerequisite: ARTS 237. (First semester/3 credits/lab fee/4 class and studio hours)

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

ARTS 339 Painting III

Prerequisite: ARTS 338. (First 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.

ARTS 343 Intermediate Wheel

Prerequisite: ARTS 303. (Both semesters/3 credits/lab fee/4 class and studio hours)

Continued studies in the production of ceramic ware using the potter's wheel as a primary tool. The course will include an in-depth study of the medium and large bowl forms and lidded forms, the closed form, concentrating on throwing and shaping concepts, rims and necks, trimming and aesthetics, experiences with the pitcher form, the jug and the mug, leather-hard decoration and closed form glazing and firing concepts. Students completing this course will acquire an understanding of the science and technical aspects of and skill in creating wheel-thrown pottery and develop a personal statement with their ceramic art.

ARTS 344 Drawing IV

Prerequisite: ARTS 324 Drawing III or permission of the instructor. (Second semester/3 credits)

An investigation into drawing techniques and impetus as a means of communication and expression. Students accomplished in the fundamentals of perceptual and nonobjective drawing will pursue projects for individual discovery and growth. Focused thematic drawing problems, experimentation with drawing parameters, materials and formats, and the study of contemporary ideologies and current drawing strategies form the core of this course, orienting students to the possibilities of communication specific to the discipline of drawing, and providing a basis for the development of individual drawing projects.

ARTS 345 Ceramic Sculpture

Prerequisite: ARTS 304. (Second semester/3 credits/lab fee/4 class and studio hours)

An in-depth study of materials, skills and procedures relating to a variety of sculpture

techniques in clay. Through studio work and correlation of intuitive and intellectual approaches, an emphasis is placed on the understanding and development of aesthetics in the sculptural form. All aspects of slab construction, coil building, modeling and the joining of techniques will be covered with emphasis on form, surface, transitions and terminations. Students will be introduced to sculpting the figure. Considerations for finishing and firing sculptural forms will be covered. Individual sketches and projects, including critiques, will serve to aid in the development of exhibition criteria.

ARTS 469 The Business of Art

Prerequisites: Enrollment restricted to declared studio arts majors with junior standing or permission of the instructor. (First semester/Lab fee/1 credit)

The Business of Art will cover the development of concepts in preparation for the artist's capstone exhibition and explore the business of art which is so critical to the success of an artist's career. Topics to be covered include writing a resume, artist statement, biographical statement, project plan, budget, PR materials, and exhibition poster, exhibition postcard, press release and photos to be included in a press packet. Each artist will establish a business name and visual identity and learn about taxes and the legal aspects of a career as an artist. Developing a body of work for exhibition, discussion of exhibition concepts, design and aesthetics will emphasize composition and development of artists' eye and means of documenting inspiration and process. The work will culminate in the preparations of a gallery book/portfolio in preparation for the creation of a body of work for exhibition in ARTS 470 Senior Seminar in Studio Art.

ARTS 470 Senior Seminar

Prerequisites: ARTS 469 or permission of the instructor. (Second semester/3 credits/lab fee/4 class and studio hours)

A capstone experience in each student's program of study, the main object of this course is to provide the student with the opportunity to produce a finished portfolio of exhibition quality work. Emphasis is placed on independent production and class presentation. The class will operate as a supportive workshop for ideas, discussions, and critiques of on-going work inclusive of the many studio media. In order to facilitate and inform the on-going discussions of historical, theoretical, critical, and practical problems in the production of artwork, students are expected to read articles from current periodicals, as assigned. Students will also be expected to keep a critical journal consisting of responses to and consideration of student work, critiques, screenings, readings, and discussions. Information on the business aspects relevant to financial survival will also be addressed. Students will be required to exhibit artwork completed in this course in a professional exhibition in the college gallery and participate fully in all aspects of preparation of PR materials, exhibition design, and installation of the exhibition. Students are also required to attend the reception and give a brief gallery talk about their artwork, uninstall and remove their artwork at the close of the exhibition and assist in the return of the gallery to pre-exhibition conditions.

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. (Both semesters/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 335 Teaching Assistantship in Astronomy

Prerequisites: ASTR 113 and 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 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.

Biology Courses

A grade of “C-” or above in all prerequisite courses is required.

BIOL 110-129 Biological Inquiry (CORE—Scientific Thought/Laboratory Course)

(Either semester/4 credits/3 class and 3 laboratory hours, may take more than one different 100-level course. Junior and senior biology majors cannot take a second Biology 110-129 course without permission from the Department.)

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.

BIOL 110 Biology of Jurassic Park (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

Even though they are extinct, dinosaurs can serve as models to understand many biological principles, including patterns of biodiversity, evolution, extinction, community ecology, homeostasis and behavior. To understand these principles, we will answer questions such as: How many species of dinosaurs were there? Are birds really dinosaurs? Did dinosaurs show parental care? Were dinosaurs “warm-blooded” or “cold-blooded?”

BIOL 111 Secret Lives of Plants (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

This course will expand students’ botanical horizons. Students will learn that plant life is central to life on earth. This course will emphasize the structure and function of plants, how they grow and develop, the relationship between photosynthesis and respiration and the diversity of photosynthesizing organisms.

BIOL 112 Biology of Food and Nutrition (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

This course will examine core concepts in biology through the lens of food. We will explore questions such as: What is food and what is it made of? How do different types of organisms obtain food? Why do organisms need food and what do they do with it after they get it? We will also study biological processes in the context of food as it relates to Homo sapiens. Topics will include nutrition, food-borne disease, food preparation and preservation.

BIOL 113 Newsstand Biology (CORE—Scientific Thought/Laboratory Course)

(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 114 Biodiversity (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

This course explores the broad history of biological diversity, from the origins of life through the evolution of dinosaurs to the disappearance of prehistoric mammals during the last Ice Age. Current issues addressed will include the scope of present-day biological diversity, its usefulness to humans and its importance to ecosystems. The course will emphasize the causes of extinction, its possible consequences and strategies to conserve and restore biological diversity for the future.

BIOL 117 This Course Will Bug You (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 class and 3 laboratory hours)

This course is designed to introduce the student to insects as a unique life form. The student should gain an appreciation for the diversity of form and function that exists in the insect world. We will develop an understanding of insects as organisms within the ecology of the earth, investigating how insects live, studying their life cycles and understanding how insects

and humans interact. Insects will be used as models to explore the fundamental biological concepts of evolution, anatomy, physiology, genetics, behavior and ecology. Special topics will include: insects as vectors of disease, forensic entomology, invasive species and controlling insect pests. All students will be required to prepare an insect collection.

BIOL 120 The Biology of Drugs (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 class and 3 laboratory hours)

An exploration of basic biological principles through the study of drugs. What are drugs? How do drugs influence health? Where do drugs come from? Topics will include basic cell biology, physiology and the biological basis for addiction.

BIOL 130-149 Biological Inquiry (CORE—Scientific Thought/Non-Laboratory Course)

(Either semester/3 credits/3 class hours, may be repeated once with a different topic. Junior and senior biology majors cannot take any Biology 130-149 course without permission from the department.)

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.

BIOL 130 Biology of AIDS (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

The biology of HIV/AIDS deals with the way in which the virus infects human cells, spreads within the person and is transmitted from person to person. In dealing with the nature of the virus, the basic biology of the cell is presented in such a way that explains how the virus uses the host to manufacture new virus and spread the epidemic. The strategy of using antiviral drugs to reduce transmission and improve the longevity of a person infected with HIV is discussed along with how the virus becomes drug resistant. Vaccine strategy is covered from the scientific perspective as well as the international impact of the viral epidemic and global protection.

BIOL 131 Plants Power and People (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

In this course we will study the important roles that plants play in the natural world and in society. Students will be introduced to plant structure, function and diversity while studying some major societal concerns such as rainforest loss, maintenance of biodiversity, development of new medicines derived from plants and feeding the growing world population.

BIOL 132 Biology of Aging (CORE—Scientific Thought/Non-Laboratory Course)

Prerequisite: Open to sophomores, juniors and seniors. (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/Non-Laboratory Course)

(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 21st 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 136 Biological Communication (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

All organisms communicate in one way or another. In this course students will study communication in bacteria, fungi, algae, plants and animals (both human and nonhuman). We will investigate the function and development of communication, sensory modalities used in communication, the "messages" sent in communication and the role of manipulation and honesty in communication. In addition, we will discuss the characteristics of language and the possibilities of language in nonhuman animals.

BIOL 138 The Human Health Mosaic (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

Human health and longevity are predicted by a number of factors from family history to immediate environment. This course will introduce students to basic cell biology, physiology, genetics, nutrition, evolution and ecology with a focus on human health. Throughout the course we will focus on how to be a careful, critical reader of popular science articles concerning human health factors. Students will also explore a number of specialty topics, such as the science of cigarette addiction.

BIOL 139 Bugs Rule the World (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

The majority of described species are insects. They play a major role in human health, agriculture and the world economy. This course will introduce students to basic cell biology, physiology, genetics, evolution and ecology using insect models. Throughout the course we will practice the art of reading popular science articles about insects from a critical, informed perspective. Students will also explore a number of specialty topics, such as the impact of genetic engineering on insect populations.

BIOL 140 Biology of Symbiosis (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

Symbioses, in which different organisms are intimately associated for a significant portion of their lives, are everywhere in nature, and they are an essential component of the health of individual organisms and ecosystems. In fact, symbiosis is one of the reasons that many organisms can even exist! In this course we will explore the diversity of types of symbiotic relationships between unicellular organisms and animals, plants and fungi. Students will be introduced to the general biology, physiology and ecology of associations between algae and invertebrates (such as corals), Rhizobia and legumes and chemoautotrophic/methanotrophic bacteria and marine invertebrates. We will also examine the interactions between the partners of lichens, mycorrhizal associations (fungi and tree roots), digestive/nutritional symbioses (such as termites, ruminants and human guts) and bioluminescent symbioses.

BIOL 201 Evolution and Ecology

Prerequisites: BIOL 110-129 course or ENSP 101 and 102 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

Prerequisites: BIOL 110-129 or ENSP 101 and 102, and CHEM 101 (or concurrent), 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

Prerequisites: BIOL 110-129 course or ENSP 101 and 102, and CHEM 102 (or concurrent), 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.

BIHN 305 Aquatic Ecology

Prerequisite: BIOL 201 or permission of the instructor. (Offered as needed/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 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 316 Genetics

Prerequisites: BIOL 201 and 203 and CHEM 209 (or concurrent enrollment), 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 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 instruction of BIOL 110-129, BIOL 201, BIOL 202 or BIOL 203, and other selected courses. Interested students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

BIOL 336 Vertebrate Zoology

Prerequisites: BIOL 201 and BIOL 202 (First semester—odd years/4 credits/3 class and 3 laboratory hours)

Vertebrate zoology explores the biological themes of unity and diversity among the vertebrates. The course emphasizes the functional morphology, ecology and evolutionary biology of the major vertebrate groups, both past and present. A conservation biology perspective on extant and recently extinct vertebrate groups highlights the interplay between organismal, population and higher levels of biological organization. The laboratory introduces theoretical and fieldwork techniques for studying vertebrates.

BIOL 337 Invertebrate Zoology

Prerequisites: BIOL 201 and 202, or permission of the instructor. (Second semester—odd years/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, N.C.

BIOL 338 Advanced Ecology

Prerequisites: BIOL 201 and BIOL 203, or permission of instructor. (Offered as needed—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 concurrent enrollment), 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. (Offered as needed/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 344 Ornithology

Prerequisites: BIOL 201 and either BIOL 202 or BIOL 203 (or concurrent enrollment) (Offered as needed/4 credits/3 class and 3 laboratory hours)

Birds are excellent subjects to study all levels of biological organization, from biochemistry and genetics through physiology to ecology and evolution. Ornithology explores the biological themes of unity and diversity among modern birds and their ancient ancestors. The course emphasizes the functional morphology, ecology, evolution and conservation biology of bird life. A conservation management perspective on birds will highlight proactive measures to maintain and restore bird populations for the next century. The laboratory introduces theoretical, empirical and fieldwork techniques for studying birds, and emphasizes identification of birds of the mid-Atlantic by sight and sound.

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. Grading is on a satisfactory/unsatisfactory basis.

BIOL 408 Advanced Human Anatomy and Physiology

Prerequisite: BIOL 307 or permission of instructor. (Second semester/4 credits)

A continuation and extension of BIOL 307. Topics include fetal development, pregnancy and lactation, stress and exercise physiology, sensory function, endocrine disruption and aging. Course includes both classroom and laboratory components and is designed for biology majors and/or students in the allied health fields.

BIOL 411/BMS 511 Protein Biochemistry

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 of Intermediary Metabolism

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

Prerequisite: BIOL 307 or 316 or 331 or permission of the instructor. (Offered as needed/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. (Offered as needed/3 credits)

This integrated lab-lecture course provides basic concepts and hands-on experience with common molecular genetics and recombinant DNA methods. Topics include techniques for the isolation of DNA and RNA, gene cloning employing plasmid vectors, DNA sequencing,

polymerase chain reaction (PCR) technology, rapid amplification of cDNA ends (RACE), expression of fusion proteins in *E. coli*, site-directed mutagenesis and web-based analysis of DNA and protein sequence data.

BIOL 437/BMS 537 Introduction to Bioinformatics

(Laboratory–Lecture course) Prerequisite: BIOL 316 or permission of the instructor. (Both semesters/3 credits)

Sequence data on numerous organisms is accumulating at staggering rates, raising important questions about how to handle and interpret the data. This hands-on, applied course will introduce students to the use of computer software and web servers in the analysis of biological sequence data (DNA and protein). Topics include: Pairwise and multiple sequence alignment, BLAST, scoring matrices, phylogenetic analysis, gene identification, DNA sequence analysis, and prediction of 2-D and 3-D molecular structures.

BIOL 451/ENV 551 Plant Ecology

Prerequisite: or permission of the instructor. (Second semester—odd years/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 or second semester junior standing, completion of BIOL 201, BIOL 202, BIOL 203 and four elective biology courses at the 300 level or above with grades of “C-” or better, or permission of the department. May be repeated once with a different topic. (Second semester/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. Student may take this class for their capstone or a 3 credit elective.

BIOL 498 Special Topics in Biology

Prerequisites: 16 credits in biology or permission of the instructor.

This course will cover a specific current topic in biology not offered in the usual listing of electives. This course may count as an elective for the major.

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)

(Both semesters/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. Course materials and laboratory activities emphasize real-world chemistry.

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, thermochemistry and reaction stoichiometry. Honors section open by invitation only. Credit by exam.

CHEM 102 General Chemistry II (CORE—Scientific Thought/Laboratory Course)

Prerequisite: CHEM 101, MATH 099 or Level II 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 and chemical equilibria. Honors section open by invitation only.

CHEM 105 The Molecular Basis of Nutrition (CORE—Scientific Thought/Non-Laboratory Course)

(Offered as needed/3 credits)

An introductory course designed to give students an understanding of the biochemical basis of nutritional requirements. Fads and fallacies related to nutrition will be investigated. The course will include demonstrations and short experiments designed to illustrate concepts.

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 (NMR, 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 proton NMR spectra and a multi-step synthesis group project.

CHEM 215 Quantitative Analysis

Prerequisite: CHEM 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 270 Chemical Literature

Prerequisite: CHEM 209. (Second semester/2 credits)

An introduction to the chemical literature. Database searches and journal article critiques will allow students to develop an understanding of the chemical and biochemical literature, which can then be applied in their future coursework.

CHEM 301 Biological Chemistry I

Prerequisite: CHEM 210. (First semester/4 credits/3 class and 3 laboratory hours)

A study of proteins, lipids, carbohydrates and nucleic acids, with an emphasis on protein structure and function. Laboratory experience in current methods of analysis of biological molecules.

CHEM 324 Instrumental Methods of Analysis

Prerequisites: CHEM 210 and CHEM 215. (Second semester—odd years/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/1–2 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: 8 credits of 200-level course work in chemistry or 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, or 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 an opportunity to participate in research or other work in chemistry or biochemistry. Instruction

and experience in the use of sophisticated laboratory equipment, participation in research or other work under the guidance of a senior scientist and the reading of related scientific literature is included. Grading is on a satisfactory/unsatisfactory basis.

CHEM 401/501 Environmental Chemistry

Prerequisites: CHEM 209 and 215 or permission of the instructor. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses (First semester—odd years/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.

CHEM 402 Biological Chemistry II

Prerequisite: CHEM 301 or permission of the instructor. (Second semester/3 credits/3 class hours)
A study of information transfer and genetic regulation, membranes, cell signaling and metabolic pathways.

CHEM 403 Biological Chemistry Laboratory Techniques

Prerequisite: Concurrent enrollment in CHEM 402 or permission of the instructor. (Second semester/1 credit/3 laboratory hours)
Laboratory experiences involving molecular techniques for separating, characterizing, detecting and analyzing nucleic acids and proteins. Modern equipment and instruments are used.

CHEM 405/505 Inorganic Chemistry

Prerequisites: CHEM 209. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses (First semester—even years/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

Prerequisites: CHEM 210. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses. (Second semester—as needed /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 Physical Chemistry I

Prerequisites: CHEM 210, CHEM 215, MATH 202 and PHYS 102 or PHYS 204. (First semester/3 credits/3 class hours)
Introduction to quantum mechanics, atomic and molecular structure, and spectroscopy.

CHEM 432 Physical Chemistry II

Prerequisite: CHEM 431. (Second semester/3 credits/3 class hours)
A continuation of CHEM 431. A study of statistical mechanics, thermodynamics and kinetics.

CHEM 433 Physical Chemistry Lab I

Prerequisite: Concurrent enrollment in CHEM 431 or permission of the instructor. (First semester/1 credit/3 laboratory hours)
Investigation of atomic and molecular structure and spectroscopy in a series of laboratory experiments and computer-based exercises.

CHEM 434 Physical Chemistry Lab II

Prerequisite: Concurrent enrollment in CHEM 432 or permission of the instructor. (Second semester/1 credit/3 laboratory hours)
Principles of statistical mechanics, thermodynamics and kinetics are investigated in a series of experiments and computer-based simulations.

CHEM 470 Senior Seminar

Prerequisites: CHEM 270, 12 credits of 200-level course work in chemistry. Open to junior and senior chemistry and biochemistry majors and chemistry minors. (Second semester/1 credit)
An advanced study in the chemical and biochemical sciences. The topic will vary according to instructor and student interest. Oral and poster presentations are required to demonstrate familiarity with the literature, integrated understanding of the topic under consideration and proper scientific presentation style.

CHEM 498 Current Topics in Chemistry

Prerequisites: CHEM 209, CHEM 215 and permission of the instructor. (Either 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.

Classical Literature in Translation Courses

CL 202 Mythology

(Summer or Second semester—odd years/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

Prerequisites: Two years of high school Latin or the equivalent; and permission of instructor. (Either semester—as needed/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.

CLEN 281 Greek and Roman Drama (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100, 101 or 3 credits from ENGL 110-139. (Second semester—as needed /3 credits)

This course focuses on the tragedies and comedies produced in Athens and Rome beginning with the *Oresteia* of Aeschylus (early 5th century B.C.) and concluding with the tragedies of Seneca (late 1st century A.D.). Plays are selected to analyze the diachronic treatment of popular stories, such as those of Oedipus and Medea, and to highlight the various roles theatre played in Greco-Roman society (religious, social, economic, etc.). Students will be expected to write critically about ancient plays both as literary texts and in their original performance contexts.

CL 302 Classical Mythology (CORE—Western Civilization)

Prerequisites: Fulfillment of Literature section of the Core. (Summer or second semester—odd years/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

Prerequisites: 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.

Communication Arts Courses

CMA 200 Mass Media and Society (CORE—Social and Behavioral Analysis)

(Either 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. (Both semesters/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.

CAEN 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—as needed/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. (Both semesters/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. (Both semesters/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.

CAIT 221 Applied Computer Graphics

Prerequisite: IT 180 or permission of the instructor. (First semester/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.

CMA 226 Visual Media Production

(Both semesters/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 noncommercial 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—even years/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

(Both semesters/3 credits)

This course is planned to provide a working knowledge of basic skills required in the graphics field including layout, design 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. (Both semesters/3 credits)

A study of the basic types of feature articles; emphasis on practice in research and writing.

CMA 280 Screen Craft (CORE—Art, Music, Film or Other Media)

Prerequisite: ENGL 101 or equivalent. (Second semester/3 credits)

Students will acquire the tools to analyze the form and content of American contemporary and classic motion pictures through an examination of the film industry, the elements of cinematography and screen writing and the criteria for critical review.

CMA 281 Introduction to Screen Writing

Prerequisite: CMA 280 or ART 275 (Second semester/3 credits)

Introduction to Screen Writing is designed to acquaint students with the process of writing fiction narrative film. The class will concentrate on story structure, scene construction, character development and dialogue.

CMA 282 History of American Film (CORE—Art, Music, Film or Other Media)

Prerequisite: ENGL 100, 101 or 3 credits from ENGL 110–139. (First semester/3 credits)

A survey of American narrative film from the great silents through the 3D blockbusters of today. Emphasis will be placed on every major period of American narrative film history through the 20th Century, in relation to the cultural and political history of the times in which they were made.

CMA 299 Special Topics in Communication Arts

(First 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 English department.

CMA 302 Visual Media Production II

Prerequisite: CMA 226 or permission of the instructor. (Second semester/lab fee/3 credits)

This course will allow students to advance their visual media production skills and knowledge while creating enhanced digital video content. Students will learn the process of producing standard industry, scripted and unscripted video packages such as interviews, presentations and live event coverage. Students will learn advanced video production skills within the realities of professional expectations, deadlines and collaboration. In addition, students will learn and implement pre-production, production and post-production processes, using professional level software and applications.

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 304 Online Journalism

Prerequisites: CMA 201, CMA 208 or CMA 246 and junior or senior status. (Both semesters/3 credits)

This course will cover the principles and practices of online journalism, including writing and editing for online media; blogging and other forms of user-generated content; gathering and editing images, audio and video for online use; and legal and ethical issues facing online journalists.

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.

CAEN 306 Writing for Business and Management

Prerequisites: ENGL 100, 101 or 3 credits from ENGL 110–139. Junior or senior standing.

May not be taken on an audit basis. (Both semesters/3 credits)

Development of skills in writing letters, memos and reports.

CMA 310 Public Relations

Prerequisite: CMA 201 or CAEN 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 312 Introduction to Communication Research

Prerequisite: Completion of the Computational area of the Core. Completion of one or more of the following is recommended, but not required: CMA 200, CMA 310, MGMT 301 or MGMT 306. (First semester/3 credits)

This course will examine the basic components of communication research including logic, theories and ethics. Topics covered include the different approaches to communication research, the essential elements of both qualitative and quantitative research, analysis and interpretation of data, and resources available.

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 320 Broadcast Writing and Reporting

Prerequisite: CMA 201. (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 336 Graphic Design II

Prerequisites: CMA 246 or permission of the instructor (First semester/lab fee/3 credits)

This course expands on the fundamentals of design, visual communication and conceptualization introduced in CMA 246 Graphic Design I. Students demonstrate skills at a higher level of performance. In addition to typography, color and composition, students are engaged in problem-solving and critical thinking activities in order to solve fundamental design problems. Students apply learned skills to the completion of more complex projects.

CMA 337 Graphic Design III

Prerequisites: CMA 336 or permission of the instructor (Second semester—even years/lab fee/3 credits)

This course expands on the fundamentals of design, visual communication and conceptualization introduced in Graphic Design I and Graphic Design II. A series of advanced projects will create a portfolio of work, including a special project with real clients(s). Emphasis will be on showcasing a unique style and demonstration of conceptual abilities. Students are encouraged to have control over their projects: performing their own research, authoring their own writing and editing, and creating their own imagery. This course will focus on creating finished professional-quality work.

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. (Either semester/3 credits)

An examination of the cultural, political and sociological effects of television on 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 students 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. Grading is on a satisfactory/unsatisfactory basis.

CMA 402 Visual Media Production III

Prerequisites: CMA 302 and CMA 320 or permission of the instructor. (First semester—even years/lab fee/3 credits)

This course will allow students to further refine their visual media production skills and knowledge while creating near-professional quality digital video content for public distribution. Students will collaborate in teams to produce and distribute on-going visual media content relevant to the Hood College community. In the process, students will build a portfolio of material useful in seeking an entry-level position in the communications field.

CMA 411 Public Relations Campaigns

Prerequisites: CMA 310, 312 and 313. (Second semester/3 credits)

This is an advanced course in public relations. The focus of this course is on the process of public relations and includes all key elements of the process: research, planning, implementation, evaluation. Learning will be achieved through application of the process to a real organization's legitimate problem/opportunity.

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 Courses

Students enrolling in computer science and information technology courses must have earned a grade of “C-” or higher in each prerequisite course with a CS prefix.

CS 284 Computer Science I

Prerequisite: Level III placement on the Basic Math Skills inventory or MATH 120 (may be taken concurrently). (Both semesters/4 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.

CS 287 Computer Science II

Prerequisites: MATH 207 (may be taken concurrently) and CS 284 or permission of the instructor. (Both semesters/4 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 326 Computer Organization and Design

Prerequisites: CS 284 and MATH 207 or permission of the instructor. (Both semesters/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 systems organization and architecture, alternative architectures and device interfaces.

CS 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 work with students in laboratory and help sessions for introductory courses. May be repeated for a maximum of 4 credits. Grading is on a satisfactory/unsatisfactory basis.

CS 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.

CS 398 Computer Science Tutorial

Prerequisite: Permission of instructor. (Either semester/1, 2 or 3 credits)

An opportunity to work with a faculty member and a small group of students in a semester-long program of directed study.

CS 399 Internship in Computing

Prerequisites: 21 credits of computer science courses at the 200 level or above and permission of the department. (Either semester/3 to 15 credits)

Supervised work in 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. Grading is on a satisfactory/unsatisfactory basis.

CS 419/519 Advanced Data Structures

Prerequisite: CS 287. (Both semesters/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.

CS 420/520 Algorithm Analysis

Prerequisites: MATH 201, MATH 207 ("C-" or better) and CS 419 or permission of the instructor. (Second semester/3 credits)

An introduction to the analysis and design of algorithms. Topics include: sorting and searching, review of data structures, advanced tree structures, graph algorithms, network-flow problems, amortized analysis, divide-and-conquer, greedy algorithms and dynamic programming. Additional topics may include: combinatorial search algorithms, computational geometry, string algorithms, distributed algorithms, parallel algorithms and NP-Completeness.

CS 424/524 Principles of Software Engineering

Prerequisite: CS 287 or permission of the instructor. (First 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 428/528 Artificial Intelligence

Prerequisite: CS 419 or permission of the instructor. (First semester/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.

CSIT 430/530 Applied Database Concepts

Prerequisite: CS 287 or permission of the instructor. (Second 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 443/543 Machine Learning

Prerequisite: CS 428 or permission of the instructor. (Second semester—even years/3 credits)

Introduction to the field of modeling learning with computers. Topics included are explorations of inductive learning, learning decision trees, ensemble learning, computational learning theory and statistical learning methods.

CS 445/545 Robotics and Intelligent Systems

Prerequisite: CS 428 or permission of the instructor. (Second semester—odd years/3 credits)

This course examines the fundamental theory and methods behind robot-building and the deployment of intelligent systems. Topics are divided between robot architectures and cognitive robotics (intelligent systems). Robot architecture topics include control paradigms, kinematics, sensors, actuators and navigation. Cognitive robotics topics include: learning, decision-making, coordination and cooperation. This is both a theoretical and hands-on course. Software simulation environments and physical robots will be extensively used during the semester as experimentation platforms to enforce student mastery of the material.

CS 450/550 Digital Logic and Switching Theory

Prerequisite: CS 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.

CS 453/553 Data Communication and Network Security

Prerequisites: CS 287 and 326 or permission of the instructor. (First semester/3 credits)

This course is designed to provide a foundational understanding of networking technology and security. Essential networking concepts include: signaling and signal propagation, data and bit encoding, packetization, wiring, physical and logical topologies, network architectures and protocols (with special focus on TCS/IP and Ethernet) and layered models (OSI); network security will focus on the origin, axis and impacts of network related threats and the detection, correction and prevention of these threats. The focus is to highlight key principles that can be used for understanding, enabling, implementing, operating and reasoning about network applications and network security.

CS 461/561 Computer Architecture

Prerequisites: CS 326 and CS 419 or permission of the instructor. (First semester—odd years/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.

CS 464/564 Operating Systems

Prerequisites: CS 326 and CS 419 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.

CS 466/566 Parallel Computing

Prerequisite: CS 419 or permission of the instructor. (Course is offered as needed/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.

CS 471/571 Programming Languages: Their Design and Compilation

Prerequisites: CS 326 and CS 419. (First 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.

CS 474 Capstone Proseminar

Prerequisites: CSIT 430 and senior standing, or permission of the instructor. (First semester/3 credits)

To succeed in the areas of computing and information technology, technical knowledge of the field is certainly necessary but not sufficient. This course focuses on cultivating proficiency in technical communication, reinforcing the use of appropriate research methods, enhancing the ability to identify computational problems, properly state research questions, critically assess scientific literature, present data and results effectively, work in teams and improve technical writing and time management skills. Credits: 3.0. Prerequisites: CSIT 430 and Senior standing, or permission of the instructor.

CS 475 Senior Project

Prerequisites: CS 424, CS 474 and senior standing, or permission of the instructor. (Both semesters/3 credits)

In this project-oriented course, students majoring in computer science complete a “capstone project,” serving as a culmination of their studies within the major. The project entails the development of a significant piece of software by a student team, supervised by a designated faculty member within the department and evaluated by a faculty committee. Appropriate topics for the project may synthesize or extend ideas/results from several areas of study from coursework, or develop a topic not normally covered in the curriculum. The senior project concludes with the submission of a “product” (i.e., software, documentation), or a written paper (thesis) and a public presentation.

CSIT 483/583 World Wide Web Programming

Prerequisite: CS 287 or permission of instructor. (Course is offered as needed/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.

CS 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 and information technology. Check the specific course schedule for a given semester to see what special topics courses may be offered that semester.

Economics Courses

ECON 200 Principles of Economics (CORE—Social and Behavioral Analysis)

Prerequisite: Level III placement on Basic Math Skills Inventory or Math 120 or membership in the Hood College Honors Program. (First semester/4 credits)

This course examines the principles of microeconomics, macroeconomics and international trade and finance. This course will cover basic economic concepts such as the marginal analysis and opportunity costs in addition to application of these basic concepts in more advanced economic theories. These concepts will then be used to analyze various economic policies for their efficacy with respect to improving the social welfare.

ECON 205 Principles of Macroeconomics (CORE—Social and Behavioral Analysis)

Credit by exam. (Both semesters/3 credits)

The theoretical principles of the economy as a whole; includes national income determination, inflation, unemployment, fiscal policy, monetary policy and open-economy macroeconomics.

ECON 206 Principles of Microeconomics

Credit by exam. (Both semesters/3 credits)

The theoretical principles that examine the behavior of individuals, households, business enterprises and governments in the day-to-day functioning of domestic and international markets. The course will focus on competitive and noncompetitive market outcomes and what happens when markets fail with a special emphasis on international trade, the environment and global economic issues.

ECMG 212 Statistics for Economics and Management (CORE—Foundation)

Prerequisite: Level III placement on Basic Math Skills Inventory or MATH 120. Not open to students who have completed MATH 112, PSY 211 or SOC 261. (Either semester/3 credits)

This course is an introductory course in statistics for economics and management students. Students will be introduced to descriptive statistics, probability, discrete and continuous probability distributions, correlations and linear regressions. Completing this course will give the student a solid grounding in statistics that is necessary to successfully complete upper level economics and management courses.

ECHN 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. (Course is offered as needed/3 credits)

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.

ECMG 303 Principles of Finance and Investment

Prerequisites: MGMT 284, MATH 112, and either ECON 200 or ECON 206. (Both semesters/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

Prerequisite: ECON 200 or ECON 205 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

Prerequisite: ECON 200 or ECON 206. (Both semesters/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 309 Monetary Policy and Financial Markets

Prerequisites: ECON 200, or ECON 205 and ECON 206. ECON 305 strongly recommended. (First semester—odd years/3 credits)

This course will offer students a good understanding of financial markets with an emphasis on the banking sector and fixed income securities. This course will cover the various theories of monetary economics and how monetary policies of the Federal Reserve will influence the financial markets and the broader macroeconomy.

ECON 310 Environmental Economics

Prerequisite: ECON 200 or ECON 206 or permission of the instructor. (First semester—as needed/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 efficiency and sustainability. The course also evaluates public policies in developed and developing countries designed to promote more sustainable development.

ECON 316 Game Theory

Prerequisite: ECON 306. (First semester—as needed/3 credits)

This course introduces game theory fundamentals with special emphasis on strategic behavior of individuals, firms and governments. Topics include strategic games and Nash equilibrium, games in coalitional form and the core, bargaining theory, measuring power in voting systems, problems of fair division, and optimal and stable matching.

ECON 317 Economics of Development

Prerequisite: ECON 200 or ECON 205 or ECON 206 or permission of the instructor. (Second semester/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 Market Economies

Prerequisites: ECON 200, or ECON 205 and ECON 206. (First semester—odd years/3 credits)

An examination of the capitalist economic system. The course compares the structure, institutions, performance and the role of the government in the economies of the United States, Japan, France, Germany, The European Union, the Asian Tigers and other emerging capitalist economies.

ECON 319 Transitional Economies

Prerequisites: ECON 200, or ECON 205 and ECON 206. (Either semester/3 credits)

Examines the special problems the former socialist economies are experiencing as they transition to markets, individual incentives and private ownership. Russia, Eastern and Central Europe, China, Cuba and other former socialist republics will be studied.

ECON 320 Women in the World Economy

Prerequisite: ECON 200 or ECON 205 or ECON 206 or by permission of the instructor. (First semester—as needed/3 credits)

This course analyzes the working activities of women by using a comparative economic systems approach. Although women are core economic producers, most women's work remains outside of the neoclassical definition and counting of economic activity. Therefore, the class will examine women's marginalization within the discipline by examining recent thought and writings by feminist economists concerning the production of economic knowledge.

ECON 324 International Trade

Prerequisites: ECON 200, or ECON 205 and ECON 206, and ECON 306. Open to sophomores, juniors and seniors, or permission of the instructor. (First semester/3 credits)

This course examines the microeconomic aspects of the international economics. Economic theories are developed to rigorously analyze the issues in international trade, distribution of gains from trade, trade policy tools and their use, along with welfare effects of trade. Topics of current interest such as free trade and welfare, trade blocks and various development policies will be studied.

ECON 326 Industrial Organization

Prerequisites: ECON 200 or ECON 206; ECON 306 is recommended. (First semester/3 credits)

The study of market structure, monopoly power, pricing, competition, game theory and regulation.

ECON 328 Labor Economics

Prerequisites: ECON 200, or ECON 205 and ECON 206, or permission of instructor. (Second semester/3 credits)

Theories of wage determination, unemployment and inflation, employment trends and labor in the global economy.

ECON 335 Teaching Assistantship in Economics

Prerequisite: Permission of the economics faculty. (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. (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. (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. Grading is on a satisfactory/unsatisfactory basis.

ECON 410 Public Economics

Prerequisites: Junior standing and ECON 306, or permission of the instructor. (First semester—as needed/3 credits)

This course applies the economic theory to public policy. Careful examination of government taxation, expenditure and regulation at the local, state and federal levels will be carried out with a view to how such policies may impact the public welfare.

ECPS 414/514 Environmental Policy

Prerequisites: PSCI 203, PSCI 210, or PSCI 215 and ECON 310, or permission of the instructor. (Second semester—as needed/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

Prerequisite: ECON 305 or 306 or permission of the instructor. (Either semester—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 460 International Finance and Open Economy Macroeconomics

Prerequisites: ECON 200, or ECON 205 and ECON 206, and ECON 305. Open to sophomores, juniors and seniors, or permission of instructor. (Either semester—as needed/3 credits)

This course examines the macroeconomic aspects of international economics. Economic theories are developed to rigorously analyze the issues in balance of payments, exchange rate determination and global capital markets. Topics of current interest such as developing country debt, stabilization and economic reform will be studied.

ECON 470 Seminar

Prerequisites: ECON 305 and 306 or permission of the instructor. (As needed/3 credits)

Study of specific problems in economics through individual research, reports and group discussion.

ECMG 478/578 International Financial Management

Prerequisites: ECON 200, or ECON 205 and ECON 206, ECMG 303, ECON 306 and MGMT 314. Open to sophomores, juniors and seniors, or by permission of the instructor. (Second semester—even years/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

ECON 480 Econometrics

Prerequisites: ECON 200, or ECON 205 and ECON 206, MATH 112 and either ECON 305 or ECON 306. Open to sophomores, juniors and seniors, or permission of the instructor. (Second semester/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.

Education Courses

A student earning a “C-” or lower in required education courses may not continue in the teacher education programs.

EDUC 204 Foundations for Effective Teaching

Prerequisite: Not open to freshmen (Both semesters/3 credits)

A study of American education today as viewed from historical, philosophical and social perspectives. Emphasis is placed on what constitutes effective teaching and learning. 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. Students in this foundations course demonstrate proficiency in technology productivity and communication skills, as well as safe and ethical uses of technology. Includes a half day per week course-related field experience in a PDS for early childhood education, dual certification in elementary and special education and secondary education. This course is for students considering a major in education. The field placement experience is mandatory.

EDUC 223 Child Development

Prerequisite: PSY 101. Not open to freshmen. (Both semesters/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.

EDUC 224 Processes and Acquisition of Reading

Prerequisites: EDUC 204 and 223. (Both semesters/3 credits)

This course is designed to assist pre-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research. Course includes a directed one hour per week observation at the Onica Prall Child Development Laboratory School.

EDUC 236 Children and Youth with Exceptionalities

Prerequisite: Not open to freshmen (Both semesters/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 Psychological Foundations of Education

Prerequisite: PSY 101 or the equivalent. (Second semester/3 credits)

The psychology of school learning will be explored. There will be an overview of theories of teaching, learning, behavioral management and related research including the philosophical assumptions underlying each, within the dynamics of context, class, race and gender issues; and an explanation of ways of knowing and the many ways that learners construct knowledge. Emphasis is placed on empirical findings and their implications for the process of schooling. (Open only to students enrolled in Phase I of the secondary teacher certification program.)

EDUC 316 Reading Instruction

Prerequisites: EDUC 204, 223 and 224. (Both semesters/3 credits)

This course is designed to give the classroom teacher the ability to use a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, students will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, critiquing good and inadequate models and reviewing the research support available for those approaches.

EDUC 317 Materials for Teaching Reading

Prerequisite: Admission to Phase II. (Both semesters/3 credits)

This course is designed for pre-service teachers. Participants will use criteria consistent with findings of scientific research to select, evaluate and compare instructional programs and materials for teaching reading. Successful student will be proficient in enabling students to become strategic, fluent and independent readers using a variety of texts and reading related materials. They will be prepared to involve parents and members of the school and surrounding community to promote reading both inside and outside of school. Must be taken during the Phase II Field Experience.

EDUC 320 Science Curriculum, Methods, and Materials

Prerequisites: EDUC 204, 223, 224 and 236. (Both semesters/3 credits)

An examination of modern elementary science methods and curriculum materials specific to Early Childhood Education and Dual Certification majors using a constructivist-based instructional approach. Emphasis is on curricular innovations, including content, process, and 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 Mathematics Curriculum, Methods, and Materials

Prerequisite: Admission to Phase II. (Both semesters/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 323 Infants and Toddlers: Foundations and Methods

Prerequisites: PSY 101 and EDUC 223. (Second semester/4 credits)

This course provides the basis for understanding typical and atypical patterns of development from conception through toddlerhood. Valuing the family's role in their young child's early development is a major component of this course which explores patterns of family dynamics and keys to building partnerships through effective communication and collaboration techniques. Other major influences on development will also be explored. Course includes

a 15-hour per semester course-related experience in an infant/toddler setting. The field placement is mandatory

EDUC 324 Theory and Practice in Early Childhood Education

Prerequisites: EDUC 204, 223, 224 and 236. Enrollment limited. (Both semesters/4 credits/3 credits lecture, 3-hour lab)

A study of philosophies, theories and methods of teaching young children in a preK-3 settings. 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 and in a professional development school setting. Must be taken during Phase I

EDUC 330 Social Studies Curriculum, Methods, and Materials

Prerequisites: EDUC 204, 223, 224 or 515, and 236. (Both semesters/2 credits)

Appropriate curriculum and methodologies in teaching social studies with emphasis on current school practices and implementation of state and national standards. Must be taken in Phase I.

EDUC 340 Assessment for Reading Instruction

Prerequisite: Admission to Phase II. (Both semesters/3 credits)

This course is designed to assist pre-service teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on building knowledge of the purposes of assessment; types of assessment tools; how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills; how to effectively interpret the results of assessments; and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Participants will demonstrate their abilities by selecting, administering and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing and outcome measurement.

EDUC 345 Instructional Assessment

Prerequisites: EDUC 204, 223, 224 and 236. (Both semesters/2 credits)

This course surveys assessment instruments and procedures currently used in public schools including commercial placement tests in the major disciplines and annual state tests. Topics include the writing of subject-related performance assessment items, and the review, interpretation and application of test-generated data. Must be taken in Phase I.

EDUC 347 Classroom Organization and Management

Prerequisite: Admission to Phase II. (Both semesters/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 353 Special Education Methods: Elementary School

Prerequisites: EDUC 204, 223, 224 and 236. May be taken concurrently. (Both semesters/3 credits)

A study of procedures for developing and adapting instructional programs to accommodate students with learning and behavioral disabilities in elementary school settings. The course includes examination of curricular models, teaching strategies and instructional materials in academic areas, including the use of assistive technologies and augmentative communication devices. Emphasis placed upon curriculum and methods for students with mild/moderate disabilities. Must be taken in Phase I.

EDUC 354 Special Education Methods: Middle School

Prerequisites: EDUC 204, 223, 224 and 236. (Both semesters/3 credits)

A study of curriculum objectives, methods and materials of special education for grades 5-8. Course includes examination of curricular models, teaching strategies and instructional materials in academic areas, including the use of assistive technologies and augmentative communication devices. Instructional strategies are discussed in light of current theories and literature. Emphasis placed upon curriculum and methods for students with mild/moderate disabilities. Must be taken in Phase I.

EDUC 360 Introduction to Teaching Seminar and Internship

Prerequisite: Admission to Phase II. (Both semesters/3 credits)

A seminar taken during the first semester of the yearlong teaching internship. Early childhood and elementary/special education dual certification 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. The course includes a two and one-half day internship in an assigned PDS classroom. Interns demonstrate skill in the development, planning and implementation of effective lessons in their assigned PDS classroom. Must be taken in Phase II.

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, 224 and 236. (Both semesters/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

Prerequisites: 6 credits in education. Open to juniors and seniors. (Both semesters/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

Prerequisites: 9 credits in education. (Both semesters/3 or 6 credits)

Supervised part-time work in educational settings approved by the department. Grading is on a satisfactory/unsatisfactory basis.

EDUC 409 Secondary Reading in the Content Area: Part I

Prerequisites: EDUC 204 and 308. (First semester/3 credits)

A study of the major approaches to teaching reading to students in grades 7 to 12. Emphasis on the implementation of reading techniques and strategies appropriate to the content areas, which the secondary teacher can apply toward improving secondary students' reading skills and their attitude toward reading. Some emphasis on the diagnosis and remediation of certain kinds of reading difficulties is included. Field experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students. (Open only to students enrolled in Phase I of the secondary teacher certification program.)

EDUC 411 Educational Methods in Student's Teaching Field

Prerequisites: 18 credits in the major subject, EDUC 204, 308, 409 and 413. (Second semester/3 credits)

This course is designed to provide prospective teachers with a knowledge base of the theories and best practices which are relevant to effective pedagogy as well as current education goals and standards for the content areas: art, English, foreign language, history, mathematics or science. The focus of the course will be on theories and principles of effective instruction—methods, strategies and techniques for teaching students in grades 7-12 (preK-12 for art) in today's diverse schools. Topics to be explored include lesson planning, motivation, teaching strategies, multiculturalism, critical thinking, the use of technological resources, questioning and problem solving strategies and skills, as well as differentiation of instruction for students with special needs. (Open only to students enrolled in Phase II of the secondary teacher

certification program.)

EDUC 412 Secondary Reading in the Content Area: Part II

Prerequisite: EDUC 409. (First semester/3 credits)

This course is designed to develop competency in the utilization of reading and writing strategies, assessments, vocabulary building, comprehension and special needs adaptations. The secondary certification candidates should be able to demonstrate competency in their knowledge of contemporary theory, wisdom of practice, modeling and analysis and protected practice. Field experiences are required in this course. (Open only to students enrolled in Phase III of the secondary teacher certification program.)

EDUC 413 Secondary Instruction

Prerequisites: EDUC 204 and 308. (First semester/2 credits)

This course is an introduction to a systemic approach to the planning and delivery of secondary school instruction. Candidates will study best practices in instruction and apply them to the creation of lesson plans which include differentiation for meeting individual learning modalities, styles and student needs. Special emphasis on field experiences in a professional development school. (Open only to students in Phase I of the secondary teacher certification program.)

EDUC 419 Teaching Internship

Prerequisites: EDUC 204, 308, 409, 411, 413 and 469. (First semester/12 credits/Extra fee)

Gradual induction into a full semester of directed and evaluated teaching experience in a designated professional development school (PDS). There is an emphasis on discipline-specific planning, implementing and assessing instruction; maintaining learning communities that serve the needs of diverse learners; and a focus on academic and social outcomes. (Open only to students enrolled in Phase III of the secondary teacher certification program.)

EDUC 445 Secondary Instructional Assessment

Prerequisites (or concurrent enrollment in): EDUC 308 and EDUC 413. (First semester/2 credits)

This course will survey theories and best practices in educational assessment and prepare secondary education candidates to analyze data from school demographics and create, apply and interpret results from preassessment, formative, summative and standardized assessment instruments to improve instruction and student achievement. Must be taken in Phase I of the secondary education program.

EDUC 449 Teaching Internship in Elementary/Special Education

Prerequisite: Admittance to Phase III. (Both semesters/12 credits/Extra fee)

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. Must be taken in Phase III of the elementary/special education program.

EDUC 459 Teaching Internship in Kindergarten and Primary Grades

Prerequisite: Admission to Phase III. (Both semesters/6 credits in kindergarten, 6 credits in primary/Extra fee)

The final semester of teaching internship. A semester-long program of guided observation, participation and supervised teaching. Students complete one full-time placement in kindergarten and one full-time placement in a primary grade (1, 2 or 3). Must be taken in Phase III of the ECE program.

EDUC 460 Professional Development Seminar

Prerequisite: Admission to Phase III. (Both semesters/2 credits)

A culminating seminar taken with the final phase of the yearlong teaching internship. Candidates in the Early Childhood and Dual Certification Programs will analyze their roles and their development as teachers as they implement professional practices learned during the earlier phases of their programs. Interns will complete the exit folio to document their performance and professional development as teachers. Must be taken in Phase III.

EDUC 469 Inclusion and Instruction

Prerequisites: EDUC 204, 308, 409 and 413. (Second semester/3 credits)

This course is designed to introduce students to strategies for differentiating instruction within the general education classrooms. The course examines the legal, philosophical and

programmatic underpinnings of instructional inclusion, broadly defined. Addressed in the course are approaches for adapting the curriculum, especially in the areas of reading, writing and mathematics, to meet the needs of students with identified disabilities (e.g., learning disabled, emotionally impaired, speech and language impaired, mental retardation). (Open only to students enrolled in Phase II of the secondary teacher certification program.)

English Courses

ENGL 099 Basic Writing Skills

Prerequisite: Level I placement on the Basic Writing Skills Inventory test. (Both semesters/2 credits)
Study and practice of mechanics, grammar, sentence structure and paragraph orientation. Offered through The Josephine Steiner Center for Academic Achievement and Retention with cooperation of the English department. Grading is S/U. Students who complete ENGL 099 successfully should register for ENGL 100 in the following semester.

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: Placement on the Basic Skills Inventory test. Open to freshmen and sophomores. Credit by exam. (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: Placement on the Basic Skills Inventory test. Open to freshmen and sophomores. May be repeated once with a different topic with the permission of the English Department Chair.. Credit by exam. (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.

The following topics have been offered recently:

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 116 Popular Literature

A look at a variety of popular literature which may include romance, mystery, horror, fantasy, science fiction, western and espionage genres in an effort to understand the appeal of authors such as Daphne du Maurier, P.D. James, Harlan Ellison, Anne McCaffrey, Frank Herbert, Jack Schaefer and John Le Carré.

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 123 Screening Literature

We will consider how literary works and their film versions relate to each other. Some films adapt, some interpret, some revise the written works on which they are based. After reading and discussing the works of literature, students will analyze the films from videotapes.

Ordinarily, four or five works are chosen. Among the writers who may be included are James Joyce, William Shakespeare, Julio Cortazar, Graham Greene and Choderlos de Laclos.

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 132 Writing the Journey

Through a variety of readings, students will examine how travel challenges perceptions of place, society, morals, race, gender and the self. In addition to writing analytical and research based essays, students are required to write narrative and reflective pieces based on their own experiences of travel. Readings are primarily comprised of nonfiction essays, with some short stories and poems. Some authors included in the course are Salman Rushdie, John Keats, Alain de Boton, Elizabeth Bishop, Jack Kerouac, V.S. Naipaul, Margaret Atwood and Annie Dillard.

ENGL 133 Growing Up Female in the 19th and 20th 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, Edith Wharton, Toni Morrison, Jamaica Kincaid and Dorothy Allison, as well as supplemental readings such as "Reviving Ophelia" and "Schoolgirls."

ENGL 136 Humans with Insides: Some Literary Believers

"What is our human worth? Are we moral subjects to be respected, or subjects fit for manipulation? How do various writers view this bedrock ethical issue? This course will have a look. Works will include Hemingway's "Hills Like White Elephants," Faulkner's "A Rose for Emily," O'Connor's "Guest of the Nation" and Erdich's "The Red Convertible."

ENGL 200-209 Topics in Writing

Prerequisite: ENGL 100 or 101, or 3 credits from ENGL 110-139. May not be taken on an audit basis. (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 repeated with a different topic.

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, mythopoetic and new historicist analysis, among others.

ENGL 219 Creative Writing

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. May not be taken on an audit basis. (Both semesters/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)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. (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, medieval and early modern periods, and typically include Homer, Sophocles, Virgil, Dante, Ariosto and Cervantes.

ENGL 222 British Literature Through the 18th Century

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. (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, Swift, Defoe and others.

ENGL 223 American Literature

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. (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, Hurston, Hughes, Updike, Momaday and Brooks.

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 2011-2012**ENGL 251 The American Dream**

A study of literature and historical documents that focuses on the recurring myth about America as a land where anyone can succeed and as a place where people can start over. Readings may include Horatio Alger, Dorothy Canfield, James Weldon Jonson, F. Scott Fitzgerald and Sandra Cisneros. The course will also include diaries and letters from people who came to America in search of the American Dream.

ENGL 252 The Modern Wasteland: Death and Rebirth in 20th Century English Literature

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.

ENGL 253 Revolting Peasants and Red-Hot Heretics: Medieval Literature of Power and Dissent

A study of who had power in Medieval England, and how those on top stayed that way. This course will explore the ways in which medieval literature reflects the nature of power in medieval society, and also how literature itself was used to reinforce or to challenge the authority of the nobility and the Church. Sample areas of literary study: the disruptive power of women mystics, challenges to the Church and the persecution of heretics and non-Christians, accounts of the Peasant's Revolt of 1381 and the decline of chivalry and nobility. Texts will include works of major figures such as King Alfred, AElfric, Wulfstan, Chaucer, Wycliffe, Langland, Margery Kempe and Christine de Pizan, as well as a host of lesser-known writers.

ENGL 258 The Victorian Mind

A study of major themes in Victorian literature with emphasis on the impact of the industrial and scientific revolutions on society, religion and art. Texts may include novels by Dickens or Eliot, essays by Mill, Carlyle and Arnold, and poems by Tennyson, Browning and Arnold.

ENGL 263 Themes in Romantic Poetry

A close study of poems by the major British Romantic poets and the themes they embody. Discussions will focus primarily on the impact of the French Revolution and on the meaning and significance, for poets of the period, of the concepts of Nature and Imagination. Texts will include poems by Blake, Wordsworth, Shelley and Keats.

AFEN 265 African-American Voices Before the 20th Century

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 19th century fiction by Harriet Wilson, Frances Harper, Harriet Beecher Stowe and Charles Chesnut.

AFEN 266 The Harlem Renaissance and Beyond: 20th-Century African-American Literature

Beginning with the energetic era of the Harlem renaissance, this course studies African-American writings in the 20th century. Themes discussed include the influence of folk elements and music, the appearance of the trickster and masking techniques as both a 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, C. Johnson and Morrison.

ENPL 267 Vice and Virtue

Through analysis and discussion of selected works of great literature, students will examine themes of vice and virtue in four broad areas: (1) selfhood, community, and alienation; (2) human nature; (3) the quest for meaning and human fulfillment; and (4) ethics and evil. This course will consider such topics as the following: the relation between the individual and the community, the nature of evil, ends and means, personal agency, the good life, and moral conflict. May include works by William Golding, Leo Tolstoy, Dorothy L. Sayers, John Updike, F. Scott Fitzgerald, and Albert Camus.

ENGL 270-289 Genre Studies (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100, 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 2010-2012**ENGL 271 Studies in the 19th and 20th Century Novel: Portraits of Women**

A close analysis of representative examples of 19th and 20th 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

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 273 Renaissance Drama

We consider plays written by contemporaries of Shakespeare and his heirs. We will study dramatic traditions (such as revenge tragedy and social comedy) and theatrical contexts in the light of Elizabethan and Jacobean culture. The playwrights include Christopher Marlowe, Ben Jonson and John Webster.

ENGL 274 Modern Drama

Modern English and American drama with some attention to continental influences. Authors studied may include Ibsen, Shaw, O'Neill, Miller, Williams, Albee, Beckett, Pinter, Stoppard and Shepard.

ENGL 275 The American Novel

An introduction to the development of the American novel from the late 18th century through the 20th century. May include works by Rowson, Hawthorne, Melville, Harriet Wilson, James, Chopin, Cather and Plath.

ENGL 277 English Renaissance Poetry

We explore the major poetic traditions of the late 16th and early 17th centuries. The sonnet, mythic/erotic narratives, religious lyric and pastoral are among the many forms and conventions considered in the readings. The poets studied include Sidney, Shakespeare, Donne, Herbert, Herrick and Marvell.

ENGL 278 The Woman in the Poem

A study of 20th 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 280 20th Century Ethnic Narratives: Writing Ourselves into America

In this course, we will explore how national and personal histories of ethnicity in the United States are handed down, revised and contradicted in both autobiography and fiction.

Along the way, we will also pay attention to themes of family, work and growing up, as well as definitions of community and individuality, asking how someone's ethnicity might inform his or her world view. Readings may include fiction by Paule Marshall, John Edgar Wideman, John Okada, Julia Alvarez, Sherman Alexie and Cynthia Ozick.

CLEN 281 Greek and Roman Drama

This course focuses on the tragedies and comedies produced in Athens and Rome beginning with the Oresteia of Aeschylus (early 5th century B.C.) and concluding with the tragedies of Seneca (late 1st century A.D.). Plays are selected to analyze the diachronic treatment of popular stories, such as those of Oedipus and Medea, and to highlight the various roles theatre played in Greco-Roman society (religious, social, economic, etc.). Students will be expected to write critically about ancient plays both as literary texts and in their original performance contexts.

ENGL 284 The Medieval Romance: Audacious Knights, Daring Deeds and “Virtuous” Maidens

We will explore the development of the romance as a literary genre. Included in our investigation are societal influences on the texts and literary influences on society: how did authors use the genre to depict idealistic love and, likewise, to interrogate society's emphasis on courtly love as the perfect form? The texts that we will examine include (but are not limited to) “Gawain and the Green Knight,” “The Lais of Marie de France,” selections from Chaucer's works such as “The Canterbury Tales” and “The Book of the Duchess” and Mallory's “Le Morte de Arthur.”

ENGL 285 The British Novel

This course will explore the British novel as a site of ongoing experimentation and development. We will move from the genre's 18th century hybrid origins, to the romance and realist traditions of the 19th century, and into the modernist and postmodernist movements of the 20th and 21st centuries. Consideration of formal features and traditions will unfold in the company of historicized discussions about identity formation and representations of gender, class, race and nation. We will ask how novels as material constructs come to “matter” in the socio-political circumstances in which they arise, and why novels—old and new—continue to matter today. Authors may include Defoe, Sterne, Austen, Dickens, Hardy, Woolf and Ishiguro.

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.

ENGL 300 Really Old English: Anglo-Saxon Language, Literature and Culture (CORE—Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement or ENGL 210, ENGL 222, or ENGL 223 or permission of the instructor. (Second semester—even years/3 credits)

An introduction to the earliest forms of English language and literature, and to the culture and history that produced it. This course will cover the basic elements of Old English (the oldest form of the language we speak today), and teach students how to read and translate Old English prose and poetry. The course will also explore a range of Anglo-Saxon literature, some in the original Old English, and some in translation, with an eye to understanding the nature, history and eventual end of the Anglo-Saxon world.

ENTH 303 Elements of Playwriting

Prerequisites: ENGL 100, 101 or 3 credits from ENGL 110-139 and ENGL 219. May not be taken on an audit basis. (Spring semester—even years/3 credits)

This workshop-based course is an immersion in the creative process of the playwright. Each student-playwright will begin to understand how to move from initial conception to the execution of a sketch, scene, one-act or full-length play for the stage. Each student-playwright will be introduced to the fundamentals of writing for the stage and will complete a first draft of either a one-act or a full-length play.

CAEN 306 Writing for Business and Management

Prerequisites: ENGL 100, 101 or 3 credits from ENGL 110-139 and junior or senior standing. May not be taken on an audit basis. (Both semesters/3 credits)

Development of skills in writing letters, memos and reports.

ENGL 313 Shakespeare

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement or ENGL 210, ENGL 222 or ENGL 223; or permission of the instructor. (Second semester/3 credits)

This course is an introduction to the dramatic works of Shakespeare. Although some attention is devoted to the historical moment in which he produced his plays, the primary focus is on Shakespeare's language and theater. Filmed versions of the plays will be used to supplement textual analysis.

ENGL 318 Chaucer

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement or ENGL 210, ENGL 222, or ENGL 223; or permission of the instructor. (First semester/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 330 Modern Women Playwrights

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement or ENGL 210, ENGL 222 or ENGL 223; or permission of the instructor. (Second semester—odd years/3 credits)

The course explores the major themes, dramatic structures and theatrical techniques that characterize plays written by women in the 20th and 21st centuries. Students will examine the ways in which selected playwrights explore the experience of women, including concerns about sexual freedom and economic independence.

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 The Josephine Steiner Center for Academic Achievement and Retention. Under the supervision of Center for Academic Achievement and Retention staff, assistants serve as teaching and tutorial aides to students seeking to improve their basic writing skills. Grading is on a satisfactory/unsatisfactory basis.

ENGL 340-359 Writers of Significance

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement or ENGL 210, ENGL 222 or ENGL 223; or permission of the instructor. May be repeated with different writers.

A study of one or more significant writers or a distinct school of writers.

The following topics have been offered recently:**ENGL 343 Yeats and Lawrence**

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. Mawr."

ENGL 347 Walt Whitman and Emily Dickinson

This course is an in-depth study of the two most important poets of 19th-century America, Walt Whitman and Emily Dickinson. In addition to a close examination of Whitman's antebellum poetry and Civil War work and Dickinson's manuscript fascicles and letters, the course will use recent criticism and biographical sources to help illuminate the works in question.

ENGL 361 Primal Literature (CORE—Non-Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement; or ENGL 210, ENGL 222 or ENGL 223; or permission of the instructor. (Course offered as needed/3 credits)

A study of the folklore and mythology of native Americans, Africans, Australians, Polynesians, and the early tribal cultures of Europe and Asia—Celtic, German, and Siberian—in an attempt to define the nature and content of the literary impulse in preliterate cultures, and to identify the themes that survive in written texts of the western classical and medieval periods.

ENGL 365 The Renaissance Amphibium (CORE—Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement or ENGL 210, ENGL 222 or ENGL 223; or permission of the instructor. (Second semester—even 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, Erasmus, Rabelais, More, Montaigne, Shakespeare and Cervantes will form the backbone of our reading.

ENGL 367 The Modern Temper: Texts and Contexts (CORE—Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation/Literature requirement; or ENGL 210, ENGL 222 or ENGL 223; or permission of the instructor. (First semester—odd years/3 credits)

A study of modern English literature and of the social and intellectual contexts that shaped that literature. The class will focus on works that reflect and continue to affect Western culture and its sense of the modern. Texts will include selections from poetry, fiction and nonfiction by authors such as James Joyce, T. S. Eliot, W. H. Auden and Virginia Woolf.

ENHN 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—odd years/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, 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 CAEN 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. Grading is on a satisfactory/unsatisfactory basis.

ENGL 402/502 William Blake: Poet and Visionary

Prerequisites: Junior or senior standing and fulfillment of the Aesthetic Appreciation/Literature section of the Core. (Second semester—odd years/3 credits)

A study of the poetry and philosophy of the British poet, artist and visionary, William Blake (1757-1827), with an emphasis on the religious, philosophical and psychological implications of his poetry. Some attention will be paid to Blake's painting and to the historical context that influenced the man and the poet.

ENGL 405/505 The English Language

Prerequisite: Junior or senior standing. (Second semester—odd years/3 credits)

Basic linguistic concepts and methodology as applied to the English language—its history, structure, varieties and acquisition. Special emphasis on the social aspects of English.

ENGL 410/510 Literature for Adolescents

Prerequisite: Junior or senior standing. (Either semester/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)

Prerequisites: Junior or senior standing and ENGL 313 or permission of the instructor. (Summer—as needed/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: Junior or senior standing and ENGL 219 or instructor approval. (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: Junior or senior standing and ENGL 219 or instructor approval. (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.

ENGL 441/541 Faulkner and Morrison

Prerequisites: Junior or senior standing and instructor approval. (Course offered as needed/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" and "Absalom, Absalom!," as well as Morrison's "The Bluest Eye," "Sula," "Beloved" and "Jazz."

ENHN 460/560 The English and Italy: Texts and Contexts (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. (Offered as needed/3 credits)

A study of the impact of Italy on the literature and consciousness of British writers of the 19th and 20th centuries. Readings will be selected from the poetry, fiction and nonfiction of writers such as Shelley, Byron, Ruskin, Elizabeth and Robert Browning, George Eliot, Henry James and D.H. Lawrence. Some attention will be paid to the history and art of Italy.

ENGL 461/561 The Family in American Modern Drama (CORE—Western Civilization)

Prerequisites: Junior or senior standing and fulfillment of the Aesthetic Appreciation Literature Core requirement (Offered as needed/3 credits)

Domestic Realism constitutes the dominant form in American Drama. This course considers ways in which American playwrights use family relationships to examine social, political metaphysical and aesthetic concerns. Readings include works by O'Neill, Hellman, Miller, Wilson, Norman and Shepard, as well as other playwrights.

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—even years/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, the class 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: Junior or senior standing and 9 credits in literature at the 200 level or above. (Both semesters/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 Courses

ENSP 101 Environmental Problems (CORE—Scientific Thought: Non-Laboratory Course; Laboratory Course if taken with ENSP 102) (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 course 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

(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.

ESHN 210 Coastal Oceanography

Prerequisite: A 100-level lab science course. (First 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 212 Coastal Community Ecology

Prerequisites: ENSP 101 and ENSP 102, or a 100-level lab science course. (First semester/4 credits)

In this course you will study the structure and function of Atlantic coastal communities from South Florida to the Chesapeake Bay. The course investigates adjacent aquatic and terrestrial ecosystems and the natural linkages that connect them as large-scale hydroscaapes. Case studies of resource management issues and human impacts on these communities and their individual populations will be used to exemplify basic ecological concepts. This course emphasizes laboratory and field investigations that will take place at selected sites along the Eastern Seaboard of the United States as part of the Coastal Studies Semester.

ENSP 299 Special Topics in Environmental Science and Policy

Prerequisites: ENSP 101 or concurrent enrollment in ENSP 212 and ESHN 210 or permission of instructor. (First semester/4 credits)

This course addresses topics of special interest in the field of environmental science and policy. Faculty and students will explore a specific issue through readings, lectures, discussion, fieldwork and laboratory activities. The course has both lecture and laboratory/field components.

ENSP 370 Coastal Studies Practicum

Prerequisites: Concurrent enrollment in ENSP 212 and ESHN 210 or permission of instructor. (First semester/2 credits)

The origins and answers to coastal environmental problems are found by studying the interplay among science, technology, society and culture of the region. Working as a team, students will work collaboratively to define a coastal issue facing mid-Atlantic communities. Past topics include the sources and impact of untreated sewage effluent, the effects of marine debris on public beaches and the importance of abandoned fishing gear. They will design a multidisciplinary study that addresses that issue from several perspectives. Working in teams, students will collect information, synthesize the material and provide their results and interpretations in both a written report and oral presentation. 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 380 Coastal Studies Field Experience

Prerequisite: ENSP 210 or ENSP 212 or permission of instructor. (Summer or Winter terms/3 credits)

Through travel to distant field sites, students will be immersed in the environmental issues of a particular coastal location. Environmental topics will be studied within the framework of the natural, historical, social and cultural milieu found in the locale visited. Students will be involved in fieldwork, readings and discussions with local constituencies to develop a holistic view of the development, impacts and possible avenues of resolution for contemporary coastal environmental issues. This course is offered as part of the Coastal Studies minor.

ENSP 399 Internship

(Either semester/3 to 15 credits)

Students work at off-campus sites with environmentally concerned government agencies; legislators; or nongovernmental organizations at local, state, regional and national levels. Grading is on a satisfactory/unsatisfactory basis.

ENSP 403/ENV 503 Pollution Biology

Prerequisites: ENSP 101, ENSP 102 and one 300-level BIOL course for undergraduates. (Second semester/3 credits)

This course will study 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. The factors leading to and evidence for global climate change will be examined in depth. 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: ENSP 101, ENSP 102, BIOL 201 and one 300-level BIOL course 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 the biological and ecological basis for wildlife and fisheries management. Students will gain experience with quantitative and qualitative techniques used to analyze and manage ecosystems in an integrated fashion that combines biological, economic and political considerations. The impact of global climate change on long-term management plans will also be considered.

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. (First semester/3 credits)

Conservation Biology examines the critical problems of maintaining, enhancing and restoring biological diversity for the 21st century. It applies disciplines such as ecology, population biology, genetics and modeling to the conservation of rare or keystone species and endangered ecosystems. The course includes discussion of multidisciplinary topics such as international trade in wildlife, ethnobotany, ecological restoration, conservation ethics, natural resource economics, conservation genetics and ecotourism. Students contribute to the seminar format through journal exercises, active discussion, role-playing and oral presentations.

ENSP 470 Seminar: Environmental Impact Analysis

Prerequisite: Senior major status, or permission of the instructor. (First semester/3 credits)

This multidisciplinary 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 Courses

FLLS 250 Bearing Witness: Testimonial Narratives in the Americas (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139 (Second semester—as needed/3 credits)

This course focuses mainly on literary works that deal with historical trauma, memory and political agency. It will cover theoretical aspects of the genre and the problems related to the representation of marginal voices. We will begin with an analysis of hard-line testimonios as a form of resistance against literature and then turn to readings associated with the practices of censorship, repression and border conflicts. A special attempt will be made to show the significance of this narrative and the social and political thought and action it engages.

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 literatures department. (As needed/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.

FL 351 International Themes in Non-Western Literature (CORE—Non-Western Civilization)

Prerequisite: Open to juniors and seniors, or by permission of the chair of the foreign languages and literature department. (Summer—as needed/3 credits)

A study of selected topics in representative works of literature from non-Western cultures in English translation. New topic every time the course is offered.

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 105 French Conversation

Prerequisite: FREN 102, exemption by exam or permission of department. (Both semesters/1 credit)

A one-credit conversation course conducted in the language houses and designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based exclusively on attendance and participation. May be repeated.

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 230 Phonetics and Diction

Prerequisite: FREN 104 or permission of the department chair. (As needed /3 credits)

Study of the basic phonological structure of French. Transcription practice; corrective drill in pronunciation, rhythm, intonation; and 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 300 Science and Fiction (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair. (First semester—as needed/ 3 credits)

In this course, students will examine the cultural and artistic relationship between the sciences and the arts from the end of the 19th century to the end of the 20th century. We will consider how the term “science-fiction” (a term of French origin) is fundamental to cultural and artistic development of the modern era. Topics of discussion will include the impact of psychoanalysis and sociology, two sciences of the modern era that owe their development to literature, as well as positivism and its role in creating the science-fiction novel.

FREN 310 Le Roman d’initiation: Journeys to Maturity in French Fiction (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair. (First semester—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 (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair. (Course is offered as needed/ 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 (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair. (Second semester—even years/ 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 (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair. (Second semester—as needed/ 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 course 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)

Prerequisite: FREN 207 or 208 or permission of the department chair. (First semester—as needed/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 (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of department chair. (Second semester—as needed/3 credits)

In this course, students will examine the concepts of illusion and the role of the mask in 16th-, 17th- and 18th-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 322 Ecrivains derrière la camera (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or satisfactory performance in placement examinations or permission of the instructor or department chair. (Course is offered as needed/3 credits)

Very early in the 20th century, a new form of expression fascinated writers: cinema. In this class the student will analyze and interpret the different relationships that exist between an author (Breton, Cocteau, Prévert, Duras, Robbe-Grillet) and the way he/she attempted to reproduce it in his/her film.

FREN 323 Modern Family in France (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or satisfactory performance in placement examinations or permission of the instructor or department chair. (Second semester—as needed/3 credits)

The modern nuclear family, along with its definitions of gender roles and familial obligations, may seem universal and normal to us today, but in fact it is a fairly recent idea that sprang from the age of Enlightenment and continued to evolve well into the 20th century. Through the works of authors such as Rousseau, Stendhal and Balzac, an analysis of the influence of Napoleon's Code civil, and critical perspectives from sociology and art history, we will explore the origin of the modern family, its cultural implications and its diverse forms in modern France.

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. Grading is on a satisfactory/unsatisfactory basis.

FREN 470 Seminar

Prerequisites: 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.

General Studies Courses

GNST 099 College Reading Skills

(Summer and 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. (Summer and both semesters/2 credits)

Analytical thinking and reasoning strategies are developed and applied. Critical thinking skills, questioning techniques and active learning methods are emphasized.

GNST 220 Dynamics of Leadership

(Both semesters/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 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 105 German Conversation

Prerequisite: GER 102, exemption by exam or permission of department.

(Either semester/1 credit)

A one-credit conversation course conducted in the language houses and designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based exclusively on attendance and participation. May be repeated.

GER 203 German Conversation and Composition

Prerequisite: GER 104 or satisfactory performance in placement exam or permission of 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.

GER 204 German Culture and Civilization

Prerequisite: GER 104 or permission of the department chair. (First 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 18th 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 230 History of German Language

Prerequisite: GER 207 or 208 or permission of department chair. (Offered as needed/3 credits)

This course introduces basic linguistic concepts and methodology as applied to the German language with emphasis upon its historical and structural development. Students will look at relevant texts, and analyze and translate them, identifying the changes in the German language.

GER 299 Special Topics

Prerequisite: GER 207 or GER 208 or permission of department chair (Course is offered as needed/3 credits)

A course covering a specific motif, theme, genre or medium reflecting the cultures of the German speaking countries.

GER 301 Berlin in the Twentieth Century (CORE—Western Civilization)

Prerequisite: any GER 200-level course or permission of the department chair. (Either semester—as needed/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 314 Advanced Composition

Prerequisite: GER 207 or 208 or permission of department chair. (Offered as needed/3 credits)

Development of proficiency in writing German, with emphasis on the contrastive aspects of English and German structure. Special attention to the idiomatic use of language. Introduction to translation.

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 319 German Drama (CORE—Western Civilization)

Prerequisite: GER 207 or GER 208 or permission of the department chair. (Second semester, course is offered as needed/3 credits)

This course is a survey of the development of drama in German speaking countries from the Middle Ages to the modern era. Students will read, analyze and sometimes enact plays by Hans Sachs, Gotthold Ephraim Lessing, Friedrich Schiller, Johann Wolfgang von Goethe, Heinrich von Kleist, Frank Wedekind, Georg Kaiser, Heiner Müller and Tankred Dorst. Lectures will provide the cultural background required to understand the dramas and connect them to social, aesthetic and philosophical movements.

GER 321 History of German Film

Prerequisite: GER 207 or GER 208 or permission of the department chair. (First semester, course is offered as needed/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 and reunification, gender, memory and dealing with the past. Directors such as Fritz Lang, G.W. Pabst, Rainier Werner Fassbinder, 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. The question whether American film (i.e., the Hollywood film industry) has “colonized” German society as reflected through film will also frame discussions in the course. 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.

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. Grading is on a satisfactory/unsatisfactory basis.

Gerontology Course

GERO 370 Gerontology Practicum

Prerequisites: At least two of the following: PYSO 221, PSY 373 or BIOL 138. 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 Course

GLBS 300 Challenges and Opportunities of Globalization (CORE—Western Civilization)

Prerequisite: 3 credits from the Social and Behavioral Analysis area of the Core (Both semesters/3 credits)

This course examines the cultural, economic and political forces of globalization. It is organized around the debate concerning the merits of modern globalization. We will examine how the forces of globalization impact certain aspects of lives of people around the world. We will use the evidence gathered in our examination of the impact of globalization to critique the classical arguments.

Greek Courses

GRK 101 Elementary Ancient Greek I (CORE—Foundation)

(First semester—as needed/4 credits)

This course provides an introduction to ancient Greek grammar, syntax and vocabulary.

Over the course of the semester students will gain the basic skills to read and analyze adapted selections from classical Greek authors and the New Testament. Comparative linguistic issues, including the influence of ancient Greek on modern languages, and Greek prose composition will also be studied.

GRK 102 Elementary Ancient Greek II (CORE—Foundation)

(Second semester—as needed/4 credits)

This course is the continuation of Greek 101, the first semester of elementary ancient Greek.

Course work will consist of readings in prose and poetry and the completion of the basic study of Greek grammar and syntax. Over the course of the semester students will advance from adapted passages to the original texts of classical Greek authors such as Plato and Sophocles. Readings on ancient Greek history and culture will also be assigned.

History Courses

HIST 200 The Ancient World (CORE—Historical Analysis)

(First semester—odd years/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)

(First semester—even years/3 credits)

A survey of the European Middle Ages, including political, social, economic and cultural developments from the fall of Rome through the 15th century.

HIST 203 Renaissance and Reformation Europe (CORE—Historical Analysis)

(Second semester—odd years/3 credits)

A survey of European history during the Renaissance, the Age of Discovery and the Reformation era, from the 14th century to 1648.

HIST 204 Ancient Rome (CORE—Historical Analysis)

(First semester—even years/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 17th 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 19th 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 208 Introduction to Public History

(First semester—even years/3 credits)

An overview of the field of history as practiced in museum work, historic preservation, state and national parks, archives, historic sites, historical societies and government agencies that employ historians. Students will utilize local resources and engage in hands-on projects. This is the foundation course for the Public History Concentration and is also open to all interested students.

HIST 210 Women in 20th Century America (CORE—Historical Analysis)

(Course is offered as needed/3 credits)

An examination of the changing roles, conditions and expectations of American women from 1900 through the 1990s. Topics include women's suffrage, the loss of momentum in the women's movement after 1920, changing patterns of female employment, tension between career and family after 1945 and the women's movement of the 1960s and 70s.

HIST 212 War and Society

(First semester—odd years/3 credits)

A study of modern war and its effects on people and nations in a historical perspective. Analysis of the causes of war. Survey of the tools and weapons of war and the changes in weapons and technology over time. Reactions of soldiers, civilians and political leaders to the demands of war.

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 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 and after.

HIST 237 Modern China and Japan (CORE—Historical Analysis)

(Second semester/3 credits)

The history of China and Japan in the 19th and 20th centuries. Presentation of the major political, social and economic developments with emphasis on the international role of each country.

HIST 238 Contemporary Southeast Asia

(Course is offered as needed/3 credits)

A study of the history of the major nations of Southeast Asia in the modern era. Emphasis on the 20th 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, Thailand, Indonesia and the Philippines.

HSPS 245 Global Perspectives on Women, Power and Politics (CORE—Social and Behavioral Analysis)

(Course is offered as needed/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

(First semester/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.

AFHS 250 African-American History to the 20th Century (CORE—Historical Analysis)

(First semester—odd years/3 credits)

A chronological and thematic survey of African-American history from pre-colonial Africa

to the 20th 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.

AFHS 251 African-American History During the Twentieth Century (CORE—Historical Analysis)

(Second semester—even years/3 credits)

Examines African-American history in the 20th 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.

HIST 300 From Celts to Vikings, 400-1000

Prerequisite: HIST 202 or 204, or permission of the instructor. (Second semester—odd years/3 credits)

A study of the peoples and culture of early medieval Europe, from the late Roman period through the 10th 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.

ARHS 301 Age of Cathedrals (CORE—Western Civilization)

Prerequisite: HIST 202 or 204, or ART 220, or permission of the instructor. (Offered as needed/3 credits)

This course explores medieval society in western Europe during the High Middle Ages (c.1100-1300), focusing on the expression of social and cultural movements visually through buildings and the use of space. Topics covered include Romanesque and Gothic architecture, monastic life and monasteries, pilgrimage and relics, gendered space, building technology, and sculpture.

HIST 309 Islam and the Crusades (CORE—Non-Western Civilization)

Prerequisite: HIST 202 or 204, or permission of the instructor. (First semester—odd years/3 credits)

A study of the “holy wars” between the Islamic world and the Christian west in the 11th through 15th centuries, including long-term effects on the modern Middle East.

HIST 310 History of Women in the United States

Prerequisite: HIST 217 or 218 or by permission of instructor. (First semester—odd years/3 credits)

This course explores the impact of historical events on the lives of American women and the varied roles women have played in shaping United States history from the colonial period to the present. It will focus specifically on how class, ethnicity and race have influenced American women’s work, family life and organized activities. Topics include: Native American women’s lives; gender and family life under slavery; the impact of industrialization on women of different classes; the ideology of separate spheres; women’s political activities including the antislavery movement, the suffrage movement, the Nineteenth Amendment and the resurgence of feminism in the 1960s; and transformations in the lives of modern women including work, politics, sexuality, consumption patterns and leisure activities.

HIST 311 Women in the Ancient World

Prerequisite: 3 credits of history at the 200 level, WMST 200 or permission of the instructor. (Course is offered as needed/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 313 Medieval England (CORE—Western Civilization)

Prerequisite: HIST 202 or 204, or permission of the instructor. (First semester—even years/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 England

Prerequisite: HIST 202, 203 or 313, or permission of the instructor. (Second semester—even years/3 credits)

British history in the 16th and 17th centuries, including the English Reformation, the reign of Elizabeth I, the English Civil War and the Glorious Revolution.

HSPS 315 Politics of Assassination

Prerequisites: HIST 218 and PSCI 203 or permission of the instructor. (First semester—as needed/3 credits)

An in-depth look at the major political assassinations of the 60s—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?

HIST 316 The Middle East in Modern Times (CORE—Non-Western Civilization)

Prerequisite: Junior or senior standing, or 6 credits of history, or permission of the instructor. (Second semester/3 credits)

A study of the Middle East in the modern world. Emphasis on the 20th century. National movements, Pan-Arabism, Zionism and the struggle over Palestine. The Arab-Israeli conflict, the Arab world, the influence of oil, terrorism and recent wars. Political, social and economic developments.

HIST 318 The American Revolution and Early Republic, 1763-1815 (CORE—Western Civilization)

Prerequisite: HIST 217 or permission of the instructor. (First semester—as needed/3 credits)

This course examines the constitutional, political, economic, military and social developments during that period of American history encompassing the American Revolution, the Articles of Confederation, the Constitution and the early republic through the War of 1812. Emphasis will be on the challenges facing the new nation, including the meanings of the American Revolution and how these meanings were manifested in the creation of the American republic.

HIST 319 The Civil War and Reconstruction

Prerequisite: HIST 217 or HIST 218. (Second semester—even years/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 320 America in the Sixties

Prerequisite: HIST 217 or HIST 218 or permission of the instructor. (Offered as needed/3 credits)

This course is an in-depth examination of American society, culture and politics during the period commonly known as “the sixties.” The course will cover American politics, the Cold War, nuclear proliferation, social movements, the Vietnam War and American popular culture. Course materials include books and articles, movies, documentaries and sound recordings, as well as guest lectures by 60s participants.

HSLs 330 Cultural Encounters in Latin American History (CORE—Non-Western Civilization)

Prerequisite: Historical Analysis section of Core requirement. (Second semester/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 333 The History of Intelligence and Espionage since 1850

Prerequisites: HIST 218, and either PSCI 210 or PSCI 215, or permission of instructor. (First semester—even years/3 credits)

The history of intelligence gathering since 1850. This course will focus on the history and development of American intelligence agencies, with major emphasis on intelligence gathering methods and espionage in the 20th century, both in warfare and in peacetime, especially in relation to national security. It will review the history of major foreign intelligence operations—for example Soviet and Russian, German, British, French and Israeli—and will give particular attention to intelligence efforts in the Cold War and the growth of the national security state. Post-9/11 developments in intelligence gathering will also be covered.

ARHS 334 Film and Society: New Wave European Cinema

Prerequisite: ART 275 or CMA 280 or CMA 281, or permission of the instructor. (First semester—odd years/3 credits)

This class surveys the “New Wave” cinemas—Italian Neorealism, the French New Wave, Czech New Wave, New German Cinema and British New Wave—that emerged in post-World War II Europe (1945-1980) as alternatives to Hollywood cinema. The chief focus will be to analyze and describe how individual films function both as works of art and as historical documents within specific cultural and political contexts. The course will study each cinematic movement in relation to the following themes and topics: film authorship, the relationship between Hollywood and European cinema, national identity vis-à-vis cinema, urban space and the changing postwar European landscape, and the role of film in the rewriting of European history.

HIST 335 Teaching Assistantship in History

Prerequisites: Junior or senior standing, completion of course(s) involved or equivalent competency, and permission of the department. (Either semester/1 credit)

The teaching assistant will have significant responsibilities in the assigned class or classes supporting the instruction of the course. Duties can include research, assisting with course instructional technology, tutoring class members and working on other class-related projects. May be taken only twice. Grading is on a satisfactory/unsatisfactory basis.

HIST 336 The World since 1945

Prerequisite: One of the following: HIST 206, HIST 212, HIST 218, HIST 234, HIST 237 or HIST 246 (Second semester—odd years/3 credits)

A study of major world developments since the end of World War II, including such topics as the reconstruction of Europe, the end of colonialism, the Cold War, the Middle East crisis, the nuclear age, terrorism and humanitarian crises and response. Themes will include war, politics, revolution and international cooperation.

HIST 337 U.S. Labor History from the Gilded Age to the 21st Century

Prerequisite: HIST 218 or permission of the instructor (Second semester—odd years/3 credits)

This course offers students a history of work, labor relations, social movements, and labor policy in the United States from the Gilded Age into the twenty-first century. Readings on industrial, agricultural, service, and domestic work, as well as on migration and immigration, will enable us to trace the history of class politics and economic development in modern America. The course also places American labor struggles within the context of global capitalism throughout the twentieth century. Our readings will reveal how the labor movement has wrestled with its role in politics in different time periods and its relation to the state and the courts, and, in turn, how the government impeded or encouraged labor organizing and workers' rights over the last century.

HIST 338 The Gilded Age and Progressive Era, 1877-1929 (CORE—Western Civilization)

Prerequisite: HIST 218 or permission of the instructor (First semester—odd years/3 credits)

Between 1877 and 1929, the United States wrestled with the wrenching social, political, cultural and economic transformations that accompanied the second industrial revolution. Additionally, America entered the world stage as an imperial power, experienced an unprecedented wave of immigration and witnessed the rise of cities that were far beyond the imagination of any of nation's founders. This course will address the ways in which Americans responded to the crises caused by industrialization, immigration and urbanization with special emphasis on Progressive Era reform.

HIST 339 New Deal America, 1929-2000 (CORE—Western Civilization)

Prerequisite: HIST 218 or permission of the instructor (Second semester—even years/3 credits)

This course traces the rise and fall of the New Deal order from the Great Crash of 1929 through the end of the millennium. The first part of the course will discuss the social, political and economic legacies of the New Deal and U.S. participation in World War II. The second part focuses on the turbulent 1960s, when the women's rights, civil rights and anti-war movements reached high tide. The final part of the course will examine the causes and consequences of economic crises of the 1970s and America's “conservative turn” under Reagan in the 1980s.

HIST 344 Revolutions and Revolutionaries

(Second semester—odd years/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 U.S. Foreign Relations since World War II

Prerequisite: HIST 218 or permission of the instructor. (Second semester—even years/3 credits)

This course explores the history of America's role in the world since the Second World War, examining the development of America's position within the world community and the political, social and economic factors shaping its foreign policy. The course will cover such topics as the creation of the United Nations, the Cold War, Korea and Vietnam, détente, globalization and American involvement in the Middle East.

HIST 371A Topics in Early History

Prerequisite: One of the following: HIST 200, HIST 202, HIST 203 or HIST 204, or permission of the instructor. (As needed/3 credits)

Advanced topics in ancient and medieval history. This course offers a chance to pursue in more detail subjects only touched upon in broad survey courses, or those not covered elsewhere in the history curriculum. Format, perspectives and topics may vary according to the instructor's expertise. Students who lack the prerequisite, but who have other coursework or experience relevant to the specific topic, are encouraged to seek the instructor's permission to enroll.

HIST 371B Topics in American History

Prerequisite: One of the following: HIST 217, HIST 218, AFHS 250 or AFHS 251, or permission of the instructor. (As needed/3 credits)

Advanced topics in colonial American and United States history. This course offers a chance to pursue in more detail subjects only touched upon in broad survey courses, or those not covered elsewhere in the history curriculum. Format, perspectives and topics may vary according to the instructor's expertise. Students who lack the prerequisite, but who have other coursework or experience relevant to the specific topic, are encouraged to seek the instructor's permission to enroll.

HIST 371C Topics in Modern European History

Prerequisite: One of the following: HIST 203, HIST 205, HIST 206, HIST 212 or HIST 234, or permission of the instructor. (As needed/3 credits)

Advanced topics in the history of modern Europe. This course offers a chance to pursue in more detail subjects only touched upon in broad survey courses, or those not covered elsewhere in the history curriculum. Format, perspectives and topics may vary according to the instructor's expertise. Students who lack the prerequisite, but who have other coursework or experience relevant to the specific topic, are encouraged to seek the instructor's permission to enroll.

HIST 371D Topics in World History

Prerequisite: One of the following: HIST 212, HIST 234, HIST 237, HIST 246, HIST 316; or HSPS 245; or permission of the instructor. (As needed/3 credits)

Advanced topics in comparative and world history. This course offers a chance to pursue in more detail subjects only touched upon in broad survey courses, or those not covered elsewhere in the history curriculum. Format, perspectives and topics may vary according to the instructor's expertise. Students who lack the prerequisite, but who have other coursework or experience relevant to the specific topic, are encouraged to seek the instructor's permission to enroll.

HIST 371E Topics in Public History

Prerequisite: One of the following: HIST 208, HIST 217, HIST 218, HIST 299B or permission of the instructor. (As needed/3 credits)

Advanced topics in public history (museum studies; historic preservation; archives; and history practiced in state and national parks, historic sites, and historical societies). This course offers a chance to pursue in more detail subjects only touched upon in broad survey courses, or those not covered elsewhere in the history curriculum. Format, perspectives and topics may vary

according to the instructor's expertise. Students who lack the prerequisite, but who have other coursework or experience relevant to the specific topic, are encouraged to seek the instructor's permission to enroll.

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. Grading is on a satisfactory/unsatisfactory basis.

HIST 406/506 Religion, Family and Society in Reformation Europe (CORE—Western Civilization)

Prerequisites: Junior or senior standing and HIST 202, HIST 203, HIST 205 or REL 212 or permission of the instructor. (First semester—odd years/3 credits)

A study of the 16th-century Protestant Reformation and its impact on such aspects of European society as the family, marriage, women's lives, popular culture, and urban and rural society. Topics covered will include the witch hunts of the 16th and 17th centuries. Students who lack the specific prerequisite but have extensive history or religion coursework are encouraged to seek instructor permission to enroll.

HIST 412/512 Women in Medieval Europe

Prerequisites: 9 credits in history (3 credits may be WMST 200) and junior or senior standing, or permission of the instructor. (First semester—even years/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 421/521 Hollywood's America

Prerequisites: Twelve credits in history and junior or senior standing; or by permission of instructor. (Offered as needed/3 credits)

This course examines American culture and society through film. The primary text for this course will be American films such as "Gone With the Wind," "The Birth of a Nation," "The Grapes of Wrath," "Casablanca," "Dr. Strangelove," "The Graduate," "Apocalypse Now," "Wall Street" and "American Beauty." Students will critically analyze how American cultural and social conflicts are portrayed and worked out in popular films, and explore how motion pictures create a window into modern American society. Students will learn how to read films as cultural texts and write critical film reviews as the principal primary form of cultural and historical analysis.

AFHS 424/524 Race and Racism in the United States

Prerequisites: Junior or senior standing, and HIST 217 or HIST 218 or AFHS 250 or AFHS 251 or permission of instructor. (First semester—even years/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 470 Research Seminar in History

Prerequisites: Junior or senior standing, 9 credits of 200- and/or 300-level history. (Either semester/3 credits)

This advanced course explores the problems, methods, techniques and ethics of historical research and inquiry. In the course, each student completes an extended research project using original primary sources from archives or other collections. Individual research topics are usually local or family history subjects. The project is completed in stages throughout the semester and presented to the seminar group.

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

Prerequisite: 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 benefitting or contributing to the community in some way. Each student will also make a culminating presentation of her/his experience and research.

ESHN 210 Coastal Oceanography

Prerequisite: A 100-level lab science course. (First 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.

ECHN 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. (Course is offered as needed/3 credits)

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 or Western Civilization)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructors. (Second semester—as needed/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.

HNLS 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. (Course is offered as needed/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. (Second semester—odd years/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.

BIHN 305 Aquatic Ecology

Prerequisite: BIOL 201 or permission of the instructor. (Offered as needed/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.

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. (First semester—every three years/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. (Offered as needed/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. (Second semester—odd years/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)

Prerequisites: 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. (Offered as needed/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.

HNSO 310 Sociology of Disasters

Prerequisite: SOC 101. Open to sophomores, juniors, and seniors in the Honors Program, or declared sociology majors, or with permission of the instructor. (Second semester—as needed/3 credits)

An examination of the social dimensions and human consequences of natural disasters: hurricanes, floods, earthquakes, tornados, heat waves, volcanos, wildfires, and other catastrophic events linked to the forces of nature. We will use case studies of major disasters—supplemented by additional readings, films, and speakers—to explore topics such as the impact of gender, class, ethnicity and age on vulnerability; the role of media; community disruption and recovery; and political and economic factors shaping disaster response.

HNWS 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. (First semester, every three years/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.

HNPS 313 Great Political Trials (CORE—Non-Western Civilization or Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Second semester—even years/3 credits)

This course is an analysis of great political trials (both Western and non-Western) that have reflected the political controversies of their time. We will examine the western tradition of law and legal analysis through trials held in the United States, France and England. An analysis of trials held under socialist, Islamic and indigenous political systems will provide an opportunity for contrast and comparison with the Western tradition of law

HNPL 315 Literature of Moral Reflection (CORE—Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or permission of the instructor. (Second semester—odd years/3 credits)

Through analysis and discussion of works of great literature, students will examine questions concerning human nature and ethical responsibility. Authors may include Tolstoy, Greene, Hurston, Marx, Golding, Camus, Sophocles and C.S. Lewis.

HNPL 316 Science and Global Ethics in the Non-Western World (CORE—Society, Science and Technology)

Prerequisite: Completion of the Scientific Thought and Philosophical Inquiry areas of the Core. Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (First semester—as needed/3 credits)

Basic advances in genetics, reproductive medicine and in combating infectious diseases will be examined for their consequences on the non-Western world, and within the context of non-Western cultures. Topics in applied ethics will be considered from a global, non-Western perspective. Students will use the case study approach to understand genetics, epidemics, euthanasia and reproductive technology.

HON 317 The Jocular Vein: Comic Impulses and Instigations in Renaissance Culture (CORE—Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or declared art or English majors, or permission of instructors. (Offered as needed/3 credits)

A survey and assessment of the comic themes and forms of the Renaissance, including: comedic performance, the carnivalesque, parody of courtly behavior, the grotesque, mock-heroic, trompe l'oeil, the refashioning of myth and erotic slapstick. Artists and authors may include: Aretino, Ariosto, Boccaccio, Bosch, Botticelli, Brueghel, Erasmus, Giotto, Lippi,

Machiavelli, Mantegna, Marlowe, Michelangelo, Piero di Cosimo, Rabelais, Shakespeare, Tintoretto, Titian.

ARHN 319 Orientalism and Egyptomania: Rediscovering and Remaking the Ancient Middle East (CORE—Western Civilization)

Prerequisite: Open to juniors or seniors in the Honors Program and art majors and minors, or by permission of the instructor. (First semester—as needed/3 credits)

This class will examine the rediscovery and representation of Egypt and related lands in the Middle East during the 19th and 20th century by artists, travelers and related figures. We will consider visual and literary sources of many kinds, from the lands of the Middle East and the Western cultures of discoverers.

HNRL 320 Liberation Theologies (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Offered as needed/3 credits)

This course introduces students to theologies and philosophies of liberation which developed in the 20th century as practical and active ways to address human oppression. The topics will include black liberation theology, Latin American liberation theology, African liberation theology, mujerista theology and womanist theology. We will read and study the major works in liberation theology such as the writings of Paulo Freire, Gustavo Gutierrez, James Cone, Jacqueline Grant and Mercy Amba Oduyoye.

HON 321 Gay and Lesbian Theory and Cultures (CORE—Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Offered as needed/3 credits)

Through the study of selected literary works, the course provides a background in gender identity theory and examines 20th century classifications of people into the categories of “gay” or “straight.” The readings will be selected from classical Greek to contemporary texts, with emphasis on their historical contexts, and will be analyzed for stances about the definition, experience and acceptance of lesbian, gay and transgendered individuals from a cross cultural perspective. Writing assignments are an integral component of the course.

HON 322 Law and Cyberspace (CORE—Society, Science and Technology)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Second semester—even years/3 credits)

This course provides an exploration of the legal and technology issues that arise with the emergence and explosion of digital technologies throughout society. The ability to access, store, manipulate and transmit vast amounts of information has introduced new types of criminal activity and raised a host of new legal concerns. These concerns are addressed from two distinct, but converging, viewpoints. The first viewpoint examines the relevancy, enforcement and jurisdiction of existing laws in cyberspace. The second viewpoint examines the impact of cyberspace and the use of new technologies in investigating, prosecuting and enforcing the law. Using case studies, a variety of topics are covered, ranging from online vices, internet bullying and identity theft to cyberterrorism, hacking and digital forensics.

HNRL 323 C.S. Lewis and Friends (CORE—Western Civilization)

Prerequisite: Open to religion majors and sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Second semester—even years/3 credits)

An analysis of the fiction and nonfiction of the 20th century British writer C. S. Lewis. This course will also examine selected writings by other members of the group known as “the Oxford Christians (e.g., Charles Williams, Austin Farrer, and Dorothy L. Sayers).

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.

HNPS 354 African Political Autobiography (CORE—Non-Western Civilization)

Prerequisite: HIST 246, AFPS 353 or completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or permission of the instructor. (Second semester—odd years/3 credits)

This course explores the connections between autobiography, political philosophy and politics in African autobiographies. Selected African autobiographies from the 17th to the 21st centuries will be analyzed by authors from East, North, Central and Southern Africa to determine how they criticized their societies, suggested social and political alternatives and promoted social change.

HNPS 356 Jamestown: Commemoration and Interpretation (CORE—Western Civilization)

Prerequisite: Completion of the Social and Behavioral Analysis category of the Core. Open to political science majors and sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (First semester—as needed/3 credits)

This course will explore the ways in which national historical events are commemorated with specific reference to the 2007 Jamestown celebrations. The issues of race, politics and gender will be examined as well as the ways in which the founding of Jamestown is represented in film and literature.

ENHN 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—odd years/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.

HON 371 Special Topics in Western Civilization (CORE—Western Civilization)

Prerequisite: Sophomore, junior or senior standing in the Honors Program, or permission of the instructor. (Second semester—as needed/3 credits)

A study of a significant work or group of works in Western civilization and their historical and cultural contexts.

ENHN 460/560 The English and Italy: Texts and Contexts (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. (Offered as needed/3 credits)

A study of the impact of Italy on the literature and consciousness of British writers of the 19th and 20th centuries. Readings will be selected from the poetry, fiction and nonfiction of writers such as Shelley, Byron, Ruskin, Elizabeth and Robert Browning, George Eliot, Henry James and D.H. Lawrence. Some attention will be paid to the history and art of Italy.

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—even years/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 the class might 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. (Both semesters/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.

Information Technology Courses

Students enrolling in computer science and information technology courses must have earned a grade of “C-” or higher in each prerequisite course.

IT 180 Elements of Web Development I

Prerequisite: Level II placement on the Basic Math Skills Inventory or MATH 099 or permission of the instructor. (Both semesters/3 credits)

An introduction to languages and programming techniques for the World Wide Web, including the Hypertext Markup Language, Cascading Style Sheets and a client-side scripting language. This course provides an overview of creating web documents with emphasis on separating structure from presentation and on the process of problem solving.

CAIT 221 Applied Computer Graphics

Prerequisite: IT 180 or permission of the instructor. (First semester/3 credits)

A study of computer-based graphics from an applied point of view. The course will consider concepts and techniques underlying the creation and use of graphics including computer drawing, image editing, bit-mapped and vector graphics; image manipulation; and image compression, with emphasis on preparing images for the web. Students will get hands-on experience in using various kinds of graphics software.

IT 280 Elements of Web Development II

Prerequisite: IT 180 or permission of the instructor. (Second semester/3 credits)

Topics include web standards and their applications; advanced techniques using XHTML and CSS and selected concepts and techniques from information technology and computer science that serve as a foundation for web development including networks, databases and Internet protocols. Concepts will be explored through interpreted languages such as JavaScript and PHP.

IT 375 Independent Study

Prerequisite: Permission of the instructor. (Both semesters/1, 2, or 3 credits)

The study of selected topics in information technology, accomplished through readings, problem assignments and projects.

IT 382 Usability Engineering for Web Development

Prerequisite: IT 280 or permission of the instructor. (First semester/3 credits)

Principles of usability engineering, including analysis, design, prototyping and testing, with emphasis on their application to web development. Topics include: what is usability, heuristic evaluation, usability goal setting, interaction design and styles, assessment methods, web accessibility and adaptive technologies.

ITMG 388 Management Information Systems

Prerequisite: MGMT 301. (Both semesters/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.

CSIT 430/530 Applied Database Concepts

Prerequisite: CS 287 or permission of the instructor. (Second 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.

IT 480 Practicum in Web Development

Prerequisite: IT 382 or permission of the instructor. (Second semester/3 credits)

The technologies and issues associated with developing World Wide Web information sites, with an emphasis on accessibility and usability. Topics include authoring techniques; site conception; site structure and navigational design; graphics and multimedia issues; server-side and client-side programming options; portability and maintenance issues; and security. Student teams will develop a working site as part of the course work.

CSIT 483/583 World Wide Web Programming

Prerequisite: CS 287 or permission of instructor. (Course is offered as needed/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.

The department also regularly offers special topics courses in various areas of computer science and information technology. Check the specific course schedule for a given semester to see what special topics courses may be offered that semester.

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 affect society: past, present and future. 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—as needed/3 credits)

This course addresses selected scientific and technological advances and their impact on our world. 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: Junior or senior standing and completion of the Social and Behavioral Analysis section of the Core, or permission of the instructor. (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. (Fall semester—as needed/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.

INPL 309 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. (First 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 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)

Prerequisite: 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 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 Courses

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. (Both semesters/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 18th 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/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 18th century.

Latin Courses

LAT 101 Elementary Latin I (CORE—Foundation)

(First semester/4 credits)

This course introduces the student to the basics of Latin grammar, syntax and vocabulary. Course work will consist of systematic study of verb, noun and adjective formation and selected readings geared towards developing skills in translation and composition.

LAT 102 Elementary Latin II (CORE—Foundation)

Prerequisite: LAT 101 or permission of department chair. Credit by exam. (Second semester/4 credits)

This course is the continuation of Latin 101, the first semester of elementary Latin. Course work will consist of selected readings and the completion of the basic study of Latin grammar.

LAT 103 Intermediate Latin: Prose

Prerequisite: Latin 102 or satisfactory performance in placement exam or permission of the department chair. (First semester/3 credits)

Focuses on the reading of continuous passages of classical Latin prose in the three major genres developed in the Roman era: historiography, oratory and letter-writing. The main goals are to improve translation skills and to review basic Latin grammar through close reading of increasingly lengthy and challenging excerpts from classical texts.

LAT 104 Intermediate Latin: Poetry

Prerequisite: Latin 102 or satisfactory performance in placement exam or permission of the department chair. (Second semester/3 credits)

This course begins with Latin lyric and elegiac poetry to introduce the student to Latin poetic syntax and language, with further stress on meter and pronunciation through vocal in-class readings. The second half of the course will deal with epic poetry; literary issues will be an important component of these later lectures.

LAT 207 Latin Literature I: The Classical Period (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisites: LAT 103 and 104, or permission of instructor. (First semester—as needed/3 credits)

This course provides a basic survey of the major texts of classical Latin, from the mid-republican period to the high imperial period. Students will gain a basic knowledge of the major literary styles and genres of composition during this period, and will analyze a wide variety of texts within their historical and cultural contexts.

LAT 208 Latin Literature II: Medieval (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisites: LAT 103 and 104, or permission of instructor. (Second semester—as needed/3 credits)

This course focuses on Latin literature of the Medieval period (ca. 400-1400). Over the course of the semester students will become familiar with the orthographical, vocabulary and syntactical characteristics of medieval Latin and will study the significance and historical context of selected medieval Latin authors and texts. The ultimate goal of the course is to gain an understanding of the role of the Latin language and Latin literary genres in the cultural history of medieval Europe.

LAT 299 Special Topics

Prerequisite: LAT 103 or 104, or permission of instructor. (Second semester—as needed/3 credits)

This course provides the opportunity for small groups of students to work closely with a faculty member on a particular Latin genre, topic or text not included in the regular offerings. Intended for students with two or more years of experience in Latin.

LAT 335 Teaching Assistantship

Prerequisite: Permission of instructor. (Either semester/1, 2 or 3 credits, may be repeated for a maximum of 4 credits)

An opportunity for qualified advanced students 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.

Latin American Studies Courses

LSSP 215 Hispanic and Latino Film (CORE—Art, Music, Film, or Other Media)

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair. (Either semester/3 credits)

A selection of feature films and documentaries from Latin America, Spain and the United States. These films will be discussed as social texts that 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.

LSSP 220 Latin America Today

Prerequisite: SPAN 104 or satisfactory performance on placement examination or permission of the department chair. (Course is offered as needed/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.

LSSP 240 Latin American Literature and Popular Culture

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair. (Course is offered as needed/3 credits)

A survey of the main trends in literary and popular culture from the 20th 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.

FLLS 250 Bearing Witness: Testimonial Narratives in the Americas (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110–139 (Second semester—as needed/3 credits)

This course focuses mainly on literary works that deal with historical trauma, memory and political agency. It will cover theoretical aspects of the genre and the problems related to the representation of marginal voices. We will begin with an analysis of hard-line testimonios as a form of resistance against literature and then turn to readings associated with the practices of censorship, repression and border conflicts. A special attempt will be made to show the significance of this narrative and the social and political thought and action it engages.

HNLS 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. (Course is offered as needed/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.

HSLs 330 Cultural Encounters in Latin American History (CORE—Non-Western Civilization)

Prerequisite: Historical Analysis section of Core requirement. (Second semester/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.

LSSP 333 Latin American Poetry (CORE—Western Civilization)

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.

LSSP 336 Latin American Fiction (CORE—Western Civilization)

Prerequisite: SPAN 208 or permission of the department chair. (Course is offered as needed/3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

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

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. (Course is offered as needed/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.

LSSP 470/570 Seminar

Prerequisites: 12 credits in Spanish above the intermediate level. (Either semester—offered every fourth year/3 credits)

A study in depth of a subject selected according to the special interests of the students and those of the faculty.

Law and Society Courses

LWPS 230 Introduction to Law (CORE—Social and Behavioral Analysis)

(Both semesters/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.

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. Grading is on a satisfactory/unsatisfactory basis.

LWPS 406 International Law

Prerequisites: PSCI 215 or LWPS 230 or PSCI 307 or permission of the instructor. (Second semester—odd years/3 credits)

International law commonly is defined as the rules, principles, and norms which govern the interaction among states. Many scholars of international relations view international law as a meaningful tool for providing order to world politics and for minimizing global conflict. Other scholars of international relations dismiss international law as insignificant. According to these scholars, state interests-- not internationally agreed-upon rules, principles, and norms--guide interaction among states. In this course, we will investigate the basic question underlying this debate over the utility of international law: does international law act as a constraint on state autonomy, or is it merely used by states when it is in their self-interest? Finally, we will examine the influence of global civil society, multinational corporations, and other non-state actors in the development and application of international law.

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, and 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.

Living-Learning Community Courses

LLC 101/102 First-Year Living-Learning Communities

Prerequisite: Enrollment limited to first-year residential students; LLC 102 requires completion of LLC 101 Grading is on a satisfactory/unsatisfactory basis. (Both semesters/1 credit)

The First-Year Living-Learning Communities are designed to provide first-year students with a common living and learning experience within their fields of interest. For 2011–2012, the themes of the communities will be Dwelling in the Past, Global Issues, and The Creative Life. Students in the program will be housed together by community in the residence halls and will be required to attend monthly activities and events related to the themes, to participate in student-created programs and service projects, and to write papers reflecting on their learning

experiences. In addition, students will be required to enroll in at least one of the designated courses within their communities each semester.

Management Courses

MGMT 205 Principles of Management—Introduction to Organizations (CORE—Social and Behavioral Analysis)

Credit by exam. (Both semesters/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.

ECMG 212 Statistics for Economics and Management (CORE—Foundation)

Prerequisite: Level III placement on Basic Math Skills Inventory or MATH 120. Not open to students who have completed MATH 112, PSY 211 or SOC 261. (Second semester/3 credits)

This course is an introductory course in statistics for economics and management students. Students will be introduced to descriptive statistics, probability, discrete and continuous probability distributions, correlations and linear regressions. Completing this course will give the student a solid grounding in statistics that is necessary to successfully complete upper level economics and management courses.

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 Theory and Behavior

Prerequisite: MGMT 205 or permission of the instructor. (Both semesters/3 credits)

This course introduces students to the major theoretical perspectives in both macro and micro organization studies. The framework for the course is multidisciplinary to reflect the historical and modern contributions of the social science disciplines to the study of individuals, groups, systems and leadership in the context of modern public, private and nonprofit organizations. While addressing intra- and inter-organizational relationships, both micro and macro topics will be introduced. For example, topics such as emotions, motivation, communication, politics and power, culture and system design will be examined, among others. The courses objectives are to gain knowledge through theory and application. Students will gain familiarity with the literature and leading concepts, develop analytical skills to diagnose complex organizational phenomena and recommend strategies for managerial action.

ECMG 303 Principles of Finance and Investment

Prerequisites: MGMT 284, MATH 112 and either ECON 200 or ECON 206. (Both semesters/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

Prerequisites: MGMT 205 and ECON 206. (Both semesters/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, MATH 112 and either ECON 200 or ECON 206. Open to sophomores, juniors or seniors, or permission of the instructor. (Either 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 313 Employment and Labor Law

Prerequisites: MGMT 205 and MGMT 307 (or concurrent enrollment) or permission of the instructor. (First semester/3 credits)

The purpose of this course is to provide insights into the legal positions on human resources and labor relations between employers and employees in both private and public sectors, from employment planning and pre-hiring to employee exit. The course also highlights the social, economic and political forces impacting employment and labor law. At the end, students should gain an understanding of the rights and obligations of the employers and employees as well as be able to develop responsive management strategies involving employment and labor law issues.

MGMT 314 International Business

Prerequisites: ECON 206 and MGMT 205. (Both semesters/3 credits)

Introduction to the international, foreign and domestic environments affecting international businesses. Aspects of globalization as it pertains to multinational enterprises will also be covered from the perspectives of business organization, marketing, finance and strategy.

MGMT 315 Managing Nonprofit Organizations

Prerequisite: MGMT 205 or permission of the instructor. Open to sophomores, juniors and seniors. (Either semester/3 credits)

An introduction to the management of nonprofit organizations with special emphasis on social entrepreneurship, volunteer management and effective strategies for marketing, fund development and resource management.

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 350 Business and Social Forces

Prerequisites: MGMT 205, MGMT 301 and either ECON 200 or ECON 205. (First semester/3 credits)

The study of business as a social institution in the midst of a complex of communities with varying expectations and political and economic power. This perspective complements economic models of the firm and behavioral models of the organization.

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.

ITMG 388 Management Information Systems

Prerequisite: MGMT 301. (Both semesters/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 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. Grading is on a satisfactory/unsatisfactory basis.

MGMT 402 Business Finance

Prerequisite: ECMG 303. (First semester/3 credits)

Financial management of business enterprises, with emphasis on financial problems and policies of corporations.

MGMT 406 Consumer Behavior and Analysis

Prerequisite: MGMT 423. (First semester/3 credits)

The course will examine important concepts, principles and theories from psychology, economics, anthropology and sociology in order to understand the consumer acquisition process. Such aspects as decision-making, attitude formation and change, cognition, perception and learning will be explored. The marketing concepts of product positioning, segmentation, brand loyalty, preference and diffusion of innovations will be considered in context with the environmental, ethical, multicultural and social influences on an increasingly diverse American consumer. Course culminates with the in-depth study analyzing the consumption process.

MGMT 410 Investment Analysis

Prerequisite: ECMG 303. (Second 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. (Both semesters/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 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 424 Marketing Communications Strategy

Prerequisites: MGMT 306 or permission of the instructor. (Second semester/3 credits)

This course develops an understanding of how advertising, sales promotion, public relations, personal selling, interactive marketing and packaging decisions form a coordinated marketing communications strategy. The course provides an understanding of the role of integrated marketing communications in the overall marketing program and an appreciation of the benefits to a brand of integrating all elements of the marketing mix. The focus will not only be on the strategies of traditional marketing programs, but also on the growth and influence of new media, and the challenges and issues faced by marketers in the context of a changing marketing environment.

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. (Both semesters/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.

ECMG 478/578 International Financial Management

Prerequisites: ECON 200 or ECON 205, and ECON 206, ECMG 303, ECON 306 and MGMT 314. Open to sophomores, juniors and seniors, or by permission of the instructor. (Second semester—odd years/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

Mathematics Courses

Students enrolling in mathematics courses must have earned a grade of “C-” or higher in each prerequisite course.

Because of the emphasis placed on problem solving, collaborative work, computer exploration and writing in the calculus sequence at Hood, students who earn credit for a calculus course other than MATH 201 at Hood, and who wish to take MATH 202, 203, 304, 320, 333 or 453, must enroll in MATH 200L Calculus Workshop either before or concurrent with their first course from that list.

MATH 098 Algebra Review I

Prerequisite: Level I placement on the Basic Math Skills Inventory. (First semester/1 credit)

A self-paced course designed to review basic concepts of arithmetic and elementary algebra. Topics include fractions, decimals, percents, operations with real numbers, linear equations and inequalities, graphs and functions, solving linear systems, exponents, polynomials and problem solving. Grading is on a satisfactory/unsatisfactory basis. One class and one laboratory hour.

MATH 099 Algebra Review II

Prerequisite: MATH 098 or permission of instructor. (Both semesters/1 credit)

Topics include factoring polynomials, rational expressions, absolute value equations and inequalities, radicals, rational exponents, quadratic equations and problem solving. Grading is on a satisfactory/unsatisfactory basis. One class and one laboratory hour.

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. Open to early childhood and elementary/special education majors with sophomore standing; open to others with permission of the instructor. Not intended for first-year students. 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.

MATH 107 Fundamental Concepts of Mathematics II: Geometry, Measurement, Data Analysis, and Probability

Prerequisite: MATH 106. Open to early childhood education and elementary/special education majors with sophomore standing, and to others with permission of the instructor. Not intended for first-year students. (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 and 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.

MATH 111 Topics in 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. (Both semesters/3 credits)

These courses promote students' understanding and appreciation of mathematics and develop quantitative and problem solving skills. Each course uses the computer to aid in exploration and computation. Various topics are offered each semester.

MATH 112 Applied Statistics (CORE—Foundation)

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the instructor. Not open to students who have received credit for ECMG 212, PSY 211 or SOC 261. (Both semesters/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 and 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. (Both semesters/3 credits)

Functions and graphs: polynomial, exponential, logarithmic and trigonometric functions; analytic geometry. Designed primarily as preparation for calculus.

MATH 200L Calculus Workshop

Prerequisite: A course in calculus at an institution other than Hood College, either by transfer or credit by exam. May be taken concurrently with the student's first mathematics class at Hood. This course is not open to students who have completed Math 201 at Hood. (Both semesters/1 credit)

An introduction to the topics and tools of calculus: differential equations and initial value problems, logarithmic graphs and mathematical modeling, slope fields, population models, Euler's Method. Mathematical and technical word processing software. Group projects and lab reports. This course is intended for students who plan to take courses beyond Calculus I at Hood, but who did not take MATH 201 here. Grading is on a satisfactory/unsatisfactory basis.

MATH 201 Calculus I (CORE—Foundation)

Prerequisite: MATH 120 or Level III placement on Basic Math Skills Inventory. (Both semesters/4 credits, six 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 (CORE—Foundation)

Prerequisite: MATH 201 or permission of the instructor. Students who did not complete MATH 201 at Hood must enroll in MATH 200L Calculus Workshop concurrently. (Both semesters/4 credits, six 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 (CORE—Foundation)

Prerequisite: MATH 202 or permission of the instructor. Students who did not complete MATH 201 or 202 at Hood must enroll in MATH 200L Calculus Workshop concurrently. (First semester/4 credits, six 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. (Both semesters/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/3 credits)

The study 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 320 Modeling and Simulation

Prerequisites: MATH 112 or equivalent, MATH 202 (or transfer credit for Calculus II and MATH 200L) and MATH 207. (Second semester—even years/3 credits)

Developing and using mathematical models to analyze and solve real-world problems. Topics will include discrete and continuous, empirical and stochastic models. Students will use computer software for analysis and simulation and will complete individual and group projects.

MATH 333 Introduction to Abstract Mathematics

Prerequisites: MATH 202 and MATH 207 or permission of the instructor. (First semester/3 credits)

An introduction to mathematical rigor and proof encountered in advanced mathematics. Topics include logic, sets, elementary number theory, relations, functions, limits, cardinality, the complex number system.

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 Josephine Steiner Center for Academic Achievement and Retention staff, assistants will aid students seeking to improve their mathematical skills. Grading is on a satisfactory/unsatisfactory basis.

MATH 336 Introduction to Modern Geometry

Prerequisite: MATH 207 or permission of the instructor. (Second semester—odd years/3 credits)

An investigation of Euclidean and non-Euclidean geometries. Use of computer technology and independent work will be an integral part of the course.

MATH 339 Linear Algebra

Prerequisites: MATH 207 and MATH 202. (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 and Statistics

Prerequisites: MATH 112 and MATH 203, or permission of the instructor. (First semester—odd years/3 credits)

A calculus-based course in the theory and application of modern probability and statistics. Topics will be chosen from the following: events and probabilities, random variables and distributions, expectation: means and variances, conditional probability and independence, generating functions and the Central Limit Theorem, hypothesis testing, point estimation, confidence intervals, linear models, ANOVA.

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.

MATH 398 Mathematics Tutorial

Prerequisite: Permission of instructor. (Either semester/1-3 credits)

An opportunity to work with a faculty member and a small group of students in a semester-long program of directed study.

MATH 399 Internship in Mathematics

Prerequisites: 21 credits of mathematics at the 200 level or above and permission of the department. (Either semester/3 to 15 credits)

Supervised work in applied mathematics-related projects in a governmental, private-industrial or educational setting. In order to enroll in this course, a student must meet College internship requirements. Grading is on a satisfactory/unsatisfactory basis.

MATH 407/507 Introduction to Graph Theory

Prerequisite: MATH 333 or equivalent. (Second semester—odd years/3 credits)

A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity and coloring problems.

MATH 409/509 Elementary Number Theory

Prerequisite: MATH 333. (First semester—odd years/3 credits)

An introduction to the theory of numbers: divisibility, prime numbers, unique factorization, congruences, Euler's phi-function, Fermat's and Wilson's theorems, multiplicative functions, quadratic reciprocity, perfect numbers and applications to Diophantine equations. Applications include public-key cryptography and integer arithmetic.

MATH 440 Introduction to Abstract Algebra

Prerequisites: MATH 333 and 339, or permission of the instructor. (Second semester—even years/3 credits)

The study of the basic structures of modern abstract algebra: groups, rings and fields. Topics include cosets, direct products, homomorphisms, quotient structures and factorization. Applications may include symmetry groups, coding theory and connections with graph theory.

MATH 446/546 Operations Research

Prerequisite: MATH 320 or MGMT 312, 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.

MATH 453 Introduction to Real Analysis

Prerequisites: MATH 203 and MATH 333, or permission of the instructor. (Second semester—odd years/3 credits)

An introduction to real analysis and its development: infinite series, differentiability, continuity, the Riemann and Cauchy integrals, uniform convergence. Computer exploration and visualization are an essential part of the course.

MATH 456 Numerical Analysis

Prerequisites: MATH 339 and CS 284, or permission of the instructor. (First semester—even years/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

Prerequisites: Senior standing and either MATH 440 or MATH 453, or permission of the department. (Second semester/3 credits)

A seminar in the history of mathematics. Students will use primary and secondary resources, both print and nonprint, to explore the history of mathematics from pre-history to the present.

Military Science Courses

Hood College offers courses in military science as a part of the United States Army's Reserve Officers Training Program (ROTC). The courses emphasize leadership training, and also acquaint students with the history, structure, function, and current status of the Army in the United States. All students may enroll in lower division courses, which count as electives. Students in the upper division courses are candidates for commissions as second lieutenants, which they receive upon graduation. The upper level courses involve a commitment to accept commissions and serve for a specified time as Army officers. The ROTC program is not a major, but all courses are electives that count as credit for graduation.

MSCI 101 Basic Military Science I: Foundations of Officership

(First semester/1.5 credits)

During the first semester the course examines the unique duties and responsibilities of Army officers. This includes an introduction to the organization and role of the Army in American society. Students discuss basic leadership traits and skills such as interpersonal communication and team building. Students also analyze Army values and ethical leadership.

MSCI 102 Basic Military Science II: Basic Leadership

Prerequisite: MSCI 101. (Second semester/1.5 credits)

The second semester examines fundamental leadership concepts and doctrine. Students learn effective problem-solving skills and apply active listening and feedback strategies. Students also examine factors that influence leader and group effectiveness. The instructor provides an overview of the experience of any Army officer.

MSCI 201 Basic Military Science III: Individual and Leadership Studies

Prerequisite: MSCI 102. (First semester/2.5 credits)

During the first semester students develop introspective knowledge of self, individual leadership skills, and self-confidence. Students further develop their problem-solving and critical-thinking skills while applying advanced communication, feedback and conflict resolution skills.

MSCI 202 Basic Military Science IV: Leadership and Teamwork

Prerequisite: MSCI 201. (Second semester/2.5 credits)

The focus of the second semester is on self-development guided by knowledge of self and group processes. The course challenges student beliefs, knowledge and skills. Students learn and execute squad level battle drills.

MSCI 301 Advanced Military Science I: Leadership and Problem Solving

Prerequisite: MSCI 202. (First semester/3 credits)

The first semester of the course examines basic skills that contribute to effective problem solving. Students analyze the role officers played in the transition of the Army from Vietnam to

the 21st Century. Students learn how to execute the Leadership Development Program. An analysis of military missions and planning military missions is conducted. Students learn and execute platoon level battle drills.

MSCI 302 Advanced Military Science II: Leadership and Ethics

Prerequisite: MSCI 301. (Second semester/3 credits)

In the second semester students probe leader responsibilities that foster an ethical command climate. Focus is on developing leadership competencies and studying leader responsibilities. Students apply techniques of effective written and oral communication. Students learn and execute platoon level battle drills.

MSCI 401 Advanced Military Science III: Leadership and Management

Prerequisite: MSCI 302. (First semester/3 credits)

The fall semester builds on the National Advanced Leadership Camp experience by focusing on how to solve organizational and staff problems. Students discuss staff organization, functions and processes. An analysis of leader counseling responsibilities and methods is undertaken. Students also examine principles of motivating subordinates and organizational change by applying leadership and problem-solving principles to complex case studies and simulations.

MSCI 402 Advanced Military Science IV: Officership

Prerequisite: MSCI 401. (Second semester/3 credits)

The second semester capstone course is designed to explore topics relevant to second lieutenants entering the Army. Students learn to describe the legal aspects of decision-making and leadership. They analyze Army operations from the tactical to strategic levels while also assessing administrative and logistics management functions. Finally students perform platoon leader action and examine leader responsibilities that foster an ethical command climate.

Music Courses

MUSC 100 Fundamentals of Music

(First semester/2 credits)

A study of the basic building blocks of music: note reading, scales, intervals, keys, triads, rhythms and meters. Geared toward those who want to learn how to read music and build on basic skills. Note: students must either pass this course or its exemption exam in order to register for MUSC 101. New students with a background in music should take the exemption exam in the summer to determine if they are eligible to exempt MUSC 100.

MUSC 101 Music Theory I

Prerequisite: MUSC 100 or Level I placement on the Music Fundamentals Placement Test. (First semester/3 credits/3 class hours, 1 laboratory hour)

Introduction to music theory: concepts, terminology and skills necessary to understand, compose/arrange and perform music. Topics include keys, chord voicing, voice leading, harmonic progressions and 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 nonharmonic tones, seventh chords and continued ear-training.

MUSC 103 Introduction to Music (CORE—Art, Music, Film or Other Media)

(Both semesters/3 credits/3 class hours)

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 201 Music Theory III

Prerequisite: MUSC 102. (First semester/3 credits)

Advanced harmony, including modulations, secondary functions, chromaticism, forms.

MUSC 202 Music Theory IV

Prerequisite: MUSC 201. (Second semester/3 credits)

Augmented sixth chords, advanced chromatic harmony, impressionism, serial composition, minimalism and post-modernism.

MUSC 299 Special Topics in Music (CORE—3 credits required—Art, Music, Film or Other Media)

(Offered as needed/1-3 credits)

Occasional special courses, taught on a one-time basis. Topics have included study trips to Europe, a Beethoven research class, and opera history and literature.

MUSC 300 Monuments of Western Music (CORE—Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation section of the Core curriculum. (Offered once a year/3 credits)

A study of one of Western culture's great composers and/or important musical genres, with special attention given to the historical, social, political, philosophical, scientific, artistic and literary events of the time.

MUSC 300A The World of Mozart (CORE—Western Civilization)

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 18th century, and how they influenced him.

MUSC 300B The World of Beethoven (CORE—Western Civilization)

Ludwig van Beethoven (1770-1827), one of the central figures of the Western musical canon, was witness to tremendous changes in European culture at the end of the 18th century and the start of the 19th. His career was bookended on one end by cultural milestones like the French Revolution and Kant's Critique of Pure Reason, and on the other end by the Napoleonic Wars and the death of Goethe. His music thus serves as a musical backdrop to a great era of change in European culture.

MUSC 302 World Music (CORE—Non-Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation section of the Core curriculum, or by permission of the instructor. (Second semester/3 credits)

A survey of the non-Western musical cultures of Africa, East Asia, India, Latin America and North America within the context of ethnomusicology, aesthetics, cultural anthropology and ethnic diversity.

MUSC 303 Music History and Literature I

Prerequisites: MUSC 101, MUSC 102. (First semester—even years/3 credits)

A study of the history and literature of Western music, from its beginnings in antiquity through the middle Baroque (antiquity-1650).

MUSC 304 Music History and Literature II

Prerequisites: MUSC 101, MUSC 102. (Second semester—odd years/3 credits)

A study of the history and literature of Western music, from the high Baroque through early romanticism (1650-1850).

MUSC 305 Music History and Literature III

Prerequisites: MUSC 101, MUSC 102. (First semester—odd years/3 credits)

A study of the history and literature of Western music, from the Romantic era through the music of today (1850-today).

MUSC 335 Teaching Assistantship in Music

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

An opportunity for qualified juniors or seniors to assist in the teaching of music theory or history. Interested students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

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 399 Internship in Music

Prerequisite: Open to junior and senior music majors, with permission of the department. (Either semester/3-12 credits)

Supervised part-time work in a musical setting approved by the department. Grading is on a satisfactory/unsatisfactory basis.

MUSC 470 Senior Project: Music History and Literature

Prerequisites: 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/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 471 Senior Project: Piano Pedagogy

Prerequisites: Completion of at least 8 credits of applied piano and all other requirements for the concentration in piano pedagogy. This course is usually taken in the senior year. (Both semesters/3 credits)

A capstone experience for the piano pedagogy track. Students will observe and critique piano lessons in the department, write several chapters of a sample method book and teach several students of varying ability, under the supervision of a faculty member. The piano students will perform their pieces for a panel of faculty pianists for evaluation.

MUSC 474 Junior Recital

Prerequisites: Student must be a declared music major in performance, must have completed at least 6 credits of applied music in the area of the recital and must have approval of the department. (Both semesters/1 credit)

A formal, public recital, sponsored by the music department, in which the student presents a 25-minute solo recital. The recital would normally be given in the junior year. For vocalists and pianists, the recital must be performed from memory, though one work, especially a chamber piece, may be played with the score. Piano Pedagogy students are required to play one work or a short group of pieces from memory.

MUSC 475 Senior Recital

Prerequisites: MUSC 474 and completion of at least 8 credits of applied music in the area of the recital and taken in conjunction with the last 2 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 music department, in which the student presents a 50-minute representative recital in one area of applied music.

Music Ensemble

MUSE 160 Choir

Prerequisite: Permission of the instructor. (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.

MUSE 161 String Ensemble

Prerequisite: Permission of the instructor. (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.

MUSE 162 Wind Ensemble

Prerequisite: Permission of the instructor. (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.

MUSE 163 Early Music Ensemble

Prerequisite: Participation must be approved by the director. (Both semesters/one-half credit)

Participation in Hood's early music ensemble, which performs works from the earliest eras of Western music—the late Renaissance through early Baroque. Grade is based on attendance, participation and performance.

MUSE 164 Jazz Ensemble

Prerequisites: Permission of the instructor. Selection is based on audition. (Both semesters/one-half credit)

Participation in Hood's jazz ensemble, which enables students to discover and perform music from America's great art form—jazz.

MUSE 165 Gospel Ensemble

Prerequisite: Permission of the instructor. (Both semesters/one-half credit)

Participation in Hood's gospel ensemble, which performs both traditional spirituals and contemporary gospel repertoire. Grade is based on attendance, participation and performance.

MUSE 260 Chamber Singers

Prerequisite: Permission of the instructor. (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.

MUSE 261 Piano Ensemble I

Prerequisite: Permission of the instructor. (First semester—odd years/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.

MUSE 262 Piano Ensemble II

Prerequisites: MUSE 261 and permission of the instructor. (Second semester—even years/one-half credit)

A study of the literature and performance of repertoire for piano ensemble. Topics include music with voices and other instruments.

MUSE 263 Small Ensemble

Prerequisite: Permission of the department. (Both semesters/one-half credit)

An opportunity for students to form string quartets, string trios, woodwind quintets and other groups as deemed appropriate by the department, and to rehearse and perform the literature for those groups under the direction of a faculty coach.

Nursing Courses

NUR 301 Dimensions of Professional Nursing

Prerequisite: Admission to BSN program or permission of the instructor. (First semester/3 credits)

This course focuses on nursing as a profession, including its history, current stage of development, significant trends and goals. The student will be introduced to health care theories and their role on nursing practice. Responsibilities of the professional nurse will be examined. Contemporary Issues in nursing practice will be applied to selected theories..

NUR 302 Trends in Health Care Delivery

Prerequisite: Admission to BSN program or permission of the instructor. (First semester/3 credits)

This course introduces students to government health care policies, regulatory agencies, managed care, and health care finance from the perspective of nursing practice. The student will examine socio-cultural issues, economic, legal, and political factors influencing the provision of health care. The influence of advocacy groups on health care policy, including nursing, will be explored.

NUR 303 Health Assessment

Prerequisite: Admission to BSN program. (Summer/5 credits)

This course is designed to assist the student compile a complete and comprehensive database to establish the health status on an adult through history taking, physical assessment, and documentation. Course content will reflect a holistic approach to health status, a three

generational pedigree, developmental status, and health promotion. Effective communication, assessment, and documentation will be practiced in the laboratory setting

NUR 304 Informatics and Health Care Technology

Prerequisite: Admission to BSN program or permission of the instructor. (Second semester/3 credits)

This course introduces the student to information technology in health care. The foundations of information management and the use of technology for decision making, patient safety, documentation, and data management will be investigated. Regulatory requirements, legal and ethical issues, and privacy and confidentiality issues will be examined. Finally, the students will explore the future of technology in health care and nursing practice.

NUR 401 Nursing Research and Evidenced-Based Practice

Prerequisite: Admission to BSN program or permission of the instructor. (Second semester/3 credits)

This course focuses on scientific inquiry. Discusses specific elements of the research process including problem identification, literature review, variables, research design, sampling concepts, data collection, data analysis, and interpretation. The student will gain experience in research dissemination, critique, and application through a translational project.

NUR 402 Ethical Issues in Contemporary Health Care

Prerequisite: Admission to BSN program or permission of the instructor. (First semester/3 credits)

This course is designed to explore ethical issues occurring in health care and nursing practice. Students will analyze personal values, the ethical and legal responsibilities in nursing practice, and examine factors influencing health care among vulnerable populations. Ethical issues will be examined and conceptualized using critique, expressive media, and advocacy.

NUR 403 Community Health Nursing

Prerequisite: NUR 303 or permission of the instructor. (First semester/5 credits)

This course examines the provision of public health care with the goal of promoting and preserving the health of communities. The focus of the health care is on clients who may be represented by individuals, families, or aggregates of individuals. Students will examine health care in the context of local, state, national, and global resources and issues. Students will have the opportunity to participate in a clinical experience as a component of their public health education.

NUR 404 Leadership in Nursing Practice

Prerequisite: NUR 303 (Second semester/5 credits)

This course will enable students to synthesize constructs from previous courses to analyze and debate theoretical and practice issues in health care delivery. Organizational and leadership skills in conflict management, quality improvement, and finance will be examined. Students will have an opportunity to apply nursing theory, research, education, and clinical skill in the health care environment to demonstrate professional nursing competency and leadership.

Philosophy Courses

PHIL 200 Contemporary Philosophical Topics (CORE—Philosophical Inquiry)

(Both semesters/3 credits)

An introduction to some significant contemporary philosophical topics. This course aims to introduce students to philosophy through a discussion of fundamental problems and central issues of concern to philosophers today. Topics will be drawn from the fields of ethics, epistemology, social and political philosophy, philosophy of law, metaphysics, philosophy of science and philosophy of religion. Sample topics include contemporary conceptions of human nature, self and world, rationality and the emotions, the virtues, the just society, law, evil, war and terrorism, and the nature and extent of human knowledge.

PLWS 203 Philosophical Issues in Feminism (CORE—Philosophical Inquiry)

(Second semester—odd years/3 credits)

An examination of some of the primary philosophical issues of concern to feminist thinkers. This course will consider various feminist perspectives on issues in the areas of ethics, epistemology, metaphysics, human nature and politics. It will also consider some objections to feminist perspectives. While a majority of the readings will cover issues discussed by contemporary

thinkers, a few historically significant feminist philosophers will often be included. Practical social and political issues, as well as theoretical topics will be covered. Representative issues include sex, gender, reproduction, embodiment, emotion, family and motherhood.

PLRL 205 Classical Religion and Philosophy (CORE—Philosophical Inquiry)

(Second semester—even years/3 credits)

This course introduces students to the fundamental concepts of Greco-Roman religion and philosophy through the study of both primary source material and modern scholarly writing. The first half of the semester will introduce the student to the ancient world via its religious practices, concentrating on both public cult activity and private or secret rituals. The second half of the semester will look at the same social and civic issues from a philosophical perspective, examining issues such as individual free will, the relationship between the gods and men, ethical conflicts and theories of justice and the state.

PHIL 207 Logic

Credit by exam. (First 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 212 Human Nature and Society (CORE—Philosophical Inquiry)

(Both semesters/3 credits)

An inquiry into the nature and possibilities of human beings and a critical analysis of the meaning of responsibility in society. Study will focus on matters of practical as well as theoretical import (e.g., leadership, ideal communities).

PHIL 220 Professional Ethics (CORE—Philosophical Inquiry)

(Second semester—as needed/3 credits)

This course introduces students to the variety of ethical challenges that confront professionals in such fields as law, journalism, business and management. Students critically examine issues in professional ethics primarily by applying moral theories to practical case studies.

PHIL 221 Ethics (CORE—Philosophical Inquiry)

(Both semesters/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.

ENPL 267 Thematic Studies: Vice and Virtue (CORE—Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. (Either semester/3 credits)

Through analysis and discussion of selected works of great literature, students will examine themes of vice and virtue in four broad areas: (1) selfhood, community, and alienation; (2) human nature; (3) the quest for meaning and human fulfillment; and (4) ethics and evil. This course will consider such topics as the following: the relation between the individual and the community, the nature of evil, ends and means, personal agency, the good life, and moral conflict. May include works by William Golding, Leo Tolstoy, Dorothy L. Sayers, John Updike, F. Scott Fitzgerald, and Albert Camus.

PLRL 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)

Prerequisite: Completion of a course in philosophy: PHIL 200, PLWS 203, PLRL 205, PHIL 212, PHIL 221, PLRL 301, PLRL 306 or INPL 309. (Course is offered as needed/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 305 Great Figures in Western Philosophical Thought (CORE—Western Civilization)

Prerequisite: Completion of a course in philosophy: PHIL 200, PLWS 203, PLRL 205, PHIL 212, PHIL 221, PLRL 301, PLRL 306 or INPL 309. (Second semester/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.

PLRL 306 Chinese Thought (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. (Second semester/3 credits)

An introduction to the religious and philosophical traditions of China from the Shang dynasty to the modern era. Special emphasis is given to the role of ancestor veneration, divination, the development of Confucian and Daoist traditions, the Chinese adoption of Buddhism and the interaction of these traditions and practices throughout Chinese history.

PHIL 307 History of Philosophy: The Ancient World to the Renaissance (CORE—Western Civilization)

Prerequisite: Completion of a course in philosophy: PHIL 200, PLWS 203, PLRL 205, PHIL 212, PHIL 221, PLRL 301, PLRL 306 or INPL 309. (First semester/3 credits)

An introduction to philosophy from the ancient world to the Renaissance. This course aims to introduce students to Western civilization through a discussion of some of the significant primary philosophical texts from ancient and medieval Europe. Thinkers typically covered include Plato, Aristotle, Augustine, Cicero, Anselm and Aquinas. Topics may include social and political philosophy, ethics, epistemology, religion, metaphysics and philosophy of law.

PHIL 308 History of Philosophy: The Early Modern Era to the 20th Century (CORE—Western Civilization)

Prerequisite: Completion of a course in philosophy: PHIL 200, PLWS 203, PLRL 205, PHIL 212, PHIL 221, PLRL 301, PLRL 306 or INPL 309. (Second semester/3 credits)

An introduction to the primary philosophical movements from the 17th to the 20th 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.

INPL 309 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. (First 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.

PHIL 314 The American Intellectual Tradition (CORE—Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry area of the Core or permission of the instructor. (Offered as needed/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.

HNPL 315 Literature of Moral Reflection (CORE—Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or permission of the instructor. (Second semester—odd years/3 credits)

Through analysis and discussion of works of great literature, students will examine questions concerning human nature and ethical responsibility. Authors may include Tolstoy, Greene, Hurston, Marx, Golding, Camus, Sophocles and C.S. Lewis.

HNPL 316 Science and Global Ethics in the Non-Western World (CORE—Society, Science, and Technology)

Prerequisites: Completion of the Scientific Thought and Philosophical Inquiry areas of the Core. Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (First semester—as needed/3 credits)

Basic advances in genetics, reproductive medicine and in combating infectious diseases will be examined for their consequences on the non-Western world, and within the context of non-Western cultures. Topics in applied ethics will be considered from a global, non-Western perspective. Students will use the case study approach to understand genetics, epidemics, euthanasia and reproductive technology.

PHIL 360 Topics in Ancient Greek Philosophy (CORE—Western Civilization)

Prerequisite: Completion of a course in philosophy: PHIL 200, PLWS 203, PLRL 205, PHIL 212, PHIL 221, PLRL 301, PLRL 306 or INPL 309. (Course is offered as needed/3 credits)

This course considers topics in ancient Greek philosophy, such as Aristotle's Ethics and Plato's Republic. Students may repeat the course when it is taught under a different topic.

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. Grading is on a satisfactory/unsatisfactory basis.

PLRL 470/570 Seminar

Prerequisites: 9 credits in religion and/or philosophy, or permission of the instructor. (Second semester/3 credits)

Advanced study of special topics in religion or philosophy. May be repeated once under a different topic.

PLRL 497 Critical Paper

Prerequisites: 21 credits in religion or philosophy, junior or senior standing and permission of the instructor. (Either semester/1 credit)

Outstanding students in religion or philosophy, particularly those intending to proceed to graduate school, should consider the value of producing one carefully crafted, substantial and thoroughly revised paper. In all likelihood, this paper would be a revision and expansion of a paper written for a previous course in the Department of Philosophy and Religious Studies. The final product should be 15 to 20 pages, revised under the supervision of a faculty member of the department. The author will defend her or his paper before departmental faculty and student majors.

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 111 Body Mechanics

(Either semester)

A physical education course designed for those interested in proper body mechanics and lifting/transporting techniques.

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 117 Interval Circuit

Prerequisites: PE 114 and/or PE 116 (Either semester)

Intense intervals of cardiovascular and muscular training.

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)

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 124 Ballet, Low-Intermediate

Prerequisite: PE 123 or permission of instructor. (Second semester/full semester/1 credit)

Development of clarity of technique, performance, balance and low-intermediate combinations for students who have mastered basic skills. Experience in choreography also 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/full semester/1 credit)

Basic technique, barre, center, isolations and combinations. Traditional funk and lyrical styles; improvisation and choreographical problems are included.

PE 140 Jazz II

Prerequisite: PE 139. (Second semester/full semester/1 credit)

Intermediate jazz dance technique with emphasis upon clarity of movement. Barre, floor and center work, isolations and combinations are included. Also experience with choreography.

PE 143 Social Dance

(Second semester/full semester/1 credit)

20th 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**

Extra fee. (Either 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 146 Advanced Yoga

Prerequisite: PE 145. (Either semester/full semester/1 credit)

This course will deepen the asana practices introduced in PE 145 with the study of pranayama (advanced breathing), building more tapas (heat) with the bandhas (locks), introduce mulabandha (root lock), uddiyanabandha (flying up lock) and jalandhara bandha (throat lock). Guest teachers will share their expertise.

PE 147 Tai Chi for Beginners

(Either semester)

Tai chi, which originated in China as a martial art, is a mind-body practice in complementary and alternative medicine (CAM). Tai chi is sometimes referred to as “moving meditation”—practitioners move their bodies slowly, gently, and with awareness, while breathing deeply. Over time, people began to use it for health purposes as well.

The class is designed to provide an opportunity to learn and master Tai Chi skills. The basic Tai Chi includes 24 movements and its essential skills.

PE 152 Badminton for Beginners

(Either semester/full semester/1 credit)

Basic skills of badminton for beginners, including serves, strokes, net-shots and footwork. Rules of badminton, scoring procedure and elementary strategy are included.

PE 163 Golf

Extra fee. (Either 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.

PE 167 Orienteering

Extra fee. (First semester)

An introduction to the basic skills necessary to navigate through an unknown area using a map and compass as guide.

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 171 Advanced Self Defense

Prerequisite: PE 170. (Either semester/full semester/1 credit)

Emphasis is on awareness of potentially dangerous situations and the mastering of weapon defense. The armed tactical training teaches the student not only defensive tactics against a variety of weapons—bludgeons, edged weapons, guns and knives. The student will be taught to deflect, redirect and deploy methods of unarmed self defense and use of said weapons in defense of her/his life. The techniques are also taught to teach the student how to retain and remove the attackers weapons.

PE 174 Tennis

(Either semester/Offered in Term I and Term IV/1 credit)

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. (Either 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. (Either semester)

Advanced techniques of rock climbing and rappelling for students with previous experience in rock climbing.

PE 191 Whitewater Canoeing

Prerequisite: PE 102 or previous paddle sport activity. (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. Swimming skills required.

PE 199 Special Topics/Activity**Physical Education Lecture Courses****PE 214 First Aid and CPR**

Extra fee. (Both semesters/3 credits)

Training in first aid and CPR (Cardio-Pulmonary Resuscitation). This course provides the application of CPR to adults, children and infants; CPR, using advanced techniques including bag mask ventilation and two-person CPR and theoretical and practical aspects of emergency treatment for sudden illnesses and accidents. Information on the prevention and care of wounds, application of dressings and bandages, choking procedures, musculoskeletal system injuries, burns, heat and cold injuries, emergency techniques. Practice on mannequins and classmates is required. Nationally recognized certification in CPR for the Professional Rescuer and in basic/advanced first aid may be earned through this course.

PE 225 Health Maintenance: Stress Assessment and Control (CORE—Foundation)

Credit by exam. (Either 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, diet and exercise. 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 227 Women's Health Issues (CORE—Foundation)

(Either semester/3 credits)

The purpose of this course is to examine major issues related to women's health with an emphasis on social, psychological, cultural, economic, political, and medical influences, particularly in the United States. Research, the translation of research into interventions, policy, and programs will be included.

PE 228 Lifetime Wellness and Health (CORE—Foundation)

(Either semester/3 credits)

The physiological, sociological and psychological aspects of health are introduced. Emphasis is placed on developing self-responsibility for total wellness. Students will participate in classroom instruction, discussion and lab work.

PE 250 Introduction to Exercise Physiology (CORE—Foundation)

(Either semester/3 credits)

Provides an introductory level knowledge of exercise science and exercise physiology. What are the objectives of exercise science? What are the effects of exercise on human body? What kind of research methods are used to investigate these effects? The course will examine these questions, starting with the history of exercise physiology. Emphasis will be on the nutrition and energy supply for exercise, on the cardiovascular function and exercise, on the muscular types and exercise, and on the research methods in exercise science. Students will participate in classroom lectures, discussions and presentations.

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, may be repeated for a maximum of 4 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 Courses

A grade of "C-" or above in prerequisite courses is required.

PHYS 101 General Physics (CORE—Scientific Thought/Laboratory Course)

Prerequisite: 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, mechanical waves, sound 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, 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—odd years/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—even years/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. (First semester—even years/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 335 Teaching Assistantship in Physics

Prerequisite: By invitation of the department. (Either semester/1 to 2 credits, may be repeated for a maximum of 4 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 course work 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 Courses

PSCI 200 Terrorism and Justice

(First semester/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 202 Women and Politics (CORE—Social and Behavioral Analysis)

(Course is offered as needed/3 credits)

This course examines politics from a gendered perspective with an emphasis on how gender interacts with race, class and sexuality to impact women as political beings. This course focuses on women's political participation in radical social movements such as movements for women's suffrage, the civil rights movement and labor movements; women in electoral politics; and women in political community work.

PSCI 203 Introduction to U.S. Politics (CORE—Social and Behavioral Analysis)

Credit by exam. (Both semesters/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 205 Methods of Political Inquiry

Prerequisite: Any 3 credits of social science or permission of the instructor. Sophomore standing required. For political science majors, PSCI 203 or 210 is recommended. (Second semester/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 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/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 219 Model United Nations

(Second semester/1 credit)

The Model United Nations is a national and professional organization that hosts an annual simulation experience in New York City every spring. Participants assume the role of a delegate from another country, craft, and submit position papers. Participants in this course are required to enroll in the one credit course to provide critical preparation for the simulation experience.

PSCI 220 Maryland Student Legislature

(As needed/1 credit)

The Maryland Student Legislature is a student-run organization that meets three times per year, twice in the spring semester. Participants assume the role of a Maryland legislator, craft and submit legislation, and shepherd the bills through committee and floor debate. Participants in this course are required to attend both the spring interim session in March and the annual session in April, which takes place in Annapolis.

LWPS 230 Introduction to Law (CORE—Social and Behavioral Analysis)

(Both semesters/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.

AFPS 240 African-American Politics

(First semester—even years/3 credits)

An examination of African-American political activity in the 20th century. African-American participation in the U.S. electoral process and the power structure in African-American communities.

HSPS 245 Global Perspectives on Women, Power and Politics (CORE—Social and Behavioral Analysis)

(Course is offered as needed/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. (Offered as needed/3 credits)

This course is a general topics course in political science allowing faculty and students to study particular special interests in politics.

AFPS 301 African-American Political Autobiography (CORE—Western Civilization)

Prerequisite: 3 credits in African-American history, literary criticism or politics, or permission of the instructor. (Course is offered as needed/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.

PSCI 302 9/11 in Global Perspective

Prerequisite: PSCI 200 or PSCI 215 or permission of instructor. (Second semester—odd years/3 credits)

This political science course examines the events of September 11, 2001 from a global perspective. 9/11 was a catastrophic event for American history, politics and democracy. This course explores the philosophical motives of Al Qaeda, the U.S. government's institutional responses and failures, the initial opposition and then creation of a 9/11 commission, the compromise to constitutional rights and law, the effect on political attitudes and popular culture, the ensuing Afghan and Iraq wars, and the international community's response to the tragedies of that day.

PSCI 303 Public Policy Analysis

Prerequisite: PSCI 203 or permission of instructor. (Either semester/3 credits)

Public policymaking is a developmental process with both intended and unintended consequences. In this course students will explore the public policy-making process and engage in public policy analysis. The course will focus on the theories of public policy formation and the institutions involved in the policy making process. The course will focus on several case studies of substantive policy areas that are hotly debated in policy arenas, including social welfare policy, health policy, crime policy and education policy.

PSCI 305 U.S. Foreign Policy

Prerequisite: PSCI 203 or PSCI 215. (Second semester—even years/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 308 Criminal Law

Prerequisite: LWPS 230. (Second semester—odd years/3 credits)

Criminal law addresses the substantive study of criminal law. Criminal law focuses on how society declares what conduct is criminal and what punishment should be imposed for such conduct. Criminal law also explores such questions as what effect does heredity, environment, poverty, urban life, lack of education and unemployment have on the proclivity for criminal behavior. The American Institute's Model Penal Code which is an essential aspect of the inquiry of criminal law will also be examined.

PSRL 310 The Politics of the Black Church

Prerequisite: 3 credits of history, religion, political science or African-American studies at the 200 level, or permission of the instructor. (Second semester—odd years, as needed/3 credits)

This course examines the political manifestation of the black church from slavery, as the “invisible institution,” to the “black megachurch” of the 21st century. We will look at the periods of American slavery, the Great Migration and the Civil Rights Movement and will cover themes such as black theology, the politics of gender, class conflict, black nationalism and community development.

HNPS 313 Great Political Trials (CORE—Non-Western Civilization or Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Second semester—even years/3 credits)

This course is an analysis of great political trials (both Western and non-Western) that have reflected the political controversies of their time. We will examine the Western tradition of law and legal analysis through trials held in the United States, France and England. An analysis of trials held under socialist, Islamic and indigenous political systems will provide an opportunity for contrast and comparison with the Western tradition of law.

HSPS 315 Politics of Assassination

Prerequisite: HIST 218, PSCI 203 or permission of the instructor. (First semester—as needed/3 credits)

An in-depth look at the major political assassinations of the sixties—John Kennedy and Martin Luther King Jr. How American institutions, especially the American system of justice, responded to these crises in national political life.

PSCI 317 Urban Politics

Prerequisite: PSCI 203. (Second semester—even years/3 credits)

This course examines the politics of urban areas. We will first examine them theoretically and consider some of the classical explanations used to explain how they are governed. The course also examines cities historically—how they developed and how the evolving global economy and political climate has led to current trends such as urban sprawl and a growth imperative. Particular consideration is paid to the growing divide between the haves and the have-nots in U.S. cities and the growing inequalities that are based on race, gender and class.

PSCI 320 Congressional and Presidential Politics

Prerequisite: PSCI 203 or permission of the instructor. (Course is offered as needed/3 credits)

This course focuses on the president and U.S. Congress and the way in which they interact. We will examine both branches and their influence in the policy process. It includes hands-on experience including a semester-long simulation of the legislative process.

PSCI 323 Politics of the Developing World (CORE—Non-Western Civilization)

Prerequisite: PSCI 210 or 215. (Either 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—even years/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—even years/2 credits/3rd credit option available)

Designed to acquaint the student with political activity. Supervised work with political campaign of student's choice.

PSCI 332 Ancient and Medieval Political Thought

Prerequisite: Fulfillment of the Historical Analysis section of the Core or permission of the instructor. (First semester—odd years/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

Prerequisite: PSCI 203 or permission of the instructor. Open to sophomores, juniors and seniors. (First semester/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, feminism, fascism and communism.

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 and the Law

Prerequisite: 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.

AFPS 350 African Politics (CORE—Non-Western Civilization)

Prerequisite: HIST 246 or permission of the instructor. (First semester—even years/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.

AFPS 353 Contemporary African Political Thought (CORE—Non-Western Civilization)

Prerequisite: HIST 246, AFPS 350 or completion of the Philosophical Inquiry section of the Core. (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.

HNPS 354 African Political Autobiography (CORE—Non-Western Civilization)

Prerequisite: HIST 246, AFPS 353 or completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or permission of the instructor. (Second semester—odd years/3 credits)

This course explores the connections between autobiography, political philosophy and politics in African autobiographies. Selected African autobiographies from the 17th to the 21st centuries will be analyzed by authors from East, North, Central and Southern Africa to determine how they criticized their societies, suggested social and political alternatives and promoted social change.

AFPS 355 African-American Political Thought (CORE—Western Civilization)

Prerequisite: Junior or senior standing only, or permission of the instructor. (First semester—odd years/3 credits)

The course examines African-American political thought in the 18th, 19th and 20th centuries within the parameters of Western political discourse. Topics include the changing definitions of African-American conservatism, neoconservatism, nationalism, liberalism, radicalism and feminism.

HNPS 356 Jamestown: Commemoration and Interpretation (CORE—Western Civilization)

Prerequisite: Completion of the Social and Behavioral Analysis category of the Core. Open to political science majors and sophomores, juniors or seniors in the Honors Program or with permission of the instructor. (First semester—as needed/3 credits)

This course will explore the ways in which national historical events are commemorated with specific reference to the 2007 Jamestown celebrations. The issues of race, politics and gender will be examined as well as the ways in which the founding of Jamestown is represented in film and literature.

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. Note: only 3 credits from PSCI 399 count toward the 30 credits of political science required for majors. (Either semester/3-15 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. Grading is on a satisfactory/unsatisfactory basis.

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. (Course is offered as needed/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.

LWPS 406 International Law

Prerequisites: PSCI 215 or LWPS 230 or PSCI 307 or permission of the instructor. (Second semester—odd years/3 credits)

International law commonly is defined as the rules, principles, and norms which govern the interaction among states. Many scholars of international relations view international law as a meaningful tool for providing order to world politics and for minimizing global conflict. Other scholars of international relations dismiss international law as insignificant. According to these scholars, state interests-- not internationally agreed-upon rules, principles, and norms--guide interaction among states. In this course, we will investigate the basic question underlying this debate over the utility of international law: does international law act as a constraint on state autonomy, or is it merely used by states when it is in their self-interest? Finally, we will examine the influence of global civil society, multinational corporations, and other non-state actors in the development and application of international law.

PSCI 408/508 Regulatory Politics and the Law

Prerequisite: PSCI 203 and 307 and permission of the instructor. (Offered as needed/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.

ECPS 414/514 Environmental Policy

Prerequisites: PSCI 203, 210 or 215, and ECON 310, or permission of the instructor. (Second 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 Politics

Prerequisites: PSCI 205 and senior standing or permission of the department. (Second semester/3 credits/2 class hours)

This is the capstone course required of all political science majors. It is an intensive study of political topics which will vary each year. Presentation of oral reports and preparation of research papers.

Psychology Courses

Students enrolling in psychology courses must have earned a grade of “C-” or higher in each prerequisite course.

PSY 101 Introduction to Psychology (CORE—Social and Behavioral Analysis)

Credit by exam. (Both semesters/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. (Second semester/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

(First semester/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

(Both semesters/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. (Second semester/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. (First semester/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—Foundation)

Prerequisite: Level II placement on the Basic Math Skills Inventory, MATH 099 or equivalent mathematics background. Not open to students who have received credit for ECMG 212, MATH 112 or SOC 261 (Both semesters and summer/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.

PYSO 221 Social Gerontology

Prerequisite: PSY 101 or SOC 101. (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.

PSY 237 Human Development I: Childhood and Adolescence

Prerequisite: PSY 101. Credit by exam. (First semester/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. (Second semester/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.

AFPY 270 African-American Psychological Perspectives

(Second semester/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 312 Non-Experimental Research Methods

Prerequisites: PSY 101 or its equivalent and PSY 211 ("C-" minimum grade) or permission of instructor. (First semester/4 credits/6 class and laboratory hours)

This integrated lecture and laboratory course exposes students to the significance and utility of proper research methodology. It focuses on the nonexperimental research designs, specifically on correlational, quasi-experimental, and single-case designs as well as on qualitative research (i.e., naturalistic observations, case studies, and archival research). Students create and implement their own survey as well as code, analyze, and interpret the data collected from it. Tutorials on the PsycINFO database as well as APA style lead to reviews of existing research literature and selection of a topic for an experiment to be conducted in PSY 315.

PSY 315 Experimental Research Methods

Prerequisite: PSY 312 ("C-" minimum grade) (Second semester/4 credits/6 class and laboratory hours)

This course is a continuation of PSY 312 exposing students to the significance and utility of proper research methodology. It focuses on experimental research designs, specifically on between participants, within participant and mixed designs. An independent experiment of the student's choice is performed throughout the semester, culminating in a final manuscript and poster presented to the College community.

PSY 335 Teaching Assistantship in Psychology

Prerequisites: 20 credits of psychology including PSY 312 and 315, and permission of the instructor. (Either semester/3 credits)

A teaching practicum for advanced psychology majors with regularly scheduled hours assisting in PSY 101, 312 and 315. 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. (Second semester/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/3-15 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. Grading is on a satisfactory/unsatisfactory basis.

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. (First semester/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. (Second semester/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 312, 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)

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 312, 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)

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. (Both semesters/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. (Offered as needed/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.

Religion Courses

REL 200 What Is “Religion”?— An Introduction to Religious Studies (CORE—Philosophical Inquiry)

(Second semester/3 credits)

An exploration of religion and religions in their various dimensions. Covers important myths and rituals and how they guide us in daily living. Special attention will be given to personal and communal religious change, reconciliation, alienation and spiritual/mystical practices and experiences.

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.

PLRL 205 Classical Religion and Philosophy (CORE—Philosophical Inquiry)

(Second semester—even years/3 credits)

This course introduces students to the fundamental concepts of Greco-Roman religion and philosophy through the study of both primary source material and modern scholarly writing. The first half of the semester will introduce the student to the ancient world via its religious practices, concentrating on both public cult activity and private or secret rituals. The second half of the semester will look at the same social and civic issues from a philosophical perspective, examining issues such as individual free will, the relationship between the gods and men, ethical conflicts and theories of justice and the state.

REL 211 American Religious History (CORE—Philosophical Inquiry)

(Second semester—odd years/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—even years/3 credits)

An introduction to the principal ingredients of Christian history and theology, from the period of the early church to the present day.

REL 233 Eastern Religions (CORE—Philosophical Inquiry)

(Second semester—as needed/3 credits)

This course surveys the history, doctrines, and practices of Eastern religious traditions. The traditions typically covered include Hinduism, Zoroastrianism, Jainism, Buddhism, Sikhism, Taoism, Confucianism and Shinto. This course is recommended for students who wish to take 300-level courses covering Eastern religions.

PLRL 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 303 Judaism (CORE—Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. (First semester/3 credits)

An introduction to Judaism covering major events in Jewish history, central teachings and important rituals and practices. Will involve reading selections from Jewish scripture (Tanakh), rabbinical texts and excerpts from the writings of well-known Jewish thinkers. Special attention will be given to Hasidism, Judaism in America and contemporary issues.

REL 304 Islam (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. (First semester/3 credits)

An introduction to Islam covering major events in Islamic history, central Islamic teachings and important rituals and practices. Will involve studying the life of the Prophet Muhammad, reading selections from the Qur'an (in English translation) and listening to recordings of professional reciters. Special attention will be given to Sufism, Islam in America and major issues facing Muslims in the contemporary world.

PLRL 306 Chinese Thought (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. (Second semester/3 credits)

An introduction to the religious and philosophical traditions of China from the Shang dynasty to the modern era. Special emphasis is given to the role of ancestor veneration, divination, the development of Confucian and Daoist traditions, the Chinese adoption of Buddhism and the interaction of these traditions and practices throughout Chinese history.

PSRL 310 The Politics of the Black Church

Prerequisite: 3 credits of history, religion, political science or African-American studies at the 200 level, or permission of the instructor. (Second semester—odd years/3 credits)

This course examines the political manifestation of the black church from slavery, as the "invisible institution," to the "black megachurch" of the 21st century. We will look at the periods of American slavery, the Great Migration and the Civil Rights Movement, and cover themes such as black theology, the politics of gender, class conflict, black nationalism and community development.

AFRL 311 Black Theology (CORE—Western Civilization)

Prerequisite: 3 credits of history, religion, political science or African-American studies at the 200 level, or permission of the instructor (First semester/3 credits)

This course introduces students to the core of black Christian theological thought: black liberation theology. We will explore the historical roots of black Christian theology and focus on some of its key tenets, like the physical depiction of Christ, the depiction of the Christian

community/communities and the role of Christianity. We will identify the major points of convergence and divergence between black liberation theology and other liberation theologies such as womanist theology and Latin American liberation theology.

REL 314 Western Spirituality: Contemporary Issues (CORE—Western Civilization)

Prerequisites: 3 credits in religion and permission of the instructor. (First semester—odd years/3 credits)

An inquiry into leading issues in Western spirituality, including, especially, the variety of approaches to the holy or the transcendent in Western spiritualities. Texts may be drawn from Jewish, Christian, Muslim, or Native American sources. Typically the leading focus will be on Christian spirituality—but never exclusively. We will consider such themes as humans' knowledge of God, the relation between the natural and the supernatural, the relation between spirituality and institutional religion, approaches to living the good life, religion and violence, spirituality and "the world," the meaning of spirituality in the context of sacred texts, and the relation between spirituality and psychology.

HNRL 320 Liberation Theologies (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Course is offered as needed/3 credits)

This course introduces students to theologies and philosophies of liberation which developed in the 20th century as practical and active ways to address human oppression. The topics will include black liberation theology Latin American liberation theology, African liberation theology, mujerista theology, and womanist theology. We will read and study the major works in liberation theology such as the writings of Paulo Freire, Gustavo Gutierrez, James Cone, Jacqueline Grant and Mercy Amba Oduyoye.

HNRL 323 C.S. Lewis and Friends (CORE—Western Civilization)

Prerequisite: Open to religion majors and sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Second semester—even years/3 credits)

An analysis of the fiction and nonfiction of the 20th century British writer C. S. Lewis. This course will also examine selected writings by other members of the group known as "the Oxford Christians": e.g., Charles Williams, Austin Farrer and Dorothy L. Sayers.

ARRL 330 Archaeology of Ancient Israel

Prerequisite: ART 220, ART 230, or permission of the instructor (First semester—even years/3 credits)

This course examines the development of cultures in and around the modern country of Israel, from the Neolithic Age through the end of the Bronze Age (c. 12,000-330 B.C.). In it, we will focus on the archaeology of Israel/Palestine and its neighbors and see how scholars reconstruct their social, economic, religious and political institutions. We will use evidence from archaeological sites and surveys, as well as written documents from Israel (including the Old Testament) and surrounding areas. It is important to keep an open mind and use analytical skills in order to assess these often conflicting sources of data. Although this course will not go into later, New Testament times, it will offer students a context into which they can fit their readings of both the Old and New Testaments.

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 398 Religion Tutorial

Prerequisite: at least 3 credits in religion. (Offered as needed/3credits)

An opportunity to work with a faculty member and a small group of students in a semester-long program of directed reading, essay writing and discussion.

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. Grading is on a satisfactory/unsatisfactory basis.

REL 412/512 Myth, Symbol and Ritual

Prerequisites: Junior or senior standing, 3 credits in Western religion, 3 credits in non-Western religion, 3 credits in theory of religion or social scientific theory or permission of the instructor. (Second semester—odd years/3 credits)

A critical exploration of the meanings and functions of myths, symbols and rituals in a variety of the world's cultures. Readings will be drawn from a number of primary and secondary texts in an effort to understand what we mean by "myth," "symbol" and "ritual," and how these categories relate to "religion."

PLRL 470/570 Seminar

Prerequisites: 9 credits in religion and/or philosophy or permission of the instructor. (Second semester/3 credits)

Advanced study of special topics in religion or philosophy.

PLRL 497 Critical Paper

Prerequisites: 21 credits in religion or philosophy, junior or senior standing and permission of the instructor. (Either semester/1 credit)

Outstanding students in religion or philosophy, particularly those intending to proceed to graduate school, should consider the value of producing one carefully crafted, substantial and thoroughly revised paper. In all likelihood, this paper would be a revision and expansion of a paper written for a previous course in the Department of Philosophy and Religious Studies. The final product should be 15 to 20 pages, revised under the supervision of a faculty member of the department. The author will defend her or his paper before departmental faculty and student majors.

Social Work Courses

A grade of "C-" or above is required in all 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)

An introduction 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)

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 a historical perspective.

SOSW 217 Juvenile Delinquency

Prerequisite: SOC 101 or SOWK 201. (First semester—odd years/3 credits)

An examination of major theories and research about the causes of juvenile delinquency and various approaches to its control, prevention and treatment: juvenile court, correctional agencies and community-based programs; and strategies for working with delinquent and at-risk youth.

SOWK 301 Social Policy and Human Service Programs

Prerequisites: SOWK 201 and junior or senior standing, or permission of the instructor. (Second semester/3 credits)

An exploration of 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 327 Gerontological Social Work: Policy and Practice

Prerequisite: SOWK 201 or permission of the instructor. (First semester/3 credits)

This course introduces students to an in-depth understanding of the issues facing older adults and the public policies and programs created to address these concerns. The goal of this course is to expose students who are either interested in clinical practice with older adults or policy analysis of senior programs to a context in which to examine their interest. In addition to classroom instruction, students will make field visits and get involved with senior services in the local community.

SOWK 330 Social Work with Families

Prerequisite: SOWK 201 or permission of the instructor. (Course is offered as needed/3 credits)

A study of the family as a psychodynamic group system from a social work perspective. 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. (Second semester/3 credits)

An examination of social work methods of intervention applicable to various social service settings, such as corrections, substance abuse, health, mental health, family violence, education or care of the elderly. 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)

An introduction to and examination of the 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: SOWK 201 and junior or senior standing, or permission of the instructor. (First semester/3 credits)

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)

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)

An examination of techniques of intervention with families, groups, organizations and communities. 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 445A,B and SOWK 446A,B Social Work Field Practice

Prerequisites: Senior standing, SOWK 201, 301, 342 and formal acceptance into the social work program. (Both semesters/6 credits each)

A field practicum experience in a social service setting that emphasizes application of social work theories, methods and techniques. Students work under the supervision of experienced professional personnel. Two hundred and ten hours of fieldwork and 15 weekly seminar meetings are required for each semester. Each semester-long course comprises a 3-credit practicum graded on a satisfactory/unsatisfactory basis and a 3-credit letter-graded seminar.

SOWK 452 Seminar on the Social Work Profession

Prerequisites: Formal acceptance into the social work program, senior standing and completion of the major requirements through SOWK 445A, B. (Second semester/3 credits)

An examination of the issues and problems facing social workers entering professional practice. Students learn to integrate and synthesize social work knowledge, values and skills and they have an opportunity to articulate and clarify their professional orientation and style of practice. Special attention is paid to critical thinking skills, preparation for job searching and identification of potential fields of practice that interest the student. The seminar completes the student's training in the program.

Sociology Courses

SOC 101 Principles of Sociology (CORE—Social and Behavioral Analysis)

Open to all students. Credit by exam. (Both semesters/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.

SOC 215 Social Problems (CORE—Social and Behavioral Analysis)

(Both semesters/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.

SOC 216 Criminology

Prerequisite: SOC 101. (Second semester/3 credits)

An introduction to the sociological analysis of crime. Explores dominant theoretical perspectives on the causes of and responses to crime and criminal behavior, the definition and measurement of crime, inequalities in the criminal justice system and policies directed at crime.

SOSW 217 Juvenile Delinquency

Prerequisite: SOC 101 or SOWK 201. (First semester—odd years/3 credits)

An examination of major theories and research about the causes of juvenile delinquency and various approaches to its control, prevention and treatment: juvenile court, correctional agencies and community-based programs; and strategies for working with delinquent and at-risk youth.

PYSO 221 Social Gerontology

Prerequisite: PSY 101 or SOC 101. (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 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 Methods of Social Research

Prerequisite: SOC 101 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 and the social world as well as the research designs and techniques, both quantitative and qualitative, commonly used in social research: experiments, surveys, content analysis, field research, historical-comparative research, and program evaluation.

SOC 261 Quantitative Methods for the Social Sciences (CORE—Foundation)

Prerequisites: SOC 260 or permission of instructor and MATH 099 or Level II placement on the Basic Math Skills Inventory. (Second semester/3 credits)

An introduction to the methods used to analyze and interpret quantitative social science data with an applied focus. Topics include using Statistical Package for the Social Sciences, locating and downloading data sets from the internet, reading and interpreting quantitative social science research reports (including surveys, evaluation research, and observational and experimental designs), and the effective communication of quantitative results in written and visual forms. Some attention is also given to descriptive statistics and measures of central tendency, hypothesis testing, the logic of inferential statistics, and choosing the appropriate statistical application for a given research problem.

SOC 300 Social Inequality

Prerequisite: SOC 101. (Second semester—odd years/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 308 Sociology of Sexuality

Prerequisite: SOC 101. (Second semester—odd years/3 credits)

An examination of how patterns of social behavior are institutionalized in a set of cultural and organizational arrangements and the resulting consequences for individuals across race, ethnicity, class, sex and religions. Emphasis is on examining the role of dominant gender paradigms and U.S. institutions, such as family, work, politics, military and religion, in controlling sexual behaviors.

HNSO 310 Sociology of Disasters

Prerequisite: SOC 101. Open to sophomores, juniors and seniors in the Honors Program, or declared sociology majors, or with permission of the instructor. (Second semester—as needed).

An examination of the social dimensions and human consequences of natural disasters: hurricanes, floods, earthquakes, tornados, heat waves, volcanos, wildfires and other catastrophic events linked to the forces of nature. We will use case studies of major disasters—supplemented by additional readings, films and speakers to explore topics such as the impact of gender, class, ethnicity and age on vulnerability; the role of media; community disruption and recovery; and political and economic factors shaping disaster response.

SOC 310 Topics in Sociology

Prerequisite: SOC 101. (Either semester/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.

Topic for 2010-2012

SOC 310B Gender and Crime

An examination of how gender construction is reproduced throughout the criminal justice system. Sociological constructs such as gender socialization, gender roles, gender within institutions and gender related violence will provide the theoretical tools of analysis.

Emphasis will be placed on the intersection of gender with race, ethnicity and class. Topics will include women and men as offenders, victims and professionals in the criminal justice system. Special interest will include children of prisoners, juvenile delinquency among girls and nontraditional forms of female offending.

SOC 311 Sociology of Gender (CORE—Western Civilization)

Prerequisite: SOC 101. (Second semester—even years/3 credits)

A critical assessment of gender constructs at both the individual and institutional level. Prominent gender theories, concepts and research methods will be compared, as will intersections of gender with race/ethnicity and class. Key institutions that may be analyzed include family, work, military, media, politics and religion.

SOC 318 Global Social Problems (CORE—Non-Western Civilization)

Prerequisite: SOC 101 or permission of the instructor. (First semester/3 credits)

An analysis of social problems in a global context. The first part of the course focuses on the economic, political and cultural changes that have, in turn, produced changed both between and within countries. The second part focuses on the problems that have arisen as a result of globalization. Topics include: wealth and poverty; the global assembly line; gender, family and community; environment, terrorism and war; and health.

SOC 323 Ethnicity in the United States (CORE—Western Civilization)

(First 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 335 Undergraduate Teaching Assistantships

Prerequisites: Junior or senior standing and permission of the course instructor. (Either semester/2 credits)

Assist with a sociology course at the 100 or 200 level. Teaching assistants may attend classes, lead discussions and review sessions, tutor students, assist with grading, show films, distribute in-class exams and other tasks as assigned; they will also meet periodically with the instructor. Students may also be given the opportunity to develop and deliver an in-class lecture. Grading is on a satisfactory/unsatisfactory basis.

SOC 353 Deviance and Social Control

Prerequisite: SOC 101 or permission of the instructor. (First semester—even years/3 credits)

A social constructionist approach to explaining non-normative behavior and its consequences. Analysis includes contextual processes affecting definitions of deviance as well as individual and institutional social control responses. Topics include substance use, family violence, body modification, belief systems, sexuality, mental disorders, physical disabilities and suicide.

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/3–15 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. Grading is on a satisfactory/unsatisfactory basis.

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 Advanced Methods of Social Research

Prerequisites: SOC 260 and SOC 261 or MATH 112 or PSY 211 or permission of the instructor. (First semester/3 credits)

Advanced strategies and techniques of social science research, with particular attention to the design and conduct of research in applied settings: evaluation research, needs assessment, community-based research, policy analysis, developing grant proposals and implications of research findings for social policy, programs and advocacy.

SOC 482 Practicum in Social Research

Prerequisite: SOC 472 or permission of the instructor. (Second semester/3 credits)

Students apply social science research skills in projects undertaken independently or under the auspices of the Center for Community Research, working with local agencies on research that meets community-identified needs.

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 105 Spanish Conversation

Prerequisite: SPAN 102, exemption by exam or permission of department. (Both semesters/1 credit)

A one-credit conversation course conducted in the language houses and designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based exclusively on attendance and participation. May be repeated.

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 19th 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.

LSSP 215 Hispanic and Latino Film (CORE—Art, Music, Film, or Other Media)

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair. (Either semester/3 credits)

A selection of feature films and documentaries from Latin America, Spain and the United States. 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.

LSSP 220 Latin America Today

Prerequisite: SPAN 104 or satisfactory performance on placement examination or permission of the department chair. (Either semester—as needed/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. (Course is offered as needed/3 credits)

Study of the basic phonological structure of Spanish. Corrective drills 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.

LSSP 240 Latin American Literature and Popular Culture

Prerequisite: SPAN 203 or satisfactory performance on 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 20th 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 From Empire to Democracy: A Century in Crisis (CORE—Western Civilization)

Prerequisite: SPAN 208 or permission of the department chair. (Course is offered as needed/1 credit for student teachers or 3 credits for other students)

Study of selected works from the Generation of 1898 to the present, interpreting the religious, historical and ideological crises that shape the Spanish 20th century. Focus on the impact of the 1898 colonial war, the civil war, the dictatorship and the transition to democracy. The course will examine authors such as Unamuno, Baroja, Ortega, Lorca, Machado and contemporary feminist Carmen Riera.

SPAN 322 Barcelona: From Hercules to the Olympic Games (CORE—Western Civilization)

Prerequisite: SPAN 207 or SPAN 208. (Course is offered as needed/3 credits)

An exploration of the city since its classical origins, with emphasis on the 20th century, through its history, architecture and urban mythology. Use of text, image and music to illustrate the triple role of Barcelona as a Catalan, Spanish and European capital.

LSSP 333 Latin American Poetry (CORE—Western Civilization)

Prerequisite: SPAN 208 or permission of the department chair. (Either semester—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, Ungügli 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.

LSSP 336 Latin American Fiction (CORE—Western Civilization)*Prerequisite: SPAN 208 or permission of the department chair. (Either semester—as needed/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 Theatre (CORE—Western Civilization)*Prerequisite: SPAN 207 or 208 or permission of the department chair. (Course is offered as needed/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/3–9 credits)*

Supervised work in a governmental or international agency, in industry or other appropriate settings involving Spanish-speaking people. Grading is on a satisfactory/unsatisfactory basis.

SPAN 440/540 Heroes and Antiheroes: The Spanish Novel (CORE—Western Civilization)*Prerequisite: SPAN 207 or 208 or permission of the department chair. (Course is offered as needed/3 credits)*

A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the 19th century realists.

LSSP 470/570 Seminar*Prerequisites: 12 credits in Spanish above the intermediate level. (Either semester—offered every fourth year/3 credits)*

A study in depth of a subject selected according to the special interests of the students and those of the faculty.

Theater Courses

THEA 101 The Elements of Acting*(Either semester/3 credits)*

This course introduces students to the actor's art and techniques. Students will learn and use exercises, discussion, rehearsal and performance to broaden their experience of theater and themselves. They will also sample a spectrum of theatrical methodologies and reflect on their own learning process in order to develop their own voice as a theater artist. There are no prerequisites for this course.

THEA 201 History of Theater (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)*(First semester/3 credits)*

This course will examine the history and development of Western forms of theater, including the theater of Ancient Greece, Medieval Europe, the Renaissance, Restoration England, modern Europe and contemporary America. Special attention will be paid to the history of performance. Area theatrical performances, theatres and other resources (including field trips) will be integrated into readings. This course will provide direct experiential learning, online forums for discussion and classroom analysis.

THEA 210 Acting II

Prerequisites: THEA 101 and permission of instructor. (Second semester/3 credits)

This course will examine acting practices and performance principles associated with scene study and performance of published realistic plays. Characterization techniques and script analysis for actors will be covered in depth. Reading, journaling, in-class exercises and out-of-classroom rehearsals will be integral parts of this course. This course will culminate in a public performance of work.

ENTH 303 Elements of Playwriting

Prerequisites: ENGL 100, 101 or 3 credits from ENGL 110-139 and ENGL 219. May not be taken on an audit basis. (Spring semester—even years/3 credits)

This workshop-based course is an immersion in the creative process of the playwright. Each student-playwright will begin to understand how to move from initial conception to the execution of a sketch, scene, one-act or full-length play for the stage. Each student-playwright will be introduced to the fundamentals of writing for the stage and will complete a first draft of either a one-act or a full-length play.

THEA 370 Theater Practicum

Prerequisites: Declared theater and drama minor and permission of program director. (1 credit)

For participation in the theater program's curricular productions, credit can be earned in the following areas: acting, stage management, design/technical production. An audition or interview may be required and prior approval of the Hood College Theatre director is always required. Smaller roles or responsibilities may not qualify for credit. Declared theater minors can register for one credit hour of THEA 370 per semester, up to three times. Grading is on a satisfactory/unsatisfactory basis.

Women's Studies Courses

WMST 200 Method in Women's Studies (CORE—Social and Behavioral Analysis/Historical Analysis)

(First semester/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.

PLWS 203 Philosophical Issues in Feminism (CORE—Philosophical Inquiry)

(Second semester—odd years/3 credits)

An examination of some of the primary philosophical issues of concern to feminist thinkers. This course will consider various feminist perspectives on issues in the areas of ethics, epistemology, metaphysics, human nature and politics. It will also consider some objections to feminist perspectives. While a majority of the readings will cover issues discussed by contemporary thinkers, a few historically significant feminist philosophers will often be included. Practical social and political issues, as well as theoretical topics will be covered. Representative issues include sex, gender, reproduction, embodiment, emotion, family and motherhood.

WMST 299 Special Topics

(Either semester—as needed/3 credits)

This course introduces general topics in women's studies, allowing faculty and students to examine specific areas of interest.

HNWS 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. (First semester, every three years/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.

WMST 375 Independent Study

Prerequisites: WMST 200 and 3 credits in the minor and permission of the instructor. (Either semester/1-3 credits)

Research in a selected field of women's studies with faculty guidance.

WMST 399 Internship

Prerequisites: 9 credits in the minor, including WMST 200, and permission of instructor and women's studies coordinator. (Either semester/3 or 6 credits)

Supervised application of feminist theories to analyze gender dynamics in a variety of public and private sites through supervised full- or part-time work. Sites and projects must be approved by the instructor and the women's studies coordinator. Grading is on a satisfactory/unsatisfactory basis.

2011-2012

GRADUATE STUDIES

THE HOOD COLLEGE GRADUATE SCHOOL provides 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 Fine Arts, Master of Science and Master of Business Administration degrees.

Hood's graduate programs are designed for students who seek 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 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 three 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.

Enrollment in Hood's graduate programs is about 70 percent women and 30 percent men.

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 3 to 6 credits a semester), but with careful planning, full-time status is possible in most programs.

Full-time status for graduate students requires registration in 9 credits of academic coursework each semester and 6 credits in the summer session. Graduate students have seven years in which to complete their degrees.

Classes are scheduled during late afternoon and evening. Please contact the Graduate School for office hours for admission and registration.

GUIDE TO GRADUATE STUDIES AND ACADEMIC PROGRAMS

| | |
|---|------------|
| Graduate Admission..... | 268 |
| Graduate Tuition and Financial Arrangements | 272 |
| Graduate Resources..... | 275 |
| Graduate Academic Policies..... | 276 |
| Graduate Student Conduct and Performance Policy..... | 290 |
| Academic Programs/Fields of Study | 291 |
| Master of Arts in Human Sciences | 317 |
| Psychology..... | 318 |
| Master of Arts in Humanities..... | 319 |
| Master of Arts in Thanatology..... | 324 |
| Master of Business Administration | 294 |
| Accounting..... | 295 |
| Finance..... | 296 |
| Human resource management..... | 296 |
| Information systems | 296 |
| Marketing..... | 296 |
| Public management | 296 |
| Master of Fine Arts in Ceramic Arts | 296 |
| Master of Science in Biomedical Science..... | 291 |
| Biotechnology/molecular biology | 292 |
| Microbiology/immunology/virology..... | 293 |
| Regulatory compliance | 293 |
| Master of Science in Computer Science..... | 299 |
| Master of Science in Curriculum and Instruction | 303 |
| Early childhood education..... | 305 |
| Elementary education..... | 306 |
| Elementary school science and mathematics | 306 |
| Secondary education..... | 307 |
| Special education | 308 |
| Master of Science in Educational Leadership..... | 310 |
| Master of Science in Environmental Biology..... | 315 |
| Master of Science in Information Technology..... | 320 |
| Master of Science in Management of Information Technology..... | 321 |
| Master of Science in Mathematics Education..... | 322 |
| Master of Science in Reading Specialization | 313 |
| Certificate Programs | |
| Certificate in Ceramic Arts | 325 |
| Certificate in Information Security..... | 326 |
| Certificate in Regulatory Compliance | 326 |
| Certificate in Secondary Mathematics Education | 327 |
| Certificate in Thanatology | 327 |
| Course Descriptions | 329 |

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 2.75 cumulative grade point average 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.

Students are admitted on a degree or nondegree basis.

Special requirements for international students are listed in the section titled *International Students*.

Procedure for Applying

Students are encouraged to apply online at www.hood.edu/graduate. Applications are available in the Graduate School Office, located on the third floor of the Joseph Henry Apple Academic Resource Center. You may also request an application by writing the Graduate School, 401 Rosemont Ave., Frederick, MD 21701-8575; by calling (301) 696-3600 or (800) 922-1599; by faxing (301) 696-3597; or by sending an e-mail to gofurther@hood.edu.

The completed application for admission and a \$35 nonrefundable application fee should be submitted to the Graduate School, Hood College, 401 Rosemont Ave., Frederick, MD 21701-8575. Checks or money orders should be made payable to Hood College.

The application fee is waived for online applications.

The applicant must arrange to have one copy of their official transcript reflecting highest degree conferred sent directly to the Graduate School from the appropriate institutional registrar or from the student, provided that the envelope remains sealed. Please refer to the next section below titled *Program Specific Application Requirements* for a list of additional transcript requirements and application materials needed for individual programs.

Student copies of transcripts will not be accepted. Students will not be permitted to begin coursework prior to the receipt of official transcripts.

To ensure timely review of applications and enrollment, students are encouraged to apply and submit all required supplemental documents by the following deadlines:

- July 15 for fall semester
- December 1 for spring semester
- May 1 for summer terms

Any applications submitted and completed after the deadlines for the term or semester of interest will be reviewed on a space- and time-available basis at the discretion of the program director. International students requiring visas must adhere to these application deadlines.

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 admission 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 admission decision by mail.

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 official transcripts will be held until the student registers to take classes or until two years have expired. A student who has not taken a graduate course and whose application exceeds the two-year limit will be required to reapply, arrange to have official transcripts sent to the College and pay the application fee again.

Program-Specific Application Requirements

Biomedical Science (M.S.)

Applicants will be accepted into the program based on selection criteria that include undergraduate coursework, grade point average, area of research interest and experience. Undergraduate coursework required includes: microbiology, organic chemistry, pre-Calculus, upper level genetics (equivalent to Hood's BIOL 316) and cell biology (equivalent to Hood's BIOL 339). In addition, an essay 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 or his work experience and future goals is required.

Business Administration (M.B.A.)

Students applying for the M.B.A. program must complete an essay (250 words or less) that includes background experience and future goals. All official transcripts must be submitted, as well as a résumé and two letters of recommendation.

Ceramic Arts (Certificate)

Submit all official transcripts. Submit an essay detailing your experiences in clay and your art background, as well as your goals for entering the program. Submit a portfolio on CD of 300 dpi images of your work.

Ceramic Arts (M.F.A.)

Submit all official transcripts. Candidates for the M.F.A. program must have obtained a baccalaureate degree or equivalent training in ceramic arts. The program allows students to pursue a terminal degree for an artist, the Master of Fine Arts in Ceramic Arts. All applicants should submit a portfolio on CD of no more than 20 images submitted as 300 dpi digital images; a slide/image index with written objectives for the body of work; a résumé; an essay (no more than 500 words) discussing how the M.F.A. relates to previous experience, current direction, career and academic goals; and two letters of recommendation from individuals familiar with the applicant's recent work. An interview and portfolio review with the director of the M.F.A. in Ceramic Arts is also required.

Students with an undergraduate degree in an area other than ceramic arts, who have considerable life experience and skill in the ceramic arts, may apply with the permission of the program director. Students with strong current skills will be encouraged to select courses that will expand their knowledge of the ceramic arts.

Computer Science (M.S.)

All official transcripts and a résumé must be submitted.

Curriculum and Instruction (M.S.)

Submit one official transcript reflecting the highest degree conferred. Qualified applicants will be contacted for an interview with the program director of Curriculum and Instruction or the program coordinator in the Concentration area. This interview is based on core beliefs and Dispositions from the Six Institutional Outcomes (program expectations and requirements are explained to the applicant at this time). In addition, applicants must produce an acceptable writing sample during the interview process.

Educational Leadership (M.S.)

Submit one official transcript reflecting the highest degree conferred. Qualified applicants will be contacted for an interview with the program director of Educational Leadership based on Dispositions of the Six Institutional Outcomes (program expectations and requirements are explained to the applicant at this time). Applicants must submit a letter of recommendation

from a current supervisor. Complete a writing prompt prior to the interview describing the student's goals for applying to the Educational Leadership Program. At the interview, the applicant will be asked to respond to one of two writing prompts in which the applicant responds to a school setting situation with leadership actions.

Educational Leadership Certification Program (for those who hold a master's degree)

Submit one official transcript reflecting the highest degree conferred. Applicants must submit a letter of recommendation from a current supervisor. Qualified applicants will be contacted for an interview and an essay.

Environmental Biology (M.S.)

Students applying for the Environmental Biology program must complete an essay (550 words or less) that includes background experience and future goals. All official transcripts must be submitted. Two letters of recommendation are suggested but not required.

Human Sciences (M.A.)

Submit one official transcript reflecting the highest degree conferred.

Humanities (M.A.)

Students applying for the M.A. in Humanities program must complete a formal essay of no more than 500 words, discussing how this degree relates both to previous academic experience and to their occupational or personal goals, and identifying a proposed area of study within the program. The quality of the essay's content and structure carries considerable weight in determining admission to this program. Official transcripts from all institutions attended must be submitted. While the cumulative GPA is a significant factor in the application review, a candidate's record of humanities courses will be closely examined. Some students may be required to provide additional information, such as a recommendation letter and/or a phone interview with the program director.

Information Security (Certificate)

All official transcripts and a résumé must be submitted.

Information Technology (M.S.)

All official transcripts and a résumé must be submitted.

Management of Information Technology (M.S.)

All official transcripts and a résumé must be submitted.

Mathematics Education (M.S.)

All official transcripts must be submitted. Students applying for the Mathematics Education program must complete a one-page statement describing how the M.S. in Mathematics Education relates to their previous academic and professional experience and to their occupational or personal goals.

Reading Specialization (M.S.)

Submit one official transcript reflecting the highest degree conferred. Qualified applicants will be contacted for an interview with the program director of the M.S. in Reading Specialization program based on Dispositions of the Six Institutional Outcomes (program expectations and requirements are explained to the applicant at this time). In addition, applications must produce an acceptable writing sample during the interview process.

Regulatory Compliance (Certificate)

Submit one official transcript reflecting the highest degree conferred.

Secondary Mathematics Education (Certificate)

Submit one official transcript reflecting the highest degree conferred.

Thanatology (M.A.)

Submit one official transcript reflecting the highest degree conferred. Students applying to the Thanatology program must complete a written statement of goals and submit two letters of reference. An interview is also required.

Thanatology (Certificate)

Submit one official transcript reflecting the highest degree conferred.

Conditional Admissions Policy

Students with a minimum G.P.A. of 2.5 to 2.7 or those lacking sufficient educational preparation, may be admitted conditionally to a specific graduate program at the discretion of the program director. The program director will stipulate the conditions of admission, which may include registration in a specific course or courses, limiting the number of credits for enrollment and achieving a specified G.P.A. in this coursework. The program director will review the status of students admitted conditionally at the end of each semester. Students meeting the conditions specified in the conditional admission letter can have their status changed to full program and graduate school admission based on the recommendation of the program director. Students who do not meet the conditions of admission may have their admission rescinded.

International Students

The graduate programs require that a student who does not earn at least a baccalaureate degree in the U.S., United Kingdom, Canada, Australia, Ireland or New Zealand, submit an official score report from the Test of English as a Foreign Language (TOEFL) administered through the Educational Testing Service of Princeton, N.J. The Hood College school code is 5296.

International students requiring Visas must adhere to the following deadlines to be considered for the semester of choice. All application materials must be submitted to the Graduate School by the dates below.

- July 15 for fall semester
- December 1 for spring semester

Late applications will be deferred for review for the following semester.

The following requirements are necessary for international students entering any graduate degree program:

- A minimum TOEFL score of 89 Internet-based scale or 231 computer-based scale (575 former scale).
- A minimum of 16 computer-based TOEFL (50 former scale) on each individual section.
- A score greater than 4.0 on the essay rating.

In lieu of TOEFL, students may submit an official score report from International English Language Testing System (IELTS) with a minimum overall score of 6.5. Any student who has completed a baccalaureate in the United States, United Kingdom, Canada, Australia, Ireland or New Zealand is waived from this testing requirement.

International students who earned a baccalaureate degree from another country must obtain a course-by-course evaluation of those transcripts by a certified organization. Hood College accepts evaluations from World Education Services (WES), www.wes.org, or any other member of the National Association for Credential Evaluation Services (NACES), www.naces.org. The evaluation results must be sealed and mailed directly to: Hood College Graduate School, 401 Rosemont Avenue, Frederick, MD 21701-8575.

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 with student visas must pursue nine (9) 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 \$22,000 in U.S. funds. This includes: tuition, fees, books, lodging, food, clothing, transportation and incidental expenses. Please note: All graduate students are responsible for all fees and living expenses. Hood College does not provide housing for graduate students, nor can faculty and staff assist you in locating housing. Please make sure your housing is secured before you arrive to the U.S. and/or campus.

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 the Director of Multicultural Affairs offers support services and programs to help students with personal, academic and practical concerns.

Resident Aliens and Other Visa Statuses

Students who are not citizens of the United States will be required to submit a copy of their Resident Alien card or current visa before registering for any coursework.

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 Doctoral Degree

Persons holding the doctoral degree and wishing to take graduate courses as a nondegree-seeking or visiting student must follow the complete application and registration procedure. However, a letter from the student's employer acknowledging that the visiting student holds the doctoral degree and verifying the institution where the degree was conferred, will be accepted in lieu of transcripts as part of the application procedure. Those individuals who wish to pursue a master's degree or certificate program 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 as a nondegree-seeking student.

GRADUATE TUITION AND FINANCIAL ARRANGEMENTS

Tuition, Fees and Other Charges for the 2011-2012 Academic Year

Tuition \$375 per credit hour

Audit Fee \$190 per credit hour

Refer to *Tuition and Fees* at www.hood.edu/admin/accounting for future pricing information.

Tuition Payment Methods

Payment of tuition, fees and other charges is due generally one week before the start of the fall and spring semesters and by the first day of class for the summer terms. Students registering after the deadline must make payment at the time of registration. Students may pay their tuition using the Monthly Payment Plan. Information on this option can be found at www.hood.edu/paymentplan or by calling the Accounting Office at (301) 696-3609. Any unpaid balance remaining after classes begin for the semester will be subject to a late fee. Account balances will prohibit the release of grade reports, transcripts and diplomas, as well as registration for future semesters. The Accounting Office can be reached at (301) 696-3607 or accounting@hood.edu

Family Tuition Plan

Please see *Undergraduate Tuition and Financial Aid, Family Tuition Plan* for information on the Family Tuition Plan.

Financial Aid

Information regarding student loans is available from the Office of Financial Aid, located on the third floor of the Joseph Henry Apple Academic Resource Center, and they can be reached by phone at (301) 696-3411 or by e-mail at finaid@hood.edu. 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 as described below. 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 appropriate program director.

Satisfactory Academic Progress (SAP)

Students are expected to maintain a record of academic achievement that will enable them to graduate in a reasonable time period. Graduate students receiving financial aid at Hood College of any type (federal, state, institutional and outside scholarships and grants) must demonstrate both qualitatively and quantitatively the ability to do satisfactory academic work and to progress measurably toward a degree. This is in addition to any renewal criteria required for specific state, institutional or other outside awards.

Federal regulations require the Financial Aid Office to monitor students' (undergraduate and graduate) academic progress at the end of each academic year. This is to ensure that students receiving funds are successfully progressing through their program of study. At the end of the spring semester of each academic year, the Financial Aid Office evaluates the academic progress of each student receiving financial aid according to the standards set forth below by the College. This evaluation determines a student's eligibility to receive financial assistance in the next academic year. In addition, at the end of both the fall and spring semesters, the registrar reviews the qualitative academic progress of all degree-seeking students to determine the eligibility for continued enrollment at Hood College.

A student's academic progress is measured using minimum cumulative grade point average (C.G.P.A.) and a maximum timeframe standard that measures the percentage of credit hours earned which is at least 67 percent of credit hours attempted. To determine the percentage, the number of credits earned is divided by the number of credits attempted. For example, a student attempts 9 credit hours for the semester; in order to meet SAP requirements, he or she must earn at least 6 credit hours (6 divided by 9).

Students are considered to be making satisfactory progress toward degree completion for financial aid purposes by adhering to the following standards in the following evaluation periods, which is at the end of the spring semester of each academic year:

| SEMESTER COMPLETED | % EARNED OF CREDITS ATTEMPTED | CUMULATIVE G.P.A. |
|---------------------------|--------------------------------------|--------------------------|
| First/Second | 67% | 2.75 |
| Third/Fourth | 67% | 3.00 |
| Fifth/Sixth | 67% | 3.00 |
| All Subsequent Semesters | 67% | 3.00 |

The maximum time frame in which a graduate student is expected to complete their degree is 150 percent of the published length of the program measured in academic credits. Students will become ineligible for any type of financial aid if the maximum timeframe for completion is

not met. For example, if a published length of a graduate academic program is 36 credit hours; the maximum period must not exceed 54 ($36 \times 150\%$) attempted credit hours.

Additional Degree / Dual Degree

The maximum time frame in which a student is expected to complete their degree is 150 percent of the published length of the program measured in academic credits for a student pursuing an additional degree or enrolled in a dual degree program.

Transfer Credits

Transfer credits and/or credits for prior learning given at the time of enrollment will be counted in the total number of credits attempted. During the course of enrollment, a student may transfer credits earned at outside institutions, however, the credits will apply only for meeting the maximum timeframe standard.

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

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

Financial Aid Probation

Students are placed on financial aid probation if they do not meet one or both of the SAP standards. Students placed in this status may continue to receive financial aid but are expected to improve their academic standing (CGPA) and/or maximum timeframe progress so that the standards of SAP are met by the end of the next evaluation period, which is the end of the spring semester of each academic year.

Financial Aid Suspension

If at the end of the probationary period the student still does not meet the standards set forth in this policy, eligibility to receive financial aid of any type will be suspended. Students who fail to meet the maximum timeframe towards completion of their degree within 150 percent of their attempted credits will have their financial aid canceled.

Reinstatement of Aid after Financial Suspension

Reinstatement of financial aid after a student is placed on suspension is achieved as follows:

- The student submits a written letter of appeal in accordance with the appeals process and the Financial Aid Appeals Committee grants the appeal. The student is placed on financial aid probation for the semester rather than on suspension; or
- The student attends Hood College during the suspension semester, pays for tuition and fees without the help of student aid and does well enough in the coursework to satisfy all the satisfactory academic progress standards. The student must notify the Office of Financial Aid if they are planning to attend Hood College without the assistance of financial aid; or

- The student may attend summer school to eliminate the deficiency in credits or G.P.A. The student must notify the Office of Financial Aid if they are planning to take classes during the summer to eliminate the deficiency. Students cannot take classes at another institution to resolve a G.P.A deficiency. Classes must be taken at Hood College.

A student whose eligibility has been suspended may regain eligibility at the end of any term after which they meet the above criteria.

Students who have been placed on suspension cannot skip a semester and regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension.

Appeals Process

Appeals of financial aid suspension must be made in writing to the director of financial aid by the date specified in the Financial Aid Suspension notification letter.

The appeal letter must address the extenuating circumstance(s) why satisfactory academic progress was not made, why the extenuating circumstance(s) has changed, as well as an outlined plan of corrective action for future academic success. Extenuating circumstances can include, but is not limited to, illness or injury; death of a family member; family difficulties; interpersonal problems with friends, roommate, significant others; difficulty balancing work, athletics, family responsibility; or financial difficulties.

The director of financial aid will review the appeal and notify the student in writing within 10 working days whether the appeal has been accepted or denied. If the appeal has been accepted, the letter to the student will detail the academic plan of corrective action as well as require the approval of the student's academic adviser. All decisions made by the director of financial aid are final and will not be subject to further review.

Veterans' Educational Benefits

Hood College serves as a liaison and informational resource to veterans by providing Veterans Administration forms and certifying eligibility status, and is a Yellow Ribbon participating institution. To initiate or continue benefits, veterans must contact the Registrar's Office, (301) 696-3616, 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 on the second floor of 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 *A Hood Education, Academic Resources* for information on the Beneficial-Hodson Library and Information Technology Center.

Academic Computing

Please see *A Hood Education, Academic Resources* for information on Academic Computing.

Bookstore

Please see *A Hood Education, Academic Resources, Whitaker Campus Center* for information on the 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, workshops, a large career library, job fairs, networking events and numerous resources on career-related topics. Contact the Career Center at (301) 696-3583 or careers@hood.edu for more information.

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 and tennis courts. 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 *A Hood Education, Academic Resources* 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 Graduate School.

Academic Standards

Academic Conduct

The Graduate School strives to maintain and enforce the highest standards of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are unacceptable and will result in disciplinary action. By accepting admission to the Graduate School, a student has also accepted to be governed by the stated regulations of academic conduct, and indicates a willingness to accept disciplinary action, if behavior is deemed to be in violation of those rules or in some way unacceptable or detrimental to Hood College. At the time of admission to graduate study, each student must sign a statement indicating his or her understanding of these regulations. Professed ignorance of what constitutes academic dishonesty does not excuse violations of these regulations.

All Hood College graduate students are expected to comply with the following rules of academic conduct.

- **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. Instructors also reserve the right to assign a final course grade of "F" to a student for cases of academic dishonesty.

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 investigate the appeal and render a decision, though this decision may be appealed to the dean of the Graduate School.

In perceived cases of extreme academic dishonesty, an instructor or program director may request a review by the Graduate Council. The Graduate Council will hear statements from the instructor and/or program director, and then from the student under review. If, after hearing both sides of the case, the Graduate Council finds the student to be in extreme violation of the Academic Conduct code, they will recommend dismissal from the program. The final decision will rest with the Graduate Council, though the student may appeal the decision to the dean of the Graduate School.

Academic Standing and Warning

A student whose cumulative grade point average (G.P.A.) is 3.0 or higher is in good academic standing, which is required for graduation. If a student's G.P.A. drops below 3.0, he or she will be placed on academic warning. The G.P.A. must be restored to 3.0 within 9 credits completed or within one year from the term in which the G.P.A. fell below 3.0, whichever comes first. The 3.0 average may be restored by repeating courses or by taking additional courses. There are no limitations to the number of times a student can fall below 3.0 and restore his or her G.P.A. However, no more than 3 courses (9 credits) beyond those required for the degree can be used to raise the G.P.A. and all requirements for the program must be completed within the time limitation policy.

Academic Dismissal

A student on academic warning who does not restore the G.P.A. to 3.0 as required will be dismissed from the College for academic reasons. A student who has been found by the Graduate Council to be in extreme violation of the Graduate School's regulations of academic conduct will be dismissed from the program and from the College (see *Violations of Academic Conduct*). Students who are dismissed from the College may not enroll in another graduate program or as a nondegree-seeking student. A student may appeal academic dismissal as outlined in *Exceptions to Academic Policies, Regulations or Requirements*.

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 Form (DCF) for approval. Degree candidacy notification letters are mailed to the students and DCF forms are available at www.hood.edu/graduate. 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 program director before the form is submitted to the Graduate School for approval by 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 Form, cannot be certain that such courses will meet or be accepted as degree requirements.

Once a Master's Degree Candidacy Form has been signed it may be changed only upon written request of the student, with the approval of the adviser, program director and the dean of the Graduate School. Forms for changing the Master's Degree Candidacy Form are available in the Graduate School Office and online at www.hood.edu/graduate. An e-mail notification from the student and the adviser can be submitted to the Graduate School in lieu of the Degree Candidacy Change Form

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. (See *Academic Warning* and *Academic Dismissal*).

Changing from Nondegree to Degree Status

A student who wishes to change from nondegree status to a degree program must inform the Graduate School Office, in writing, of this intent. The student must submit any additional documents required of the specific program of interest and have his or her file reviewed by the program director. Admission as a nondegree student does not guarantee admission to a degree program. A maximum of 12 credits taken by a nondegree student may apply to a degree program.

Changing from One Degree Program to Another

A student who wishes to transfer from one degree program to another must submit a written request to the Graduate School, which 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. Courses eligible for transfer must have been completed no earlier than five years from the start of the Hood graduate program. The seven-year time limit will begin with enrollment in the first new course of the second graduate program. 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.

Enrollment in Two Master's Degree Programs

Graduate students may enroll in and pursue two master's degree programs simultaneously. In order to apply to a second degree program, the student must submit a request in writing to the Graduate School, which will then consult with the student's current adviser and director of the second degree program. After consultation and review of the student's transcripts, a decision will be rendered. The final decision of acceptance or denial resides with the dean of the Graduate School.

The following guidelines apply to students pursuing two master's degree programs simultaneously:

- The student must maintain a cumulative graduate G.P.A. of 3.0 in each degree program. Dismissal from one degree program does not necessarily result in dismissal from the second degree program.
- The student must successfully complete a minimum of 9 credits in his or her first degree program before requesting acceptance into a second master's degree program.
- Up to six hours of graduate credit may be applied from the first master's degree program to the second one. If programs share additional course requirements, the student may be waived from completing the course in the second degree program but will have to replace the course with an appropriate course subject to the approval of the student's adviser and program director.

- Degree completion will be calculated and handled separately for each degree program. All processes must be addressed separately for each program. This includes time limits, degree candidacy forms and petitions to graduate.
- Pursuit of two master's degree programs will not be considered a justifiable excuse for requesting an extension of the time limit for degree completion in any one program.
- The student's transcript will note both degree programs.
- Academic and financial holds apply to the student and not the degree program. For example, a financial hold placed on a student's records as a result of a payment issue for a course in one degree program can prevent the student from pursuing courses in the second degree program.
- A student may not pursue more than two graduate degree programs simultaneously.

Degree Requirements

Faculty advisers, the program director, 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-seeking student is assigned to an adviser who: 1) approves course registrations, 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. The Notification of Intent to take the Comprehensive Examination is mailed to degree candidates in applicable degree programs in August and February and includes the upcoming fall and spring examination dates. Only students who are in good standing (maintaining a 3.0 cumulative grade point average) and whose Master's Degree Candidacy Forms are on file in the Graduate School Office may take the comprehensive examination. Specific instructions and deadlines are included in a letter from the dean. It is the students' responsibility to communicate with their advisers and to notify the Graduate School of their intent to participate by the published deadlines. The completed Petition form, signed by the adviser, should be returned to the Graduate School Office. Students should confirm receipt by the required deadline if mailing forms. The form is available online at www.hood.edu/graduate

The following procedures apply to the comprehensive examination:

- **Notification of Intention.** The student must complete the form entitled Notification of Intent 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 form is on file with the Graduate School. The form is available online at www.hood.edu/graduate.

Students who require special services, equipment or seating arrangements because of a disability or pregnancy, need to contact the Graduate School Office at (301) 696-3600 or via e-mail at hoodgrad@hood.edu. Accommodations will be made for persons having documented disabilities by the disability services coordinator.

- **The Questions.** Comprehensive examination questions are written by the instructor of each course.

■ **Assembling the Examination.** In consultation with the student, the adviser, the department chair or program director 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 four times each year ; two days in April and two days in November. 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. Students may choose to answer their examination questions in blue examination booklets provided or type them using Hood College desktop computers in the examination room. Personal computers are not permitted.

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 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, if the student wishes to complete the examination within the same semester, the substitute date must occur on a weekday no more than 10 business days after the originally 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 of five questions for Human Sciences and three of four questions for Biomedical Science and Thanatology are graded pass. 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 Intent 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 and Independent Research Projects

A student must have a completed Master's Degree Candidacy Form on file in the Graduate School before the student will be permitted to register for a field work or research project. Registration must be completed during the regular registration period. Students who elect the 6-credit project option will be registered and billed for all 6 credits in one semester. Credits will not be split over the course of multiple semesters.

The field work or research 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 or research project. Students who elect to do a field work or research project must complete a Permission to Enroll form for course number 585, Master's Field Work Project, and submit a written proposal to be approved by the field work or research adviser or instructor, program director or department chair and the dean of the Graduate School. The 6-credit research project is similar to a master's thesis in structure, complexity, depth of study and rigor. The Graduate School will continue to re-register students each semester for the field work or research project as "IP" (In Progress) until a final grade is submitted. Students are responsible to pay the Graduate School comprehensive fee each fall and spring semester until the project is completed.

The 3-credit field work or research 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 or research adviser or 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 or research project proposal and for securing a field work or research adviser or instructor for the project, who will serve as the chair of the Reading Committee. The adviser and the student, in consultation, will identify two additional persons to serve on the Reading Committee.

The basic procedure established for the master's thesis should be followed for the 6-credit research project. The procedure for a well-structured independent study should be followed for the 3-credit field work or research project.

The final typed or printed copy of the field work or research 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 or research 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 research 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 must be bound.

A comprehensive examination or thesis option is not available to students who do not satisfactorily complete a field work or research project.

Master's Thesis

A student must have a completed Master's Degree Candidacy Form on file in the Graduate School before the student will be permitted to register for thesis preparation. Registration must be completed during the regular registration period by submitting a signed copy of their thesis proposal to the Graduate School. Students will be registered and billed for all 6 credits in one semester. Credits will not be split over the course of multiple semesters.

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,

program director and dean of the Graduate School must be submitted. For registration purposes, the Graduate School will complete a Permission to Enroll form to accompany the signed cover sheet. The thesis preparation course is a 6-credit course and 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 or available on our website at www.hood.edu/graduate 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. The Graduate School will continue to re-register students each semester for their Master's Thesis as "IP" (In Progress) until a final grade is submitted. Students are responsible for paying the Graduate School comprehensive fee each fall and spring semester until the project is completed.

A comprehensive examination or nonthesis option is not available to students who fail a thesis defense.

Humanities Capstone (HUM 595)

A student must have completed a Master's Degree Candidacy Form on file in the Graduate School before he or she will be permitted to register for the Humanities Capstone course. Registration for the course must be completed during the regular registration period, by the drop/add date (see *Academic Calendar*) by submitting a completed and signed Permission to Enroll form and written proposal to the Graduate School. A detailed statement of regulations and guidelines concerning the Humanities Capstone is available from the Graduate School website at www.hood.edu/graduate and should be consulted before a student enrolls in the Capstone course.

The Humanities Capstone is a 4-credit course, the charge for which is in accordance with the per credit tuition as indicated in the *Graduate Tuition and Financial Arrangements* section of this catalog. The Graduate School will continue to re-register students each semester for their Capstone as "IP" (In Progress) until a final grade is submitted. Students are responsible for paying the Graduate School comprehensive fee each fall and spring semester until the project is completed.

Time Limits

All coursework and degree requirements must be met within seven years of enrolling in the first course at Hood College that applies towards the degree and/or certificate program.

| If you started during | Your time expires end of | If you started during | Your time expires end of |
|------------------------------|---------------------------------|------------------------------|---------------------------------|
| Spring 2005 | Fall 2011 | Spring 2010 | Fall 2016 |
| Fall 2005 | Spring 2012 | Fall 2010 | Spring 2017 |
| Spring 2006 | Fall 2012 | Spring 2011 | Fall 2017 |
| Fall 2006 | Spring 2013 | Fall 2011 | Spring 2018 |
| Spring 2007 | Fall 2013 | Spring 2012 | Fall 2018 |
| Fall 2007 | Spring 2014 | Fall 2012 | Spring 2019 |
| Spring 2008 | Fall 2014 | Spring 2013 | Fall 2019 |
| Fall 2008 | Spring 2015 | Fall 2013 | Spring 2020 |
| Spring 2009 | Fall 2015 | Spring 2014 | Fall 2020 |
| Fall 2009 | Spring 2016 | Fall 2014 | Spring 2021 |

One summer term (Summer I or Summer II) may be added to the start or to the end without time penalty.

A student who will need time beyond the seven year time limit to complete his or her work may request such an extension through his or her adviser. The dean, on the recommendation of the student's adviser and the program director, may grant an extension not to exceed one

year. A student may request an extension exceeding one year by petitioning the Graduate Council (please refer to the section titled *Exceptions to Academic Policies, Regulations or Requirements*).

Transfer of Credit

A student wishing to transfer credit for prior graduate coursework to a Hood graduate program must submit a written request to the Graduate School prior to the completion of the Degree Candidacy Form (12 credits). All requests for transfer credit will be reviewed by the program director and the dean of the Graduate School for content and relevance.

Specific information regarding transfer credit includes:

- Coursework must have been taken at the graduate level from an accredited institution;
- Student must submit a course description and/or syllabus for each course being requested for transfer credit;
- Student must submit an official transcript of coursework;
- Courses eligible for transfer must have been completed no earlier than five years from the start of the Hood graduate program;
- A maximum of 6 credits will be permitted for transfer (9 credits for students in the M.F.A. program in Ceramic Arts);
- 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 are not eligible 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 should submit the course description and transfer request to the program director for approval. Once approved, the student may enroll in the course. Upon completion, the student should have official transcripts sent to the Graduate School Office so that the credits may be applied to their graduate transcript at Hood. 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. Students may petition for graduation three times during the academic year. Degrees are conferred in September, January and May. Commencement ceremonies are only held in May. 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 in April. Attendance is not required of master's candidates, but all are encouraged to participate. For further information, see the section on *Graduation* in this chapter.

Graduation

Students must complete and submit to the Graduate School Office the Petition to Graduate form by the established deadlines posted to the College's academic calendar, which is available online at www.hood.edu/graduate. To receive the Petition, students must have their signed Master's Degree Candidacy Form on file in the Graduate School Office and have completed a minimum of 18 graduate credits toward their program requirements. The Petition form includes information for those planning to complete their degree requirements within a year's time, and is available on our website at www.hood.edu/graduate

Students must submit their completed Petition forms to the Graduate School Office within the deadlines outlined in the Petition memo. A list of potential graduates for master's degrees is submitted for faculty and trustee approval during their scheduled meetings. If a student petitions the Graduate School Office but does not complete the degree requirements on schedule, the student must resubmit the petition.

The College celebrates graduation in formal ceremonies in May. Along with the May graduates, students who receive their degrees in September and in the following January may participate in commencement exercises in May of the following year. Diplomas issued for September and January graduates will be available for pickup by the student in the Graduate School Office or may be mailed to the student at his or her request.

General Policies and Operating Procedures

Campus Safety

The Office of Campus Safety is located on the mezzanine of the Apple Academic Resource Center, and can be reached by calling (301) 696-3569. To locate an officer on campus when the Security Office is closed, dial 0 for the College switchboard or stop by the Information Desk in the Whitaker Campus Center.

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) 696-3131, option 9, by visiting our website, www.hood.edu, or by subscribing to alerts through School's Out (www.schoolsout.com) or Hood Alert (www.hood.edu/alert).

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 provost, 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 all tuition, fees and other bills incurred at the College have been paid, and all library books returned.

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 more than two years but less than seven 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 alter the seven-year time limit required for the completion of a graduate degree at Hood College. All requirements for the degree at Hood must be met within seven years following the date of first enrollment. Students who do not complete their program of study within their seven-year time limit will be automatically withdrawn from the College. Please refer to the section on *Time Limits* for information regarding time extensions.

Parking

Except where marked to the contrary, parking is permitted on a first-come, first-served basis on most lots on the campus. Parking permits are required for cars parked in campus lots and for students who choose to park in the Frederick Memorial Hospital parking garage. Vehicle registration forms are available in the Office of Campus Safety or at the Information Desk in the Whitaker Campus Center. Students who choose to park along the street will not be required to purchase a parking permit, but must adhere to parking signs and marked curbs.

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 or online at www.hood.edu/adminservices/registrar.cfm

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. |
| U | Unsatisfactory performance on thesis or field work. Work receives no academic credit. |
| W | Withdrawal. This grade is assigned to students who withdraw after the drop/add period and according to withdrawal policy. |
| INC | Incomplete work |
| IP | In Progress |
| 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 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 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 INC 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 "INC" (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 "INC" must secure and complete, with the instructor, the Application for Incomplete Grade form. This form is available from the Graduate School Office or online at www.hood.edu/graduate. The course instructor will identify the deadline date for completion of the work, the conditions under which the grade of "INC" 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 for approval by the dean of the Graduate School at the time of the agreement.

Any "INC" must be removed by the last day of the next calendar semester unless otherwise extended by written permission of the instructor.

Any "INC" not removed or officially extended will become an F.

Academic Semesters and Sessions

The academic year at Hood contains a fall semester, a spring semester, a January term and two summer sessions. A calendar published in this catalog gives significant dates within the semesters and sessions.

Auditing

A student must register for the course to be audited. A student will not receive a grade or credit for an audited course and it will not affect the grade point average; however, the audit does appear on the transcript. New students who would like to audit a course(s) must complete the application process as a nondegree-seeking student.

Only lecture courses can be audited, with permission of the instructor, and are available as space permits. There is no limit on the number of courses a student may audit during a semester. A course that was previously audited may be taken for credit at a later time. Once the course begins, students who register to audit may not change their registration status to credit; however, they may withdraw. Students who register to receive credit for a course may change to audit only during the first three weeks of the semester or the first week of the summer session.

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 canceled, 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. Students who took a double-numbered class at the 400 level as an undergraduate student may not take the same class at the 500 level as a graduate student for credit.

Examination of Admission Folders

After the applicant has enrolled at Hood College, she or he may examine the contents of her or his admission 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 program director 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/Research

Most programs 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 student, instructor, program director and dean of the Graduate School. Registration must be completed during the regular registration period. This form is available from the Graduate School Office or online at www.hood.edu/graduate

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 or independent research 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 and Enrollment

A student must be officially admitted and registered prior to attending any class session of any course. 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. Registration dates are also posted to the College's academic calendar, which is available online at www.hood.edu/graduate. Returning students are encouraged to register online using Self-Service. New students may register by submitting the online registration form via secure e-mail submission, by mail, fax or in person. Students in the Biomedical Science, Computer Science, Humanities, Management of Information Technology and Information Technology programs must have their registration forms signed by their adviser prior to submitting them to the Graduate School. Permission may also be e-mailed to the Graduate School at hoodgrad@hood.edu

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. Students who have not met prerequisites may not be eligible to register. Students who have been admitted to the Graduate School as nondegree seeking students may be required to seek permission from the appropriate instructor or program director in order to enroll. Because some courses may be closed due to heavy student enrollment, 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 course may be repeated only once and no more than two courses can be repeated by a student within any single degree or certificate program. The grade of W does not replace a previously awarded grade. When the course is repeated, the student receives the credits for the course (counted once). While both grades will remain on the transcript for historical purposes, only the higher of the two grades will be calculated in the cumulative G.P.A. A graduate student may repeat a course if more than seven years have lapsed or the course content is considered outdated. Grades for courses taken at other institutions may not be used to replace grades for courses completed at Hood. Courses taken for undergraduate credit may not be repeated for graduate degree credit.

Schedule Changes

Students may drop or add courses through the Graduate School from the time of registration through the end of the drop/add period. See the *Academic Calendar* for dates. A student may be added to a class once the semester begins, provided the class has not met more than once and with the written permission of the instructor. 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 fall and spring semester. 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 and course title. Students are encouraged to withdraw by submitting the online withdrawal form via secure e-mail submission. Students may also withdraw by sending an e-mail to hoodgrad@hood.edu, by sending a fax or letter, or by coming to the Graduate School Office in person. If faxing or mailing a withdrawal, it is the student's responsibility to call to ensure receipt. Refunds will be given if the drop/withdrawal notice is received by the Graduate School before the first course meeting or within the drop/add period as defined by the academic calendar. Refunds will not be granted for withdrawals received after the drop/add period. Withdrawal

notices received before the course begins or during the drop/add period will not appear on the student's transcript. 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 for withdrawals that occur after the drop/add period. 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.

It is the responsibility of the student to notify the Graduate School Office in writing that she or he is withdrawing.

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. Students enrolled in a 3-credit course that meets for two weekends during the semester may withdraw from such class by submitting an official, written withdrawal notification to the Graduate School Office before the second weekend meeting date. Withdrawals for 1-credit weekend courses are not accepted once the class has met.

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. It is the responsibility of the student to notify the Graduate School Office in writing of the student's desire to withdraw from a class.

Withdrawal from Hood College

Students who wish to withdraw from the College must submit their withdrawal notice to the Graduate School in writing. The withdrawal notice should include the reason for the withdrawal and the effective date. Students may withdraw by sending an e-mail to hoodgrad@hood.edu, by sending a fax or letter, or by coming to the Graduate School Office in person. If faxing or mailing a withdrawal, it is the student's responsibility to call to ensure receipt. Students who wish to re-enroll at the College after they have withdrawn must submit a petition for re-admission in writing to the Graduate School.

Students who do not complete their program of study within their seven-year time limit will be automatically withdrawn from the College. Please refer to the section on *Time Limits* for information regarding time extensions.

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 indicate her or his recommendation in writing; nondegree 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.
- The reviewed petition will be forwarded by the adviser and/or thesis or project adviser to the program director with the recommendation.
- The program director will forward the signed and reviewed petition with the recommendation(s) to the dean of the Graduate School.

The student's petition should include the following information:

- 1) The specific exception being requested and the reason(s) for the request;
- 2) The expected date of graduation;
- 3) Any other pertinent information, such as transfer credits, thesis abstract, etc.;
- 4) 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. The student may appeal the outcome to the dean of the Graduate School.

Grade Appeal

Grade appeals of the final course grade 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 program director must be contacted within 30 days. If still not satisfied, the student may appeal to the dean of the Graduate School. In such cases, the dean must be contacted prior to the end of the semester immediately following the semester the grade was posted. Failure to follow this timeline provides sufficient grounds for dismissing an appeal.

If a student received a final grade in a course that she or he believes is incorrect or unfair, the student should first contact the faculty member involved. The grade appeal request to the faculty member must be in writing. The student must prepare a confidential written grade appeal request, outlining the specific grievances about the grading procedure, grounds for appeal and attach relevant documentation (syllabus, guidelines for papers or presentations, etc.) If, after hearing the professor's explanation, the student still wishes to appeal the grade, she or he should present the grade appeal to the program director. If talks with the faculty member and program director have not resolved the matter the student may file the appeal to the dean of the Graduate School. The last resort of appeal resides with the provost of the College. In each stage of the appeal process the student will receive a letter stating the reviewer's recommendation within 30 days of initiation.

All parties to the grade appeal (student, instructor, program director, etc.) are to maintain strict confidentiality until the matter is resolved.

GRADUATE STUDENT CONDUCT AND PERFORMANCE POLICY

As part of Hood's mission to prepare students for lives of responsibility and leadership, the Graduate School expects students to maintain a high standard of academic integrity and student conduct. Graduate students are adults and are expected to take personal responsibility for their own conduct. Hood College reserves the right to suspend, dismiss or otherwise discipline a student who violates the policies or regulations with respect to academic or student conduct. In addition, the Graduate School may request that a student withdraw for reasons of conduct detrimental to the College community.

The Graduate School defines disruptive conduct in the following way:

The disruptive student is one who continues to make unreasonable demands for time and attention from faculty and staff and habitually interferes with the learning environment by disruptive verbal or behavioral expressions, threatens or abuses members of the College community or willfully damages college property. The result is a disruption of academic, administrative, social or recreational activities on campus. Students are asked to refrain from behaviors that include, but are not limited to:

- Behaviors that disrupt or interfere with teaching, research or other academic activities
- Behavior that can lead to physical harm

- Physical or verbal threats, intimidation that may interfere with another's full participation in the life of the College
- Conduct that constitutes sexual harassment or any violation of Policy 55
- Refusing to comply with directions of school officials, instructors, administrators or staff

A complaint of alleged student misconduct should be filed with the dean of the Graduate School by a member of the faculty, staff or student. All allegations should be filed in writing within 10 business days of the incident. The dean will provide a thorough investigation of the incident and take appropriate action. These sanctions may include:

- Warning: written notice to the student that continued and/or repeated incidents/ violations may be cause for further disciplinary action (reprimand, dismissal). A permanent record of the incident report will be retained in the student's file. Additionally, the warning may include referrals to appropriate office for assistance.
- Reprimand: written reprimand for the violation of specified conduct or policy including notice to the student that repeated violation may result in further disciplinary action
- Dismissal: termination of student status at the College

Appeal Process

Within 10 business days of receiving notification from the dean concerning the decision concerning the formal complaint, the student may request a written request to the Graduate Council Subcommittee for reconsideration. This reconsideration must be based on procedural errors or new information not available at the time the complaint was lodged with the dean. The matter of academic or student conduct resides with the Graduate Council. The Graduate Council Subcommittee will then appoint a three-person committee comprised of members selected from the Graduate Council. This committee will then hear the case. The hearing committee will review the sanction and proceedings and report its findings to the student and dean. The student can appeal the outcome to the provost

ACADEMIC PROGRAMS AND FIELDS OF STUDY

BIOMEDICAL SCIENCE, M.S.

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.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

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.

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 Laboratory-based research thesis, under the direction of a thesis adviser and a reading committee (6 credits)

An oral defense of the thesis is required.

Nonthesis 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)

Comprehensive examination covering material from the core courses.

Preparation and oral defense of a mock grant proposal.

Core Courses (all concentrations)

BMS 511 Protein Biochemistry (3 credits)

BMS 523 Cell Structure and Function (3 credits)

BMS 524 Molecular Biology of Eukaryotic Cells (3 credits)

BMS 537 Introduction to Bioinformatics (3 credits)

Total credits (12)

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 to fulfill their elective requirements.

Concentration in Biotechnology/Molecular Biology

BMS 512 Biochemistry of Intermediary Metabolism (3 credits)

BMS 520 Protein Purification and Characterization (3 credits)

BMS 525 Virology (3 credits)

BMS 526 Molecular Mechanisms of Development (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 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 542 | Ethics in Science (3 credits) |
| BMS 551 | Advanced Bioinformatics (Lab, 3 credits) |
| BMS 590 | Advanced Topics in Biomedical Techniques (Some sections have a lab, 3 credits) |

Concentration in Microbiology/Immunology/Virology

| | |
|---------|---|
| BMS 512 | Biochemistry of Intermediary Metabolism (3 credits) |
| BMS 525 | Virology (3 credits) |
| BMS 526 | Molecular Mechanisms of Development (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 538 | General Pharmacology (3 credits) |
| BMS 539 | Molecular Immunology (Lab, 3 credits) |
| BMS 541 | Advanced Topics in Recombinant DNA Technology: Gene Structure and Function (Lab, 3 credits) |
| BMS 542 | Ethics in Science (3 credits) |
| BMS 543 | Advanced Immunology (3 credits) |
| BMS 551 | Advanced Bioinformatics (Lab, 3 credits) |
| BMS 590 | Advanced Topics in Biomedical Techniques (Some sections have a lab, 3 credits) |

Concentration in Regulatory Compliance

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.

Regulatory Compliance Core Courses - 9 credits

| | |
|---------|-----------------------------|
| BMS 545 | Product Development |
| BMS 546 | Good Manufacturing Practice |
| BMS 548 | Good Clinical Practice |

Regulatory Compliance Electives - 6 credits (Two courses from below)

| | |
|---------|---|
| BMS 544 | Good Laboratory Practices |
| BMS 547 | Development of Pharmaceuticals and Regulatory Environment |
| BMS 549 | Regulation of Medical Devices |
| BMS 550 | Food and Drug Law |

Regulatory Compliance Research Option

- Biomedical Sciences core courses (12 credits)
- Regulatory Compliance Core courses (9 credits)
- Regulatory Compliance elective courses (6 credits)

| | |
|---------|---|
| BMS 570 | Research Seminar (3 credits) |
| BMS 585 | Master's Field Work Project (with presentation) (3 credits) |

Regulatory Compliance Non-research Option

- Biomedical Sciences core courses (12 credits)
 - Regulatory Compliance Core courses (9 credits)
 - Regulatory Compliance elective courses (9 credits)
- | | |
|---------|--|
| BMS 571 | Biomedical Science Seminar (3 credits) |
|---------|--|
- Comprehensive examination (covering material from the Biomedical Science core courses.)

Suggested Electives:

| | |
|---------|---|
| BMS 512 | Biochemistry of Intermediary Metabolism |
| BMS 538 | General Pharmacology |
| BMS 542 | Ethics in Science |
| BMS 544 | Good Laboratory Practices |
| BMS 547 | Development of Pharmaceuticals and Regulatory Environment |
| BMS 549 | Regulation of Medical Devices |
| BMS 550 | Food and Drug Law |
| BMS 551 | Advanced Bioinformatics |

Certificate in Regulatory Compliance

See Graduate Certificate Programs

BUSINESS ADMINISTRATION, M.B.A.

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.

For admission information, see *Graduate Admission and Program Specific Application Requirements*.

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) |

*Students must enroll in MGMT 560 and ECON 560 during their first semester in the M.B.A. Core. For part-time students, these requirements may be fulfilled over the course of two semesters

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. Courses may count for requirements in two concentrations, but the credits can only count toward one concentration.

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) |
| ECMG 578 | International Financial Management (3 credits) |
| MGMT 581 | Financial Statement Analysis (3 credits) |

Human Resource Management Concentration

| | |
|----------|---|
| MGMT 582 | Negotiation and Conflict Resolution (3 credits) |
| 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 the consent of their adviser and the director of the Computer Science program.

Marketing Concentration

MGMT 570 Marketing Analysis for Managers (3 credits)

MGMT 571 Advertising Management (3 credits)

MGMT 572 Supply Chain Management (3 credits)

Public Management Concentration

MGMT 585 Human Resource Management (3 credits)

MGMT 587 Public Administration (3 credits)

Focus Area

Regulatory Compliance

BMS 545 Product Development (3 credits)

BMS 547 Development of Pharmaceuticals and the Regulatory Environment (3 credits)

BMS 549 Regulation of Medical Devices (3 credits)

BMS 550 Food and Drug Law (3 credits)

Please contact the M.B.A. director for additional information about this focus area.

CERAMIC ARTS, M.F.A.

The Master of Fine Arts in Ceramic Arts offers comprehensive research in the ceramic arts, providing academic preparation for matriculating students pursuing professional careers in personal artistic exploration, arts instruction, community arts and museum positions. Creation of ceramic art is a multidisciplinary confluence of science and art. The production of three-dimensional works of art in the ceramic medium is a continuing exercise in critically assessing the results of a complex series of deliberate experiments culminating in an aesthetic judgment, documentation and exhibition. The M.F.A. degree program will ground students in the scientific requirements of ceramic arts and develop critical understanding of the aesthetics involved in exploring the third dimension. Innovative experiential process is the basis of the Hood College ceramic arts program history and the major thrust behind the curriculum.

Objectives of the program:

The Master of Fine Arts in Ceramic Arts at Hood College will provide academic preparation for candidates pursuing professional careers in the visual arts, teaching and museum positions. The degree will also develop a critical understanding of art, aesthetics and cultural education.

- The student will gain a broad knowledge base of a variety of studio art media, develop technical skills, gain an awareness of historical movements and comprehend universal aesthetic concepts.
- The student will develop the ability to observe, cultivating analytical and creative thinking skills.
- The student will develop a process for articulating aesthetic ideas and the ability to communicate their personal aesthetic intentions visually in their art work, verbally and in written form.
- The student will gain purpose and a sense of responsibility of the role an artist plays in society and how an artist effects societal change.

- The student will develop the ability to analyze formal design issues both literally and conceptually.
- The student will gain the ability to seek the challenge of higher learning environments, to become confident artists, intellectually sound risk takers, career oriented professionals and ultimately empowered citizens meeting the challenges of today's society.

Description

The Master of Fine Arts in Ceramic Arts offers academic training in the science, technology, aesthetics and management of a career in the ceramic arts. Lectures and critiques provide students with understanding of the history of ceramics and the issues and ideas that underpin contemporary work in all aspects of the medium, as well as a firm grounding in the science of glaze formulation, clay development and firing theory. Practical application of the science and technology in the ceramics arts will combine with individual research and skill building, culminating in exhibition quality work demonstrating a personal aesthetic expression.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

Degree Requirements

The Master of Fine Arts in Ceramic Arts requires candidates to complete a studio emphasis in ceramic arts with a G.P.A. of 3.0 or greater.

60 credits are required for graduation

22 credits of core requirements

17 credits of required research

15 credits of general electives

6 credits of art history

Students studying full time will normally spend three years earning the degree. Part of the requirements may be fulfilled by completing the Graduate Certificate in Ceramic Arts. Successful completion of ARTS 570 and a 3.0 grade point average will serve as an interim evaluation for continuing studies. Strong candidate for the M.F.A. will have earned a grade of A- (3.67) or higher in ARTS 570. Students may transfer 9 credits earned from an accredited program to their course requirements for the M.F.A.

Core Courses - 22 Credits Required

| | |
|----------|---|
| ARTS 501 | Glaze Application (1 credit) |
| ARTS 502 | East Asian Wedged Coil Technique (1 credit) |
| ARTS 504 | Ceramic Decoration (3 credits) |
| ARTS 505 | Ceramic Wheel: Masters' Throwing Concepts (2 credits) |
| ARTS 508 | Ceramic Sculpture (3 credits) |
| ARTS 511 | Properties of Clay (1 credit) |
| ARTS 521 | Properties of Glaze (2 credits) |
| ARTS 525 | Electric Kiln (1 credit) |
| ARTS 530 | Kiln Technology and Firing Theory (2 credits) |
| ARTS 540 | Clay and Glaze Chemistry, Theory and Practice (3 credits) |
| ARTS 543 | History of Ceramics (3 credits) |

Research Courses - 17 Credits Required

| | |
|----------|--|
| ARTS 569 | Survival Skills for Visual Artists (1 credit) |
| ARTS 570 | Graduate Seminar in Personal Studio Research (3 credits) |

| | |
|----------|--------------------------------------|
| ARTS 576 | Thesis Preparation (3 credits) |
| ARTS 580 | M.F.A. Thesis Research (6 credits) |
| ARTS 595 | M.F.A. Thesis Exhibition (4 credits) |

Elective Courses – 15 Credits Required

Wheel

| | |
|----------|---|
| ARTS 506 | Ceramic Wheel: Masters' Throwing II (2 credits) |
| ARTS 507 | Plates and Platters (1 credit) |
| ARTS 509 | Throwing Large Forms (3 credits) |
| ARTS 512 | Eastern and Western Techniques in Trimming (1 credit) |
| ARTS 515 | Ceramic Arts Throwing Lab (1 credit) |
| ARTS 517 | Dynamic and Asymmetrical Wheel (3 credits) |

Handbuilding and Sculpture

| | |
|----------|---|
| ARTS 542 | Modeling the Figure (3 credits) |
| ARTS 545 | Large Scale and Composite Sculpture (3 credits) |

Kiln Technology

| | |
|----------|--|
| ARTS 531 | Wood Firing Theory (2 credits) |
| ARTS 532 | Firing the Large Scale Single or Multi-Chambered Kiln Wood (2 credits) |
| ARTS 552 | Kiln Design and Construction (3 credits) |

Special Topics Courses

| | |
|----------|--|
| ARTS 510 | Brushmaking (1 credit) |
| ARTS 520 | Photographing Ceramics (1 credit) |
| ARTS 547 | Creating with Porcelain (3 credits) |
| ARTS 564 | Aesthetics and Criticism (3 credits) |
| ARTS 571 | Arts Management and Marketing (3 credits) |
| ARTS 599 | Visiting Artist Special Topics (1-3 credits) |

Independent Study

| | |
|----------|---------------------------------|
| ARTS 575 | Independent Study (1-6 credits) |
|----------|---------------------------------|

Art History - 6 Credits Required

| | |
|---------|--|
| ART 505 | The Youngest Art: The History of Photography (3 credits) |
| ART 540 | Art of Prehistory (3 credits) |
| ART 549 | Art of Egypt and Mesopotamia (3 credits) |
| ART 550 | Classical Art and Archaeology (3 credits) |
| ART 551 | Medieval Art (3 credits) |
| ART 552 | Northern Renaissance Art (3 credits) |
| ART 553 | Early Renaissance Art (3 credits) |
| ART 555 | Art of Asia (3 credits) |
| ART 557 | High Renaissance and Mannerist Art (3 credits) |
| ART 558 | Baroque Art (3 credits) |
| ART 560 | 19th Century Art (3 credits) |
| ART 561 | 20th Century Art (3 credits) |

Additional graduate level humanities courses may serve as elective credit with approval of the program director.

COMPUTER SCIENCE, M.S.

The Master of Science in Computer Science is a 33-credit degree program for persons seeking to enhance their professional qualifications and stature through graduate study in computer science. Individuals who graduate from the program will acquire knowledge and develop problem-solving skills that prepare them to hold a variety of scientific and technical positions in the area of computing applications. Graduates will also be prepared for further work at the doctoral level.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

Prerequisite Courses

The prerequisite courses represent background knowledge and skills necessary for successful completion of degree requirements. Some or all of the prerequisite courses may be waived by the program director, based upon an analysis of the student's previous work. A student holding a baccalaureate degree in computer science will normally be granted exemption from, but not graduate credit for, all prerequisite courses.

| | |
|----------|--|
| MATH 505 | Discrete Mathematics (3 credits) |
| CS 503 | Programming and Algorithms I (3 credits) |
| CS 504 | Programming and Algorithms II (3 credits) |
| CS 508 | Computer Organization and Design (3 credits) |
| CS 519 | Advanced Data Structures (3 credits) |

Degree Requirements

A student must complete 33 credits beyond prerequisite courses, including 15 credits of Core requirements. The Core courses represent the general body of knowledge and skills that all students in the program are expected to master.

Core Requirements:

| | |
|--------|--|
| CS 520 | Algorithm Analysis (3 credits) |
| CS 524 | Principles of Software Engineering (3 credits) |
| CS 528 | Artificial Intelligence (3 credits) |
| CS 564 | Operating Systems (3 credits) |

One of the following courses:

| | |
|--------|-----------------------------------|
| CS 561 | Computer Architecture (3 credits) |
| CS 571 | Programming Languages (3 credits) |

The program offers two options for completing the remaining 18 credits. A student may take all 18 credits as elective work, or may pursue Specialty Track plus elective work. The choice of which option and which elective work best suit the student's goals should be made in consultation with a faculty adviser. The department currently offers a Specialty Track in Artificial Intelligence and a Specialty Track in Networks and Distributed Computing.

Requirements for Specialty Track in Artificial Intelligence

| | |
|--------|-------------------------------------|
| CS 528 | Artificial Intelligence (3 credits) |
|--------|-------------------------------------|

Two of the following courses:

| | |
|--------|--|
| CS 542 | Perception in Artificial Intelligence (3 credits) |
| CS 543 | Machine Learning (3 credits) |
| CS 544 | Knowledge Representation and Reasoning (3 credits) |

Requirements for Specialty Track in Networks and Distributed Computing

| | |
|--------|--|
| CS 536 | Web Services (3 credits) |
| CS 553 | Data Communications and Network Security (3 credits) |
| CS 566 | Parallel Computing (3 credits) |

Regardless of which option is chosen as part of the required elective work, a student may, with permission of the department, elect to do a 6-credit thesis (CS 580), a 3- or 6-credit field work project (CS 585) or a 6-credit Software Engineering Project (CS 595).

EDUCATION

The Hood College Education Department offers three graduate degree programs and one certificate program. For specific information regarding advanced certification program completers, refer to www.msde.state.md.us for Hood College's Institutional Report or to the Title II Institutional Report attachment in this catalog.

Graduate Program Overview

Candidates completing the graduate and post-baccalaureate programs will gain the requisite knowledge, skills and dispositions to meet national, professional, state and institutional standards. In compliance with NCATE guidelines for national accreditation, the department is guided by a conceptual framework that includes the following vision and mission statements and institutional outcomes.

Our Vision as a Department

The Education Department believes that well-educated and prepared teachers and educational leaders have a sense of self-satisfaction in both intellectual pursuits and pedagogical applications. The department believes that the discipline of education is a scholarly pursuit, a science, an art and a profession. We believe that the Education Department must provide candidates with a theoretical knowledge base, technological tools and support to become competent professionals of the art of education and guidance to operate within an ethical profession in a diverse society.

Mission Statement

Our mission as an education department is to prepare academically competent and professional educators who are committed to facilitating learning in a culturally diverse society. This mission reflects a commitment to providing a technologically enhanced environment in which to nurture highly skilled educators who have a broad base in the liberal arts, are active learners and are reflective practitioners. In order to meet our vision and mission statements, the Education Department has framed six Institutional Outcomes (IOs) that all candidates must meet. These IOs are assessed at various points in the programs of study.

Institutional Department Outcomes

We believe that the education department at Hood College prepares educators who:

- Demonstrate the subject matter content, pedagogical knowledge, teaching skills and professional dispositions necessary to ensure that all of their students and clients learn. (CONTENT KNOWLEDGE and SKILLS)
- Use their knowledge of diversity to create learning environments that support the belief that all students can learn. (DIVERSITY)
- Have attained the necessary skills to use assessment data to guide practices that support the belief that all students can learn. (ASSESSMENT)
- Have attained the necessary skills to use technology to enhance learning. (TECHNOLOGY)

- Communicate effectively with students, parents and colleagues in order to facilitate learning. (COMMUNICATION)
- Reflect on their practice and are committed to continued professional growth. (REFLECTIVE PRACTICE)

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

All the graduate programs in education leading to a master's degree consist of three phases and candidates must meet program requirements at each phase before advancing to the next phase of the program.

Phase I - Advancement to Full Candidacy

- Complete 12 credits of coursework as specified in each program of study with a cumulative 3.0 grade point average.
- Complete performance assessments in required Phase I courses at the proficient or advanced level.
- Submit completed Degree Candidacy Form signed by academic adviser, program director and dean of the Graduate School.

Phase II - Midpoint Transition (Preparation for Intensive Collaborative Practice)

- Complete required Phase II courses with an overall 3.0 grade point average.
- Complete performance assessments in required Phase II courses at the proficient or advanced level.
- Complete program specific requirements to judge readiness for Intensive Collaborative Practice in Phase III.

Phase III - Intensive Collaborative Practice

- Maintain overall 3.0 grade point average in program coursework.
- Complete performance assessments in required Phase III courses at the proficient or advanced I level.
- Complete intensive collaborative practice (clinical experience in Reading, internship in Educational Leadership or action research project in Curriculum and Instruction).

Program Completion

- Complete appropriate program specific requirements for each program of study for program completion.
- Complete program surveys and activities at the beginning and at the completion of the program that provide data for program improvement.

Students who enroll in either EDUC 597 (Action Research/Research Project) for Curriculum and Instruction or EDUC 587 or EDUC 588 (Administrative Internship) for Educational Leadership will initially enroll in the course for the fall semester. The Graduate School will re-register students for the course in the spring as "IP" (In Progress) until a final grade is submitted. Students will pay the Graduate School comprehensive fee each fall and spring semester until the course is completed.

Candidates enrolling in an Education graduate program are assessed on the six Institutional Outcomes (IOs) and their core (dispositional) beliefs (commitment to continuous content knowledge and skills development; all students can learn; consistent and purposeful assessment guides practice and instruction; effective and ethical use of technology will enhance learning; effective communication with all stakeholders will facilitate learning; and reflective practice to inform and promote professional growth) as part of program expectations. The Education Department assesses these professional dispositions through candidate pre- and post-surveys,

through course expectations and collaborative practice experiences and can issue a dispositional alert if candidates fail to meet these professional dispositions. Faculty members and/or the program director may fill out a dispositional alert form with a remediation action plan to notify the candidate of such concerns. Failure to complete the action plan may lead to program dismissal.

All Education graduate programs require all candidates who enroll as program completers or nonprogram completers to use the Chalk and Wire e-Portfolio system to create a program portfolio with specified performance assessments and activities. Candidates must enroll in EDUC 502 as their first course and receive training on creating their program portfolio.

Curriculum and Instruction

This program leads to the M.S. degree with concentration areas in:

- Elementary Education
- Elementary School Science and Mathematics
- Secondary Education
- Special Education

This program does not lead to initial teaching certification.

Educational Leadership

This program offers two options: an M.S. degree and Certification Preparation. It does not lead to initial teaching certification.

Reading Specialization

This program leads to the M.S. degree. It does not lead to initial teaching certification.

Initial Teaching Certification Programs

Graduates of accredited institutions may apply for entry into the initial teaching certification program. For these post-baccalaureate students the program results in eligibility for the initial teaching certificate, but not a graduate degree.

Program options available to post-baccalaureate students are:

Art Education (leads to initial teaching certification in Studio Art K-12)

Early Childhood Education (leads to initial teaching certification for children aged 3 years to grade 3)

Elementary/Special Education (leads to initial teaching certification in elementary grades 1-6 and special education grades 1-8)

Secondary Education (leads to initial teaching certification in middle school and high school). Students opt for a secondary education program in one of the following content areas:

- Biology
- English
- History
- Spanish
- Chemistry
- French
- Mathematics

Students enrolled in the initial teaching certification program may elect to apply for entry into a master's degree program.

CURRICULUM AND INSTRUCTION, M.S.

The Master of Science in Curriculum and Instruction is designed primarily for certified classroom teachers who want to enrich their professional knowledge and skills. The program draws from the National Board for Professional Teacher Standards (NBPTS) and the Maryland Teacher Technology Standards (MTTS) in advancing candidates' knowledge and skills. The curriculum includes a core of professional education courses, with concentrations in four areas of education: elementary education, elementary school science and mathematics, secondary education and special education. **This 36-credit program does not lead to initial teacher certification.**

Chalk and Wire Requirement

Graduate students enrolled in this program are required to annually purchase a packet to submit their required performance activities as e-portfolio products in the Chalk and Wire web-based assignment sections. Graduate students taking courses on a nondegree basis and/or not enrolled in the M.S. in Curriculum and Instruction program are also required to purchase the Chalk and Wire web-based packet.

Requirements for All Education Concentrations in Curriculum and Instruction

Five professional education core courses are central to all concentrations in Curriculum and Instruction:

| | |
|----------|---|
| EDUC 502 | Technology for Literacy, Leadership and Learning* (3 credits) |
| EDUC 577 | Introduction to Educational Research** (3 credits) |
| EDUC 581 | Research-Based Teaching, Learning, and Assessment** (3 credits) |
| EDUC 582 | Educational Philosophy in a Diverse Society** (3 credits) |
| EDUC 597 | Action Research/Special Project(Capstone Course)*** (3 credits) |

*Must be taken as the first course in the program

**Along with EDUC 502, these courses must be completed in the first 12 credits, before candidate can advance to full candidacy

***This course is the last course in the program. It begins in the fall and is a yearlong course. The Graduate School will re-register students for the course in the spring as "IP" (In Progress) until a final grade is submitted. Students are responsible to pay the Graduate School comprehensive fee each fall and spring semester until the course is completed.

Unit Assessment Organization

In compliance with the National Council for Accreditation of Teacher Education (NCATE) requirements, the M.S. in Curriculum and Instruction is divided into three phases for the purpose of uniform data collection for Unit Assessment and continuous program improvement.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

All Curriculum and Instruction candidates will need to complete each program's phase requirements before advancing to the next level in the program. Candidates will work with an academic adviser to ensure completion of degree requirements at an acceptable level. Candidates are advanced through the phases by successfully completing all requirements. The Curriculum and Instruction Advisory Council will review any conditional advancements and denials for advancement.

Phase I - Advancement to Full Candidacy

Candidates enrolled in the M.S. Degree Program in Curriculum and Instruction will be advanced to full candidacy based on the successful completion of the following:

1. Complete the Entry Survey, a self-assessment measure on the Institutional Outcomes.
2. Maintain a 3.0 cumulative grade point average in these four required courses:

| | |
|----------|--|
| EDUC 502 | Technology for Literacy, Leadership and Learning (3 credits) (Taken as first course in the M.S. in Curriculum and Instruction program) |
| EDUC 577 | Introduction to Educational Research (3 credits) |
| EDUC 581 | Research-based Teaching, Learning and Assessment (3 credits) |

EDUC 582 Educational Philosophy in a Diverse Society (3 credits)

3. Complete performance activities in these four courses at an acceptable level.
4. Submit completed Degree Candidacy Form signed by academic adviser, program director and dean of the Graduate School.

Phase II - Midpoint Transition

Candidates enrolled in the M.S. in Curriculum and Instruction degree program will be advanced to Phase III (Intensive Collaborative Practice) based on the successful completion of the following Phase II requirements:

1. Successfully complete the remaining Core Curriculum courses.
2. Maintain a 3.0 cumulative grade point average in the required foundation and content courses identified in each concentration area and submit acceptable performance activities in these courses.

Phase III - Intensive Collaborative Practice

Candidates enrolled in the M.S. in Curriculum and Instruction degree program in Phase III must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the capstone course: EDUC 597 Action Research.
2. Complete acceptable performance activities as part of the collaborative practice component in EDUC 597.
3. Successful evaluation of a yearlong action research project.
4. Complete the Exit Survey, a self-assessment measure on the Institutional Outcomes.

Program Follow Up

Program completers in the Curriculum and Instruction program will complete the following activities:

1. Program Evaluation Survey at the completion of the action research course.
2. Program Survey one year after program completion.
3. Program Survey three years after program completion.
4. Program Survey five years after program completion.

Elementary Education Concentration

This 36-credit hour program is designed primarily for 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. **This program does not lead to initial teaching certification.**

Requirements

■ **Foundation Courses (four):** In addition to the five professional education core courses for the M.S. degree, students must complete four elementary education foundation courses (12 credits):

| | |
|----------|--|
| EDUC 533 | Effective Home-School Interaction: Research and Practice |
| EDUC 534 | Current Issues in Early Childhood and Elementary Education |
| EDUC 561 | Teaching Diverse Learners in an Inclusive Setting |
| EDUC 583 | Principles of Curriculum Development and Appraisal |

■ **Content Electives (three):** In addition to the professional education core and foundation courses, the candidate must select three elective courses from different curriculum areas. One must be taken in reading. (9 credits)

Reading

| | |
|----------|---|
| EDUC 511 | Children's Literature |
| EDUC 517 | Materials for Teaching Reading: Instruction and Methods |
| EDUC 518 | Reading Instruction: Elementary |
| EDUC 520 | Reading Diagnosis |
| EDUC 521 | Contemporary Issues in the Teaching of Reading |
| EDUC535 | Integrating the Elementary Curriculum through Language Arts |

Mathematics

| | |
|----------|--|
| EDUC 545 | Modern Mathematics Methods |
| EDUC 546 | The Teaching of Numbers, Operations and Algebraic Thinking in Elementary and Middle School |
| EDUC 547 | The Teaching of Geometry and Measurement in Elementary and Middle School |

Special Education

| | |
|----------|--|
| EDUC 574 | Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies |
| EDUC 576 | Curriculum and Methods in Special Education: Mathematics and Science |

Elementary School Science and Mathematics Concentration

The purpose of this 36-credit hour program is to provide teachers with current, innovative and accurate elementary science and mathematics methods and topics. Emphasis is placed upon the understanding, development and application of constructivist curricula, materials, methods and activities that are applicable within the elementary classroom. **This program does not lead to initial teaching certification.**

Requirements

■ **Foundation Courses (four):** In addition to the five professional education core courses for the M.S. degree, the candidate must complete four elementary school science and mathematics foundation courses (12 credits):

| | |
|----------|--|
| EDUC 540 | Modern Science Methods |
| EDUC 545 | Modern Mathematics Methods |
| EDUC 576 | Curriculum and Methods in Special Education: Mathematics and Science |
| EDUC 583 | Principles of Curriculum Development and Appraisal |

■ **Content Electives (three):** In addition to the professional education and foundation courses, the candidate must select three courses from different content and topic areas, either from the science or mathematics disciplines with the approval of the adviser, or from the following education courses:

| | |
|----------|--|
| EDUC 542 | Topics in Elementary and Middle School Physical Science |
| EDUC 544 | Topics in Elementary and Middle School Biological Science |
| EDUC 546 | The Teaching of Numbers, Operations and Algebraic Thinking in Elementary and Middle School |
| EDUC 547 | The Teaching of Geometry and Measurement in Elementary and Middle School |

Secondary Education Concentration

This 36-credit program is intended for students who currently hold certification within a secondary teaching area. It is also intended as a master's degree option for individuals in the post-baccalaureate secondary education certification program. This program may provide courses toward the advanced professional certificate but does not lead to certification in other areas. **This program does not lead to initial teaching certification.**

Requirements

■ **Foundation Courses (three):** In addition to the five professional education core courses for the M.S. degree, students must select three secondary foundation courses (9 credits):

| | |
|----------|--|
| EDUC 561 | Teaching Diverse Learners in an Inclusive Setting |
| EDUC 565 | Classroom Organization and Management in Special Education |
| EDUC 583 | Principles of Curriculum Development and Appraisal |

■ **Content Electives (four):** In addition to the professional education and foundation courses, candidates must select four courses from professional and content areas that form a coherent unit of study within the secondary teaching areas. These 500-level 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 content areas, provided that they have met course prerequisites and any subject matter departmental requirements. Check with your adviser for course availability and additional courses that may become available:

- Art
- Biomedical Science (see BMS 511, 512, 523 and 524)
- Chemistry
- Computer Science
- Economics
- Education
- English
- Environmental Biology (see ENV 501, 502, 503 and 507)
- French
- German
- History
- Mathematics (500, 501, 502, 505, 507, 509, 546, 547) Some of these courses may be applied toward the Mathematics Department's Certificate in Secondary Mathematics Education program. This certificate does not lead to initial teacher certification.
- Mathematics Education (EDUC 551, 552, 595, 596)
- Political Science
- Psychology
- Sociology
- Spanish

Special Education Concentration

This program is designed primarily for special education, early childhood, elementary or secondary education classroom teachers. It seeks to prepare them to deal with students with disabilities in general or in special education classrooms. Emphasis is placed on providing a balance of theoretical background and methodology appropriate for the needs of exceptional children and youth. **This program does not lead to initial teaching certification.**

The special education program reflects state of Maryland education certification areas: generic (mild and moderate disabilities), noncategorical education for students with disabilities at a designated age-grade level. Students without any teacher certification who are seeking initial certification in Special Education (Grades 1-8) are referred to Initial Teaching Certification. Hood does not offer an approved program for currently-certified teachers who wish to obtain additional certification in special education.

Requirements

■ **Foundation Courses (three):** In addition to the five professional education core courses for the M.S. degree, all candidates in the Special Education Concentration must complete three courses in special education content coursework for 9 credits:

| | |
|----------|---|
| EDUC 565 | Classroom Organization and Management in Special Education |
| 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 583 | Principles of Curriculum Development and Appraisal |

■ **Content Electives (four):** In addition to the professional education core and foundation courses, the candidate must select four elective courses. One must be taken in reading. (12 credits)

| | |
|----------|--|
| EDUC 573 | Assessment, Diagnosis and Prescription in Special Education |
| EDUC 574 | Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies |
| EDUC 576 | Curriculum and Methods in Special Education: Mathematics and Science |

Reading

| | |
|----------|--|
| EDUC 511 | Children's Literature |
| EDUC 517 | Materials for Teaching Reading: Instruction and Methods |
| EDUC 518 | Reading Instruction: Elementary |
| EDUC 520 | Reading Diagnosis |
| EDUC 521 | Contemporary Issues in the Teaching of Reading |
| EDUC 535 | Integrating the Early Childhood Curriculum through Language Arts |

EDUCATIONAL LEADERSHIP PROGRAM, M.S.

The Educational Leadership program provides students with a comprehensive foundation in the principles and practices of school administration and supervision. The Educational Leadership program offers two options: a Master of Science degree in Educational Leadership and an Educational Leadership Certification program for those who hold a master's degree in a related field. This program is approved by the Maryland State Department of Education (MSDE) for both Administrator I and Administrator II certification. Students who complete either option of the program will receive their certification through MSDE and not Hood College. 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 a broad background in the fields of administration and supervision

- Teachers who have a master’s degree and who seek certification in administration and supervision

Requirements for the Program

The Educational Leadership Program allows graduate students to complete their Administrator I and II certifications by selecting one of the following two options:

1. M.S. in Educational Leadership Degree Program

Students enrolled in this track must complete 36 credit hours of required courses and pass a comprehensive examination from the Educational Testing Service (ETS), The School Leaders Licensure Assessment (SLLA).

2 Educational Leadership Certification Program

Students enrolled in this track who have a master’s degree in a related education field must complete 18 credit hours in six required courses and successfully pass the SLLA. Students enrolled in this program are not eligible to transfer in any credits. Although not required, students enrolled in this program are strongly encouraged to take EDUC 502 **Technology for Literacy, Leadership and Learning** as the first course prior to taking any of the 18 credit hours in the six required courses.

In order to obtain the Administrator I Certificate endorsement in Maryland, the student must qualify for a Maryland State Advanced Professional Certificate in an educationally related field and have completed three years of successful teaching or related experience in a school setting in addition to the Educational Leadership program. The M.S. in Educational Leadership and the Educational Leadership Certification program lead to both the Administrator I and Administrator II Certificate endorsement because of the SLLA requirement.

Chalk and Wire Requirement

Graduate students enrolled in the Educational Leadership program are required to purchase a subscription to Chalk and Wire where they submit their required performance activities as e-portfolio products. Each course in the program will require at least one Educational Leadership Constituent Council (ELCC) performance activity. Graduate students taking courses on a nondegree/nonprogram complete basis and not enrolled in either the M.S. degree program or the Educational Leadership Certification program are also required to purchase the Chalk and Wire e-Portfolio packet.

Required Courses

| | |
|----------|--|
| EDUC 502 | Technology for Literacy, Leadership and Learning* |
| EDUC 513 | School Law* |
| EDUC 514 | Administration of Student Services |
| EDUC 577 | Introduction to Educational Research |
| EDUC 578 | Educational Leadership and Group Dynamics |
| EDUC 581 | Research-based Teaching, Learning and Assessment |
| EDUC 582 | Educational Philosophy in a Diverse Society |
| EDUC 583 | Principles of Curriculum Development and Appraisal* |
| EDUC 584 | Systemic Change Process for School Improvement* |
| EDUC 586 | Principles of Educational Supervision* |
| EDUC 587 | Elementary School Administration*+ or EDUC 588 Secondary School Administration*+ |
| EDUC 589 | School Business and Personnel Administration* |

**Educators who already have a master’s degree in a related educational field can take 18 credit hours of courses, noted by an asterisk (*), from this program to qualify for a Maryland Administrator I and Administrator II Certificate through the Educational Leadership Certification program.*

Students enrolled in the M.S. in Educational Leadership degree program are required to complete the following four courses in the first 12 credits in preparation for full advancement to candidacy:

- EDUC 502 **Technology for Literacy, Leadership and Learning** (must be taken as the first course in the M.S. in Educational Leadership degree program) Educational Leadership Certificate program students are highly encouraged to take EDUC 502 as their first course. This will ensure that students develop the technology competencies necessary for school administrators and that they possess the technology skills necessary for the completion of other required courses.
- EDUC 577 Introduction to Educational Research
- EDUC 581 Research-based Teaching, Learning and Assessment
- EDUC 582 Educational Philosophy in a Diverse Society

Students in the Educational Leadership Certification program are not required to take EDUC 577 as a prerequisite for EDUC 583.

+The Graduate School will re-register students for EDUC 587 or EDUC 588, a yearlong course, in the spring as “IP” (In Progress) until a final grade is submitted. Students are responsible for paying the Graduate School comprehensive fee each fall and spring semester until the course is completed.

Unit Assessment Organization

In compliance with the National Council for Accreditation of Teacher Education (NCATE) requirements, both programs are organized into three phases for the purpose of uniform performance data collection for Unit Assessment and the eventual improvement of both programs.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

Phase I - Advancement to Full Candidacy

Candidates enrolled in the M.S. in Educational Leadership degree program will be advanced to full candidacy based on the successful completion of the following:

1. Maintain a 3.0 cumulative grade point average in the following first four required courses: EDUC 502 (first required course in which the candidate profile is completed); EDUC 577; EDUC 581; and EDUC 582.
2. Submit acceptable performance activities at a proficient or advanced level in all Phase I courses.
3. Submit to the Graduate School office a completed Degree Candidacy Form signed by academic adviser and program director.

Based on the successful completion of the above requirements, candidates in the M.S. in Educational Leadership degree program are advanced to full candidacy and may continue to Phase II after receiving the following decisions: advance to candidacy; or advance to candidacy on a conditional basis pending Alert Forms review, if applicable, and an overall review by the Educational Leadership Advisory Council. Candidates not meeting Phase I requirements are denied advancement to candidacy based on review by the Educational Leadership Advisory Council and program director.

Candidates enrolled in the Educational Leadership Certification program are exempted from this phase based on the possession of their earned master’s degree in a related education field.

Phase II - Midpoint Transition

Candidates enrolled in the M.S. in Educational Leadership degree program will be advanced to Phase III (Intensive Clinical Practice) based on the successful completion of the following Phase II requirements:

1. Maintain a 3.0 cumulative grade point average on the following six courses in this midpoint transition phase: EDUC 513; EDUC 514; EDUC 578; EDUC 583; EDUC 584 and EDUC 586. EDUC 586 must be the final course in Phase II.
2. Submit acceptable performance activities at a proficient or advanced level for all courses in Phase II.
3. Submit an acceptable Developmental Folio.

Candidates enrolled in the Educational Leadership Certification program will be advanced to Phase III (Intensive Clinical Practice) based on the successful completion of the following Phase II requirements:

1. Maintain a 3.0 cumulative grade point average on the following four courses: EDUC 513; EDUC 583; EDUC 584 and EDUC 586.
2. Members of the Educational Leadership Advisory Council will review the above requirements in Phase II and any Alert Forms and advance the candidate to Phase III with one of the following decisions: Advancement to Phase III, Conditional Advancement to Phase III or Denial of Advancement to Phase III.

Phase III - Intensive Collaborative Practice

Interns in both programs in Phase III must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the internship course: EDUC 587(Elementary) or EDUC 588 (Secondary) and EDUC 589 (the candidate's professional development plan is completed in this course).
2. Submit acceptable performance activities at a proficient or advanced level in the internship and in EDUC 589. Interns in the Educational Leadership program must also submit at an acceptable level, proficient or advanced, a résumé and updated professional development plan.
3. Successful evaluation (at a proficient or advanced level) from the mentor.
- 4 Successful evaluation (at a proficient or advanced level) from the College supervisor.

Program Completion

Interns in both programs are required to pass the School Leaders Licensure Assessment (SLLA) in order to complete the requirements for the M.S. in Educational Leadership degree program or the Educational Leadership Certification program.

Program Follow Up

Program completers in both programs will complete the following activities:

1. Assessment of Dispositions at the end of the yearlong internship
2. Program survey six months after program completion.
3. Program survey three years after program completion.
4. Program survey five years after program completion.

READING SPECIALIZATION, M.S.

The Master of Science in Reading Specialization degree 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.

Chalk and Wire Requirement

Graduate students enrolled in this program are required to annually purchase a packet to submit their required performance activities as e-portfolio products in the Chalk and Wire web-based assignment sections. Each course will require at least one International Reading Association (IRA) performance activity. Graduate students taking courses on a nondegree basis and not enrolled in the M.S. in Reading Specialization degree program are also required to purchase the Chalk and Wire packet.

Students MUST enroll in EDUC 577 and/or EDUC 582 and/or EDUC 502 as the first, second or third courses in the program:

| | |
|----------|---|
| EDUC 502 | Technology for Literacy, Leadership and Learning (3 credits) |
| EDUC 577 | Introduction to Educational Research (3 credits) |
| EDUC 582 | Educational Philosophy in a Diverse Society (3 credits) |

Students MUST complete a Processes and Acquisition of Reading course before enrolling in the required reading courses:

| | |
|----------|---------------------------------------|
| EDUC 515 | Processes and Acquisition of Reading* |
|----------|---------------------------------------|

**May be waived if student presents documentation that the course was taken in an undergraduate program or for MSDE credit*

Required courses (27 credits):

| | |
|----------|---|
| EDUC 517 | Materials for Teaching Reading: Instruction and Methods |
| EDUC 518 | Reading Instruction: Elementary |
| EDUC 519 | Reading Instruction: Secondary |
| EDUC 520 | Reading Diagnosis |
| EDUC 521 | Contemporary Issues in the Teaching of Reading |
| EDUC 523 | Reading Diagnosis and Prescription: Clinical |
| EDUC 524 | Advanced Clinical Reading Experiences: Elementary |
| EDUC 525 | Advanced Clinical Reading Experiences: Secondary |
| EDUC 529 | Literacy Leadership |

An exit folio is required.

Unit Assessment Organization

In compliance with the National Council of Accreditation of Teacher Education (NCATE) requirements, the M.S. in Reading Specialization degree program is organized into three phases for the purpose of uniform performance data collection for Unit Assessment and the eventual improvement of the program.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

Phase I: Advancement to Full Candidacy

Candidates enrolled in the M.S. in Reading Specialization degree program will be advanced to full candidacy based on the successful completion of the following:

1. Maintain a 3.0 cumulative grade point average in the following three required courses (and one reading course): EDUC 577, EDUC 582 and EDUC 502. Acceptable SPA performance activities will be submitted in these three classes.
2. Enroll in EDUC 515 or show evidence of taking a Processes and Acquisition of Reading course as an undergraduate or through an in-service course (before enrolling in reading courses).

3. Submit completed Degree Candidacy Form signed by academic adviser and program director.

Based on the successful completion of the above requirements, candidates in the M.S. in Reading Specialization degree program are advanced to full candidacy and may continue to Phase II after receiving the following decisions: advance to candidacy; advance to candidacy on a conditional basis pending Alert Forms review and an overall review by the Reading Specialization Advisory Council; and denial of advancement to candidacy based on review by the Reading Specialization Advisory Council.

Phase II: Midpoint Transition

Candidates enrolled in the M.S. in Reading Specialization degree program will be advanced to Phase III (Intensive Collaborative Practice) based on the successful completion of the following Phase II requirements:

1. Maintain a 3.0 cumulative grade point average in the following courses (one was taken in Phase I): EDUC 517, EDUC 518, EDUC 519, EDUC 520, EDUC 523 and EDUC 529. Acceptable SPA performance activities will be required in these courses.
2. Pass comprehensive examination (EDUC 523).

Members of the Reading Specialization Advisory Council will review the above requirements in Phase II and any Alert Forms and advance the candidate to Phase III with one of the following decisions: Advancement to Phase III, Conditional Advancement to Phase III or Denial of Advancement to Phase III.

Phase III: Intensive Collaborative Practice

Candidates must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the practicum courses: EDUC 524 (Elementary) and EDUC 525 (Secondary) and in EDUC 521. Acceptable SPA performance activities will be required in these courses.
2. Successful evaluation from the lead teachers and director of the practicum courses.

Program Completion

1. Receive a distinguished or proficient rating on the exit folio.
2. Exit interview with program director.
3. Program survey three years after program completion.
4. Program survey five years after program completion.

ENVIRONMENTAL BIOLOGY, M.S.

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. Hood's program is the only part-time graduate program in the region that emphasizes a field and laboratory approach to learning and promotes hands-on research opportunities for students.

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 developments 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.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

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. 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 512 | Insect Ecology |
| 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.

Nonthesis 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 | Introduction to Bioinformatics |
| CHEM 501 | Environmental Chemistry |
| ECPS 514 | Environmental Policy |
| ENV 506 | Environmental Microbiology |
| ENV 511 | Conservation Biology |
| ENV 512, 513, 541, 551, or 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 | Regulatory Politics and the Law |

HUMAN SCIENCES, M.A.

The Master of Arts in 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.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

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 disciplines. 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 551 | Foundations of Economics |
| GERO 554 | Social Gerontology |
| MATH 500 | Statistics |
| PSY 500 | Human Development as a Lifelong Process or THAN 528 Developmental Perspectives in Thanatology |
| PSY 505 | Social Psychology: A Survey |
| SOC 523 | Ethnicity in the United States |
| 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 disciplines 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 disciplines 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.

****Note: The General/Experimental Program requires that a minimum of 15 credits be psychology-prefixed courses.**

Helping Relationship

Three basic human sciences courses:

PSY 500 Human Development as a Lifelong Process (required)

Two additional basic human sciences courses from different disciplines 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.

****Note: The Helping Relationships Program requires that a minimum of 15 credits be psychology-prefixed courses.**

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 a different discipline 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.

****Note: The Gerontology Concentration requires that a minimum of 6 credits be gerontology-prefixed courses and a minimum of 9 credits be psychology-prefixed courses.**

Individualized Program

An individualized program requires the completion of 36 credits.

Three basic human sciences courses:

| | |
|---------|---|
| PSY 500 | Human Development as a Lifelong Process |
|---------|---|

Two additional basic human sciences courses from different disciplines to be selected from the listing under Basic Human Sciences Courses.

Three advanced courses:

| | |
|---------|---------------------------------------|
| PSY 501 | Theories of Personality |
| PSY 505 | Social Psychology: A Survey |
| PSY 511 | Theories and Principles of Counseling |

Six elective courses.

HUMANITIES, M.A.

The Master of Arts in Humanities is a 30-credit interdisciplinary program.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

Requirements for the Program

Every student will have a concentration, either chosen from a list of suggested concentrations or designed by the student.

- 8-credit Seminar requirement
- 18-credit Elective courses
- 4-credit Capstone requirement
- 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 595, Research Project, a 4-credit experience involving extended independent work, usually in the form of research and writing, typically conducted over two semesters or an entire summer. The student works with a faculty adviser to develop a topic and complete a project. Two other faculty members (or other qualified individuals) serve as members of the student's Project Committee and participate in advising the student and grading the work.

INFORMATION TECHNOLOGY, M.S.

The Master of Science in Information Technology degree is a 30-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; 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.

The program is intended for people who will be managing or integrating information technology in a variety of environments. The objective is to provide the concepts, framework and techniques needed to optimize the use of information technology resources within these environments.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

Prerequisite Courses

The Master of Science in Information Technology requires completion of prerequisite courses designed to provide the appropriate background knowledge. Students with undergraduate degrees in computer science or a related field may apply for exemptions from some or all of these prerequisite courses. The prerequisite courses are:

IT 510 Computing Hardware and Software Systems (3 credits)

IT 512 Elements of Computer Programming (3 credits)

Information on exemption from the prerequisite courses may be obtained from the Department of Computer Science.

Core Requirements

IT 514 Contemporary Issues in Information Technology (3 credits)

IT 515 Object Oriented Methods (3 credits)

IT 518 Systems Engineering and Integration (3 credits)

CSIT 530 Applied Database Concepts (3 credits)

IT 548 Telecommunications and Networking (3 credits)

CSIT 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 courses with an IT prefix. Other elective courses are selected freely from the department's computer science and information technology offerings.

Program Options

There are two options for the program. The first requires that the student complete 30 credits of graduate coursework beyond the prerequisite courses. The second requires that the student complete at least 24 credits of graduate coursework beyond the prerequisite courses, plus complete 6 credits of one of the following: thesis (CS 580) or fieldwork project (CS 585). Students must get permission from the department and their adviser before enrolling in any of these 6-credit options.

MANAGEMENT OF INFORMATION TECHNOLOGY, M.S.

The Master of Science in Management of Information Technology is an interdisciplinary degree designed to meet the growing demand for managers with business and information technology skills. Students completing the program will be able 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 36-credit program provides students with knowledge and skills related to:

- Business issues associated with the management of complex, large technology projects and the people who work within those projects;
- 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 program is intended for students with undergraduate degrees in the computing sciences, information technology or business, or professionals with an undergraduate degree in any discipline who are already employed in an information technology area. 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.

Full-time graduate students who are exempt from the foundation courses 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.

Foundation Courses

The Master of Science in Management of Information Technology requires the completion of six foundation courses designed to provide the appropriate prerequisite background for the major. The program director determines the required foundation courses or exemptions based on a thorough evaluation of transcripts and other supporting documents. The objective is to ensure the student is well prepared and ready to succeed in the program.

| | |
|----------|---|
| IT 510 | Computing Hardware and Software Systems (3 credits) |
| IT 512 | Elements of Computer Programming (3 credits) |
| MATH 500 | Statistics (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

The courses required for the program provide breadth and depth of knowledge in both management and information technology. The 36-credit program requires, beyond the foundation courses,

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) |

Interdisciplinary Courses

| | |
|----------|--|
| ITMG 527 | Management Issues in Information Systems (3 credits) |
| ITMG 533 | Managing Technical Project Teams (3 credits) |

Information Technology Courses

| | |
|----------|---|
| IT 514 | Contemporary Issues in Information Technology (3 credits) |
| IT 518 | Systems Engineering and Integration (3 credits) |
| CSIT 530 | Applied Database Concepts (3 credits) |
| IT 548 | Telecommunications and Networking (3 credits) |

MATHEMATICS EDUCATION, M.S.

The Master of Science in Mathematics Education is a 30-credit degree program consisting of 10 required and elective courses in mathematics, computer science and education. It is designed for current mathematics teachers seeking to enhance their professional qualifications through graduate study. Individuals who graduate from the program will acquire knowledge and skill in both mathematics and its teaching. Courses are offered in the late afternoon and evening, and in the summer, to accommodate working teachers.

Each student in the program must create and submit an electronic exit portfolio of artifacts -- work completed in designated courses in the program. Students are responsible for collecting, refining, and saving artifacts as they proceed through the program; during the semester in which a student submits the portfolio, he or she must purchase and use the Chalk and Wire

electronic portfolio software. The portfolio will be evaluated by a committee including the program director and other program faculty. Successful completion of the portfolio is a requirement for completion of the degree.

The portfolio must be submitted by October 1 for January graduates, February 1 for May graduates, and June 1 for September graduates. Students may submit the portfolio at any time after completing 21 credits in the program including a minimum of 9 credits of Education courses from among EDUC 551, EDUC 552, EDUC 595, and EDUC 596.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

There are two tracks in the program:

- A track for teachers of middle school mathematics, especially those who may not hold an undergraduate degree in mathematics;
- A track for teachers of high school mathematics who have completed an undergraduate major in mathematics.

This program does not lead to initial teaching certification.

Program requirements:

Middle School Track

(For students without an undergraduate degree in mathematics)

Four courses in mathematics:

| | |
|----------|--------------------------------------|
| MATH 500 | Statistics (3 credits) |
| MATH 501 | Explorations in Geometry (3 credits) |
| MATH 502 | Explorations in Algebra (3 credits) |
| MATH 505 | Discrete Mathematics (3 credits) |

Four courses in education:

| | |
|----------|--|
| EDUC 551 | The Teaching of Geometry (3 credits) |
| EDUC 552 | The Teaching of Algebra (3 credits) |
| EDUC 595 | The Teaching of Statistics and Probability (3 credits) |
| EDUC 596 | The Teaching of Mathematical Modeling (3 credits) |

Two electives:

| | |
|----------|--|
| CS 503 | Algorithms and Programming I (3 credits) |
| EDUC 546 | The Teaching of Numbers, Operations and Algebraic Thinking in Elementary and Middle School (3 credits) |
| EDUC 547 | The Teaching of Geometry and Measurement in Elementary and Middle School (3 credits) |
| EDMA 575 | Independent Study: Research on an approved topic (3 credits) |
| EDUC 597 | Action Research Project (3 credits) |
| IT 512 | Elements of Computer Programming (3 credits) |
| MATH 507 | Introduction to Graph Theory (3 credits) |
| MATH 509 | Elementary Number Theory (3 credits) |
| MATH 546 | Operations Research (3 credits) |
| MATH 599 | Topics in Mathematics (rotating topics, offered in the summer) (3 credits) |

High School Track

(For students with a mathematics degree)

Four courses in mathematics:

| | |
|----------|--------------------------------------|
| MATH 500 | Statistics (3 credits) |
| MATH 505 | Discrete Mathematics (3 credits) |
| MATH 507 | Intro to Graph Theory (3 credits) |
| MATH 509 | Elementary Number Theory (3 credits) |

Four courses in education:

| | |
|----------|--|
| EDUC 551 | The Teaching of Geometry (3 credits) |
| EDUC 552 | The Teaching of Algebra (3 credits) |
| EDUC 595 | The Teaching of Statistics and Probability (3 credits) |
| EDUC 596 | The Teaching of Mathematical Modeling (3 credits) |

One elective:

| | |
|----------|---|
| CS 503 | Algorithms & Programming I (3 credits) |
| IT 512 | Elements of Computer Programming (3 credits) |
| MATH 546 | Operations Research (3 credits) |
| MATH 599 | Topics in Mathematics (rotating topics, offered in the summer) (3 credits) |

A capstone independent research project:

| | |
|----------|-------------------------------------|
| EDMA 575 | Independent Study (3 credits) |
| EDUC 597 | Action Research Project (3 credits) |

THANATOLOGY, M.A.

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.

For admission information, see *Graduate Admission* and *Program Specific Application Requirements*.

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 Care for the Dying |
| 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 |
|---------|---------------------------------------|

And 6 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 Applied 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 adviser 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 and THAN 510.

GRADUATE CERTIFICATE PROGRAMS

Ceramic Arts, Certificate

The Hood College Graduate Certificate in the Ceramic Arts is a post-baccalaureate program providing an advanced studio experience to assist students in achieving a professional level of proficiency in the ceramic arts. With attention to the application of universal design principles and the unique requirements for teaching the ceramic arts at a variety of institutional levels, the program has been designed to assist students in the development of technical proficiency, refinement of personal aesthetic expression and production of a comprehensive body of work. Although not a teaching certificate, the course work in ceramics will provide an intensive experience in a planned and structured curriculum based on aesthetics, technical and experiential learning and skill development. Through study, studio production and objective-subjective analysis of creative work, the program will prepare the student for the challenges, demands and opportunities of careers in ceramic arts and related art fields.

Students will gain knowledge and skills in the following:

- Forms and aesthetics in ceramic arts media
- Understanding of movements and concepts in art
- An ability to analyze formal issues and apply accurate terminology to that analysis
- Abilities to communicate aesthetic intentions verbally and in written form

- Skills necessary to organize an exhibition of personal works of art to meet M.F.A. application criteria

The certificate includes 14 credits of required coursework and a minimum of 4 credits of electives for a total of at least 18 credits.

Required (14 credits)

| | |
|----------|--|
| ARTS 501 | Glaze Application (1 credit) |
| ARTS 502 | East Asian Wedged Coil Technique (1 credit) |
| ARTS 505 | Ceramic Wheel: Masters Throwing Concepts (2 credits) |
| ARTS 508 | Ceramic Sculpture (3 credits) |
| ARTS 511 | Properties of Clay (1 credit) |
| ARTS 521 | Properties of Glaze (2 credits) |
| ARTS 569 | Survival Skills for Visual Artists (1 credit) |
| ARTS 570 | Graduate Seminar in Personal Studio Research (3 credits) |

Electives (minimum 4 credits)

| | |
|----------|--|
| ARTS 500 | Ceramics: Sculpture/Handbuilding (3 credits) |
| ARTS 503 | Ceramic Wheel: Intensive Throwing (3 credits) |
| ARTS 504 | Ceramic Decoration (3 credits) |
| ARTS 506 | Ceramic Wheel: Masters' Throwing II (2 credits) |
| ARTS 507 | Plates and Platters (1 credit) |
| ARTS 509 | Throwing Large Forms (3 credits) |
| ARTS 510 | Brushmaking (1 credit) |
| ARTS 512 | Eastern and Western Techniques in Trimming (1 credit) |
| ARTS 515 | Ceramic Arts Throwing Lab (1 credit) |
| ARTS 517 | Dynamic and Asymmetrical Wheel (3 credits) |
| ARTS 520 | Photographing Ceramics (1 credit) |
| ARTS 525 | Electric Kiln (1 credit) |
| ARTS 530 | Kiln Technology and Firing Theory (2 credits) |
| ARTS 531 | Wood Firing Theory (2 credits) |
| ARTS 532 | Firing the Large Scale Single or Multi-Chambered Wood Kiln (2 credits) |
| ARTS 540 | Clay and Glaze Chemistry, Theory and Practice (3 credits) |
| ARTS 542 | Modeling the Figure (3 credits) |
| ARTS 543 | History of Ceramics (3 credits) |
| ARTS 545 | Large Scale and Composite Sculpture (3 credits) |
| ARTS 547 | Creating with Porcelain (3 credits) |
| ARTS 552 | Kiln Design and Construction (3 credits) |
| ARTS 564 | Aesthetics and Criticism (3 credits) |
| ARTS 571 | Arts Management and Marketing (3 credits) |
| ARTS 575 | Independent Study (1-6 credits) |
| ARTS 599 | Special Topics Graduate Courses (1-3 credits) |

The 18 credits required to earn the Graduate Certificate in Ceramic Arts can be completed in one year, but up to seven years are allowed to finish the program.

Information Security, Certificate

The Certificate in Information Security is offered as a two-year, one-course-per-term (including one summer session) program, requiring three core courses and two electives.

Required Core Courses - 9 credits

| | |
|----------|-----------------------------|
| CSIT 555 | Information System Security |
| CSIT 532 | Computer Forensics |
| CSIT 534 | Network & Internet Security |

Electives - 6 credits (Two courses from below)

| | |
|----------|---|
| CSIT 537 | Applied Encryption & Cryptology |
| IT 521 | Information Assurance and Risk Assessment |
| IT 535 | Security Policy, Ethics and Law |

Regulatory Compliance, Certificate

This certificate program is designed to train scientists interested in developing regulatory expertise necessary for a career in regulatory affairs, pharmaceutical or healthcare industries. The eight courses in this program will provide the foundation needed to prepare for the Regulatory Affairs Certification examination sponsored by the Regulatory Affairs Professional Society.

Candidates must have a science background and be eligible for admission to the Graduate School. The courses to be completed for the certificate program are:

Regulatory Compliance Core Courses - 9 credits

| | |
|---------|-----------------------------|
| BMS 545 | Product Development |
| BMS 546 | Good Manufacturing Practice |
| BMS 548 | Good Clinical Practice |

Regulatory Compliance Electives - 6 credits (Two courses from below)

| | |
|---------|---|
| BMS 513 | Biostatistics in Regulatory Applications |
| BMS 544 | Good Laboratory Practices |
| BMS 547 | Development of Pharmaceuticals and Regulatory Environment |
| BMS 549 | Regulation of Medical Devices |
| BMS 550 | Food and Drug Law |

Secondary Mathematics Education, Certificate

This 15-credit certificate program is designed for current middle and high school mathematics teachers. It combines courses in mathematics and education, and focuses on the mathematics covered in Maryland's Core Learning Goals.

This program does not lead to initial teaching certification.

Requirements for the Certificate

| | |
|----------|----------------------|
| MATH 505 | Discrete Mathematics |
|----------|----------------------|

Two of the following sequences:

| | |
|----------|--|
| MATH 501 | Explorations in Geometry and EDUC 551 The Teaching of Geometry |
| MATH 502 | Explorations in Algebra and EDUC 552 The Teaching of Algebra |

MATH 500 Statistics and EDUC 595 The Teaching of Statistics and Probability
Exceptions to these requirements may be granted on a case-by-case basis, depending on the student's education and experience.

Other courses which may be substituted for individual students:

EDUC 596 The Teaching of Mathematical Modeling
MATH 507 Graph Theory
MATH 509 Number Theory
MATH 546 Operations Research
MATH 599 Special Topics

Thanatology, Certificate

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 Care for the Dying
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 in Thanatology programs 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.

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. (3-6 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. (1-6 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. (1-6 credits)

Course Descriptions

African-American Studies Courses

AFAM 570/470 African-American Feminist Thought (Humanities Elective)

(Offered as needed/3 credits)

An examination of African-American feminist scholarship in the 19th and 20th 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.

AFHS 524/424 Race and Racism in the United States (Humanities Elective)

(First semester—even years/3 credits)

The origins and development of racial attitudes, both scientific and popular, supporting mythologies and contemporary institutional expressions. Emphasis on a 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.

AFPS 501 African-American Political Autobiography (Humanities Elective)

(Course is offered as needed/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.

AFPS 553 Contemporary African Political Thought (Humanities Elective)

(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.

Art History Courses

ART 505 The Youngest Art: The History of Photography (Humanities Elective)

(Course is offered as needed/3 credits)

This course will consider the origin, development and variety of photography as used throughout the world, from its invention to the present. Students will also become acquainted with contemporary critical and interpretive approaches to photography. Lecture and discussion of selected readings and images. Students will have opportunity to produce both visual and written projects.

AREN 508 Dante and Giotto (Humanities Elective)

(Second semester—odd years/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 (Humanities Elective)

(Either 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. 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 (Humanities Elective)

(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 550 Classical Art and Archaeology (Humanities Elective)

(Second semester—odd years/3 credits)

This course examines the artistic production and archaeological discovery of the classical age—from the emergence of Greek culture after the Bronze Age to the reign of Constantine (Rome's first Christian emperor). Both the technological innovations and stylistic developments characteristic of this period will be studied in the major genres of visual representation: painting, sculpture, architecture, mosaic and the decorative arts. Readings and lectures on the history, literature, philosophy and daily life of the Greeks and Romans will supplement the visual material. The placement of these objects and monuments within their cultural context will be emphasized, with the ultimate goal being a theoretical understanding of the function(s) of art within classical cultures. Finally, the impact of classical art and culture on later periods of western civilization will be discussed, as well as issues of archaeology and cultural property.

ART 551 Medieval Art (Humanities Elective)

(First semester—even years/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 (Humanities Elective)

(First semester—odd years/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 (Humanities Elective)

(Second semester—even years/3 credits)

Painting, sculpture and architecture in Italy, especially Tuscany, from the early 13th century until the late 15th 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 555 Art of Asia (Humanities Elective)

(First semester—odd years/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 557 High Renaissance and Mannerist Art (Humanities Elective)

(Second semester—as needed/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 558 Baroque Art (Humanities Elective)

(First semester—even years/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 19th Century Art (Humanities Elective)

(Second semester—even years/3 credits)

Art and society in Europe and America during the 19th 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 20th Century Art (Humanities Elective)

(First semester—even years/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 570/470 Seminar: Topics in Art History (Humanities Elective)

(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.

ART 571 Archaeological Fieldwork (Humanities Elective)

(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.

Studio Art Courses

ARTS 500 Ceramic Handbuilding/Sculpture

(First semester/3 credits/lab fee)

An in-depth study of materials, skills and procedures relating to a variety of handbuilding techniques in clay. Through studio work and correlation of intuitive and intellectual approaches, an emphasis will be placed on the understanding and development of aesthetics in the ceramic form. Aspects of slab construction, coil building, modeling and joining of techniques will be covered with emphasis on form, surface, transitions and terminations in a sculptural direction. Considerations for finishing and firing handbuilt and sculptural forms will be covered. Individual sketches, projects and critiques will serve to aid in the development of exhibition criteria.

ARTS 501 Glaze Application

(First semester/1 credit/lab fee)

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 are 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 East Asian Wedged Coil Techniques

(Summer and first semester/1 credit/lab fee)

The East Asian Wedged Coil Technique is one of the most valuable methods for the construction of asymmetrical work. A master potters' tradition, East Asian 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

(Both semesters/3 credits/lab fee)

An advanced study of the production of ceramic ware using the potter's 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, the process of firing and an understanding of ceramic composition.

ARTS 504 Ceramic Decoration

(Summer/3 credits/lab fee)

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' Throwing Concepts

(Summer or winter term/2 credits/lab fee)

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, refine technique and increase efficiency in the use of the potter's wheel, through an exploration of 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 in order to increase efficiency.

ARTS 506 Ceramic Wheel: Masters' Throwing II

Prerequisite: ARTS 503 or 505. (Second semester/2 credits/lab fee)

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 with focus on individual needs for building skill, efficiency and personal direction. Students will refine technique and increase efficiency in the use of the potter's wheel through 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

(Second semester/1 credit/lab fee)

An in-depth study of the throwing and finishing 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

Prerequisite: ARTS 502. (Second semester or summer/3 credits/lab fee)

Applied three-dimensional ceramic design and construction covering a variety of methods of hand-forming with clay to take a sculptural direction. Techniques include eastern coil, slab construction, modeling the figure, the portrait bust, structural strength concepts for sculpture and firing considerations for sculptural forms. Individual sketches and projects, including critiques, serve to aid in the development of exhibition criteria with emphasis on technique, finishing and firing choices.

ARTS 509 Throwing Large Forms

Prerequisite: ARTS 505. (Summer/3 credits/lab fee)

The workshop will focus on the techniques and aesthetic perspective employed to produce large-scale pots. Participants will develop alternate methods to throw and center large pots. Throwing large allows a more elastic understanding of the relationship between object and the space it occupies.

ARTS 510 Brushmaking

(Offered as needed/1 credit/lab fee)

The brushmaking techniques taught in this course have been adapted from traditional methods used by Japanese potters to take advantage of glues, threads, hair, fibers and other materials that are currently available. While these brushes were originally developed for use in ceramic decoration, they may also be used in a variety of painting applications such as watercolor and tempera.

ARTS 511 Properties of Clay

(First semester/1 credit/lab fee)

A study of the properties of clay and clay bodies desired by the studio potter. Testing and correction of body formulae for throwing or hand-building clays in stoneware and porcelain. Formulation, testing and correction of slips, terra sigillata and glaze base for specific clay bodies.

ARTS 512 Eastern and Western Techniques in Trimming

Prerequisites: ARTS 503 and ARTS 505. (Winter/1 credit/lab fee)

In the history of pottery, the importance of the finishing of the thrown work by turning the foot and the trimming of excess clay to refine the form has often been overlooked. The details of trimming enhance or destroy the structural integrity of the form. It is critical for the potter to understand the qualities essential for the structure and aesthetics of the completed piece. The course will cover the basic and advanced information and techniques for successful trimming of the ceramic form. A combination of lecture, demonstration and hands-on exercises will build skills, refine techniques, increase efficiency and solve structural problems. Students will analyze the wet clay form to make appropriate finishing choices that will balance or strengthen the composition, and learn techniques that will facilitate the trimming process.

ARTS 515 Ceramic Arts Throwing Lab

Prerequisite: ARTS 505 (Either semester/1 credit/lab fee)

Ceramic Arts Throwing Lab provides students with supervised studio time to develop and refine skills taught in the ceramic arts courses dedicated to throwing on the potter's wheel. A faculty member will supervise the lab and provide students with information and assistance to work on problem areas. Skills assessments will be conducted at the beginning of the course and the instructor will develop an individual education plan to help the student progress in their throwing skills. Exercises and information will be provided to individuals and small groups with similar problems. Student experiencing difficulties may be required to take the lab and repeat the lab if necessary until their throwing skills have developed sufficiently to enroll in more advanced throwing courses. Students taking ARTS 503, 505, 506, 507, 517, 547 or preparing for 570 may wish to take the lab in order to improve their skills for successful completion of their course or courses.

ARTS 517 Dynamic and Asymmetrical Wheel

Prerequisite: ARTS 505. (First semester—as needed/3 credits/lab fee)

The course will provide the student with experience in alternatives to simple wheel throwing by combining wheel and handbuilding techniques. Procedures to alter forms include shaping, paddling, faceting, combining separately thrown forms, and integrating coiling and throwing. Work may be in stoneware or porcelain.

ARTS 520 Photographing Ceramics

(Second semester/1 credit/lab fee)

The study of aesthetic considerations in photographing ceramic art. Composition of the object as it relates to the camera frame. Students will evolve a personal portfolio and slide library of individual works and images.

ARTS 521 Properties of Glaze

Prerequisite: ARTS 501. (First semester/2 credits/lab fee)

A study of the properties of glazes and the materials used to develop original glazes and adjust existing glazes for stoneware and porcelain. The course will include directed study research and laboratory testing with selected topics in glaze composition, clay/glaze relationship, color, texture and materials.

ARTS 525 Electric Kilns

(Winter/1 credit/lab fee)

An in-depth study of all aspects of modern electric kilns used for ceramics, including design, construction and materials, related supplies and equipment, loading procedures, operation, unloading, routine maintenance, diagnosis of common problems and repair, safety and selection criteria for choosing the appropriate kiln for different applications.

ARTS 530 Kiln Technology and Firing Theory

(First semester/2 credits/lab fee)

A study in kiln stacking and firing procedures with concentration on reduction atmosphere firings; notes on types of kilns and basic kiln construction, oxidation firing, kiln maintenance and repair, kiln furniture, heat measuring devices and safety equipment.

ARTS 531 Wood Firing Theory

(First semester/2 credits/lab fee)

A study in wood firing with information on loading and stacking procedures, stoking patterns, heat rise and firing theory. Demonstration and understanding of wadding composition and placement, loading, types of woods, stoking patterns; the effects of oxidation/reduction cycles will be covered. Information on types of kilns and basic kiln construction, kiln maintenance, kiln furniture, heat measuring devices and safety issues will also be covered.

ARTS 532 Firing the Large Scale Single or Multi-Chambered Wood Kiln

Prerequisite: ARTS 531. (Second semester or summer term/2 credits/lab fee)

A study in the history, theory, techniques and aesthetics of the long wood firing in a large single chamber or multi-chambered kiln. These wood fire kilns such as the single chambered Japanese anagama or European tube kilns, or the multi-chambered kiln such as the Chinese

dragon kiln, Japanese noborigama or the hybrid kiln which is a combination of a large single chamber and noborigama chambers. In depth information covering all aspects of firing these large historic kilns, including practical experience at each stage of the process. Lectures and demonstrations will include characteristics of work for the wood kiln; decorating with slip and glazing techniques, loading and stacking procedures, wadding composition and placement on pots, tumble stacking and shelf setting, types of woods, the stoking of kiln chambers, analysis of stoking patterns, draft controls, the characteristics and manipulation of combustion cycles and firing theory. Analysis of the firing will occur during the unloading. Information on types of kilns and basic kiln construction, kiln maintenance, kiln furniture, heat measuring devices and safety issues will also be covered.

ARTS 540 Clay and Glaze Chemistry, Theory and Practice

Prerequisites: ARTS 511 and ARTS 521. (Second semester/3 credits/lab fee)

Directed study research and laboratory testing with selected topics in clay and glaze composition, clay/glaze relationship, color, texture and new materials. A continuing study of clay bodies, the properties desired by the studio potter and testing and correction of body formulas such as stoneware, porcelain, flamework, throwing and handbuilding, plus slips, terra sigillata and glaze base.

ARTS 542 Modeling the Figure

Prerequisite: ARTS 508. (Offered as needed/3 credits/lab fee)

The human figure is ubiquitous in all forms of art. The study of structure, proportion and movement as seen in the human figure is key to the understanding and appreciation of balance, design and the interaction of objects within nature. An in-depth study of the figure in clay, including anatomy and articulation using the life and costumed model. Figurative abstraction, casting the figure and considerations for finishing and firing figurative work will be covered. Individual sketches, projects and critiques will serve to aid in the development of exhibition criteria.

ARTS 543 History of Ceramics

(Second semester—odd years/3 credits)

A study of the history of ceramic arts from its beginning through the present time. Special emphasis is placed on broadening the knowledge and the experience of the student through personal involvement in encountering and researching historic work. The course will examine a number of ceramic traditions, combining the work of the art historian with that of the archeologist. The history of ceramics in the context of the history of the people who made and used the wares. The work from each of the major periods will be discussed. In addition, the ways that these examples were made and their place in the history of ceramic technology will be stressed. Each week during the course of the semester, discussion will focus on a different aspect of ceramic history. Although most of the class period will be devoted to lecture and slides, time will be allowed for class participation.

ARTS 545 Large Scale and Composite Sculpture

Prerequisite: ARTS 508. (First semester—odd years/3 credits/lab fee)

Directed study in design, construction and finishing of composite and architectural ceramics with emphasis on choice of materials, space and equipment limitations, as well as specific engineering requirements for construction, shrinkage, drying and firing. Topics will include construction methods for slab, coil, composite, mural and architectural projects.

ARTS 547 Creating with Porcelain

Prerequisite: ARTS 506. (First semester—odd years/3 credits/lab fee)

An in-depth study of the characteristics and techniques for working with porcelain, including exploration of classical porcelain, low open forms, plates and platters, horizontal throwing and advanced glazing procedures for translucent and opaque porcelain effects.

ARTS 552 Kiln Design and Construction

Prerequisite: ARTS 530. (Summer—even years/3 credits/lab fee)

Directed study in kiln design and construction, providing an experience in kiln construction.

ARTS 564 Aesthetics and Criticism

(Second semester/3 credits)

The freedom of personal aesthetic expression is the goal of most artists. Art criticism, spoken or written, conveys a power to build or destroy. The course will explore the languages of aesthetics and criticism to bring the student to the creation and interpretation of beauty and meaning in his artistic statement.

ARTS 569 Survival Skills for Visual Artists

Prerequisite: Completion of twelve credits in the graduate certificate program or MFA. (First semester/Lab fee/1 credit)

Survival Skills for Visual Artists covers the development of concepts in preparation for the artist's capstone exhibition and explores the business of art which is so critical to the success of an artist's career. The course addresses the multitude of practical concerns and multifaceted skills needed to survive in the world of art. Creating artwork and developing a body of work for exhibition are just the beginning. An artist must deal with the practical matters of survival: production plans, taxes, record keeping, contracts, documenting art work, copyrights, web pages, business cards, posters, postcards and other PR concerns, as well as writing about art, resumes, artist statements, biographical statements, press releases, ad copy, and writing about art for publication in journals and newspapers and other venues involved in getting the word out about your art. Developing a body of work for exhibition, the discussion of exhibition concepts and emphasis on design and aesthetics will facilitate the development of the artist's eye and provide the means to document inspiration process and the work itself. Researching and writing an article for submission to an appropriate journal and the compilation of a gallery book/portfolio will prepare students for the creation of a body of work for exhibition in ARTS 570 Seminar in Personal Studio Research.

ARTS 570 Seminar in Personal Studio Research

Prerequisite: Successful completion of ARTS 569. (Second semester/Lab fee/3 credits) One weekend per month for four months.

Individual research and personal career development are the focus of the course designed to assist the student in developing a personal artistic statement, setting goals and creating a cohesive body of work. Through a study of gallery installation, studio organization and marketing, students will prepare for and present a professional exhibition of their work. Class time will be devoted to presentation of work and group critique, individual problem solving, aesthetic discussions and information about professional development, studio organization, gallery installation, marketing, legal and ethical issues.

ARTS 571 Arts Management and Marketing

Prerequisite: ARTS 570. (First semester—odd years/3 credits)

In our society, an artist functions as sole proprietor of a small business which markets personal art work. Financial survival for the artist depends on the ability to manage the business and market the art work. The course will provide an artist with the management and marketing skills essential to start and operate the business.

ARTS 576 Thesis Preparation

Prerequisites: ARTS 570 and 48 required MFA course credits. (3 credits/lab fee)

The master's thesis should exhibit qualities that are associated with original research: scholarship, logical consistency, creativity, and comprehensiveness. Candidates will develop an understanding of the meaning of original research. Thesis preparation will facilitate organization of time, approach and topic of the Masters of Fine Art Thesis at Hood College. The procedures in planning, writing the abstract and conceptual format of the thesis, selection of the active thesis committee, and presentation of the thesis are included. The proposal must contain a clear definition of the problem, a justification of the research, a review of previous research, proposed methods of investigation, a tentative research bibliography and images of work, either slides or digital format. The Hood College MFA Guidelines contain detailed information for the preparation of the thesis proposal. The student is required to meet all requirements stated in the Hood College MFA Guidelines.

ARTS 580 M.F.A. Thesis Research

Prerequisite: ARTS 576. (6 credits/lab fee)

Thesis Research provides the opportunity to proceed with in-depth research in the candidate's chosen area. The candidate is expected to produce a significant body of work and supporting documentation of the aesthetic and technical research as evidence of his or her growing ability to develop and continue an aesthetic and technical dialogue. The master's thesis must exhibit qualities that are associated with original research: scholarship, logical consistency, creativity, and comprehensiveness. MFA candidates are required to submit the final draft of their written thesis at the completion of ARTS 580 before concurrent registration for ARTS 595 begins. The MFA candidate must consult the Hood College MFA Thesis Guidelines for detailed information and expectations and satisfy all requirements found in the guidelines.

ARTS 595 M.F.A. Thesis Exhibition

Prerequisite: Previous or concurrent enrollment in ARTS 580. (4 credits/lab fee)

Thesis Exhibition is the implementation of the results of the thesis research culminating in a body of work presented in a public exhibition. The MFA Thesis in Ceramic Arts requires a public exhibition of work based on the results of the thesis research. All planning, preparation and implementation of the thesis exhibition will be the responsibility of the MFA candidate.

ARTS 599 Special Topics in Ceramics Arts

(1-3 credits/lab fee)

Selected topics courses, 1-3 credits, offer an opportunity for students to study specific ceramic art topics not included in the regular course offerings. Usually taught by guest artists, the selected topics courses provide a variety of directions and voices beyond the basic curriculum.

Recent Special Topics Courses

Japanese Teabowls An in-depth study of the traditions, materials and forming techniques of teabowls.

Ceramic Sculpture and Paper Clay An in-depth study of processes from formulation of clay through creation techniques and firing of paper clay sculptural work.

Chinese Yixing Teapots An in-depth study of the traditional techniques of creating Yixing teapots with authentic tools and clay.

Korean Techniques The course informs and instructs traditional Korean ceramic surface techniques.

Biomedical Sciences Courses

BMS 511/BIOL 411 Protein Biochemistry

Prerequisite: 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 of Intermediary Metabolism

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 513 Biostatistics in Regulatory Applications

Prerequisite: Open to students with a declared concentration in regulatory compliance. (Offered as needed/3 credits)

This course will provide the student with a broad understanding of the application of biostatistics in the regulatory context. Course topics will focus on the basic study design, target population, comparison groups and endpoints for animal studies through clinical trials phase I-IV. Specific emphasis will be placed on addressing issues within the US regulatory environment.

BMS 520 Protein Purification and Characterization

Prerequisite: BMS 511. (Summer/3 credits/lab fee)

A lecture and lab course addressing the principles and practical aspects of protein purification

and characterization. In addition, the course will cover practical aspects of enzymology, including kinetic analysis of enzyme-catalyzed reactions.

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: Genetics course 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. (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.

BMS 526 Molecular Mechanisms of Development

Prerequisites: BMS 523 and BMS 524. (Offered as needed/3 credits)

A study of the molecular mechanisms that initiate and regulate development in the context of model organisms. The developmental events studied include determination, differentiation, induction, pattern formation, morphogenesis, regeneration and aging.

BMS 527 Pathogenic Microbiology (Laboratory–Lecture course)

(First semester—even years/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

Prerequisite: BMS 524 or permission of the instructor. (Offered as needed/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. (First semester—odd years/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)

Prerequisite: BMS 524 or permission of the instructor. (Offered as needed/3 credits/lab fee)

This integrated lab-lecture course provides basic concepts and hands-on experience with common molecular genetics and recombinant DNA methods. Topics include techniques for the isolation of DNA and RNA, gene cloning employing plasmid vectors, DNA sequencing, polymerase chain reaction (PCR) technology, rapid amplification of cDNA ends (RACE), expression of fusion proteins in *E. coli*, site-directed mutagenesis, and web-based analysis of DNA and protein sequence data.

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 as needed/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 537/437 Introduction to Bioinformatics (Laboratory–Lecture course)

Prerequisites: BMS 511 and BMS 524 or permission of the instructor. (Both semesters/3 credits/lab fee).

Sequence data on numerous organisms is accumulating at staggering rates, raising important questions about how to handle and interpret the data. This hands-on, applied course will introduce students to the use of computer software and Web servers in the analysis of biological sequence data (DNA and protein). Topics include: Pairwise and multiple sequence alignment, BLAST, scoring matrices, phylogenetic analysis, gene identification, DNA sequence analysis and prediction of 2-D and 3-D molecular structures.

BMS 538 General Pharmacology

Prerequisites: BMS 511, BMS 512 and BMS 523, or permission of the instructor. (Offered as needed/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. (Offered as needed/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 mechanisms 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)

Prerequisite: BMS 534 or permission of the instructor. (Second semester—odd years/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: Geno Structure and Function (Laboratory–Lecture course)

Prerequisite: BMS 534 or permission of the instructor. (Offered as needed/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 many ethical dilemmas one could face 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—odd years/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: Open to students with a 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: Open to students with a 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: Open to students with a 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: Open to students with a declared concentration in Regulatory Compliance, or permission of the instructor. (Summer/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: Open to students with a 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 549 Regulation of Medical Devices

Prerequisites: BMS 545 and BMS 547. (Second semester/3 credits)

This course offers an overview of the historical development as well as the current status of the laws, regulations and guidelines governing medical devices. The course focuses on key aspects

of gaining regulatory approval for all classes of medical devices using various submission processes including the 510(k) Premarket Notification, the Premarket Approval Application and the Product Development Protocol.

BMS 550 Food and Drug Law

Prerequisites: BMS 545, BMS 548 and one of BMS 544, BMS 546 or BMS 547. (First semester/3 credits)

This course examines the federal food, drug, biologic, cosmetic and medical device laws and their impact upon research, development, manufacturing and marketing of products. Other topics such as business policy, pharmacoeconomics and quality of life will also be discussed.

BMS 551 Advanced Bioinformatics

Prerequisite: BMS 537. (Second semester—even years//3 credits)

The course requires some background knowledge in bioinformatics. Topics include advanced BLAST searching, multiple sequence alignment, gene expression analysis, Proteomics and protein networks etc. The course is designed to provide practical training in advanced bioinformatics tools. Students will also be exposed to various bioinformatics software packages.

BMS 570 Research Seminar

Prerequisite: Completion of 18 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

Prerequisite: Completion of 18 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 580 Master’s Thesis Preparation

(6 credits)

Supervision of the master’s thesis. Required of all degree candidates who select the thesis option.

BMS 585 Master’s Field Work Project

(3 credits)

Supervision of the master’s field work project. Required of all degree candidates who select the field work project option.

BMS 590 Advanced Topics in Biomedical Techniques

Prerequisite: Permission of the instructor. (May require a lab fee/Either semester/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.

Chemistry Courses

CHEM 501/401 Environmental Chemistry

Prerequisites: CHEM 209 and 215, or permission of the instructor. (First semester—odd years/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—even years/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

Prerequisite: Organic chemistry (Second semester—as needed/3 credits)

Advanced topics in organic synthesis and structure determination. Topics vary with the general interest of the students and professor.

Classical Literature Courses

CL 502 Classical Mythology (Humanities Elective)

(Second semester or summer—odd years/3 credits)

Study of major works of Greek and Roman literature, their use of history and myth and their influence in the Western world.

Communication Arts Courses

CMA 550 Television in America (Humanities Elective)

(Either semester/3 credits)

An examination of the cultural, political and sociological effects of television on 20th 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.

Computer Science Courses

CS 503 Algorithms and Programming I

Prerequisites: 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 de-bugging techniques. Students will also learn a specific high-level programming language, which will be used to implement programming concepts and do programming assignments.

CS 504 Algorithms and Programming II

Prerequisites: A minimum grade of “B-” in both CS 503 and MATH 505, or permission of the instructor. (Both semesters/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.

CS 508 Computer Organization and Design

Prerequisites: A minimum grade of “B-” in both MATH 505 and CS 503, or permission of the instructor. (Both semesters/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.

CS 519/419 Advanced Data Structures

Prerequisite: A minimum grade of “B-” in CS 504. (Both semesters/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.

CS 520/420 Algorithm Analysis

Prerequisites: MATH 505, Calculus and CS 519 (Second semester/3 credits)

An introduction to the analysis and design of algorithms. Topics include: sorting and searching, review of data structures, advanced tree structures, graph algorithms network flow problems, amortized analysis, divide-and-conquer, greedy algorithms and dynamic programming. Additional topics may include: combinational search algorithms, computational geometry, string algorithms, distributed algorithms, parallel algorithms and NP-Completeness.

CS 524/424 Principles of Software Engineering

Prerequisite: A minimum of "B-" in CS 504, or permission of the instructor. (First 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 525 Software Testing and Quality Assurance

Prerequisite: A minimum grade of "B-" in CS 524 or permission of the instructor. (Second semester/3 credits)

This course examines the theory and practice behind software testing and quality assurance. Emphasis is placed on understanding the software testing process, planning, strategy, criteria and testing methods, as well as software quality assurance concepts and control process. Topics will include test models, test design techniques (black box and white-box testing), integration, regression, measurement, unit testing, slicing and debugging, inspection and software metrics. Emerging concepts and their impact on testing will also be examined. This is both a theoretical and hands-on course. Multiple software testing suites will be used during the semester to enforce student mastery of the material.

CS 528/428 Artificial Intelligence

Prerequisite: A minimum grade of "B-" in CS 504, or permission of the instructor. (First semester/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.

CSIT 530/430 Applied Database Concepts

Prerequisite: A minimum grade of "B-" in CS 504 (MS in CS students) or a minimum grade of "B-" in IT 514 (MS in CIS students), or permission of the instructor. (Second 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.

CSIT 532 Computer Forensics

Prerequisite: A minimum grade of "B-" in IT 518 or CS 524 or permission of the instructor. (First semester/3 credits)

Computer forensics is the analysis of computing and networking equipment to determine if the equipment has been used for illegal, unauthorized or unusual activities. It also includes monitoring a network for the same purpose. The theory, skills and tools needed in intrusion detection and computer forensics are the major themes in this course. The course discusses techniques for identifying threats, attacks and the axis of these attacks, including the various types of malicious code. It also presents the conceptual and operational tools and techniques

necessary for analysis and resolution of problems with respect to attack tracing, system recovery, continuity of operation, evidence collection, evidence analysis and prosecution. Additional content includes technique, for mitigating security risks, effective use of filters and firewalls, and for recognizing attack patterns.

CSIT 534 Network and Internet Security

Prerequisite: A minimum grade of “B-” in CSIT 555 or permission of the instructor. (Second semester/3 credits)

An introduction to the creation and use of Web Services. Students will learn how Web Services This course provides a detailed examination of the pervasive security threats that are related to the Internet, data communications and networking. Network security deals with real-time or near real-time capture of information and the systematic tracking of transmissions. The focus of the course is on network-borne threats, their detection, preventions and analysis (network forensics) and the integration of the tools and techniques employed in this effort.

The course includes a major emphasis on network security. It covers additional topics including: authentication; email, IP, and web security; security threats; information, risk and security management techniques and practices; malicious software; and firewalls. Limited practical application of these principles is provided through several software applications. The purpose of the course is to provide the student with a general understanding of the security field and discipline, and some practical knowledge of the application of these practices.

CS 536 Web Services

Prerequisites: A minimum grade of “B-” in CS 519 and knowledge of HTML. (Offered as needed/3 credits)

An introduction to the creation and use of Web Services. Students will learn how Web Services are used in systems integration and in facilitating B2B communication. Topics include: creating and consuming Web services, a study of the four pillars of Web Services (i.e. XML, SOAP, UDDI and WSDL); security; maintaining application and session state, alternative middleware technologies and business/management considerations when implementing Web Services.

CSIT 537 Applied Encryption and Cryptology

Prerequisites: A minimum grade of “B-” in CSIT 555 or permission of the instructor. (Second semester—odd years/3 credits)

Introduction to cryptology, the science of making and breaking secret codes. Topics include encryption, basic cryptanalysis, public and secret key encryption, block ciphers and digital signatures. Classic and modern cryptography and encryption concepts will be introduced as tools and safeguards that need to be applied, implemented and evaluated in real-world scenarios to achieve security and information assurance objectives. This graduate course is for CS, IT and Security Certificate students.

CSIT 540 Human-Computer Interaction

Prerequisite: A minimum grade of “B-” in CS 504 (MS in CS students) or A minimum grade of “B-” in IT 514 (MS in CIS students) or permission of the instructor. (Second semester—even years/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 542 Perception in Artificial Intelligence

Prerequisites: A minimum grade of “B-” in CS 504 and CS 528. (First semester—even years/3 credits)

This course deals with the simulation of human perception. Specific topics investigated include methods for pattern recognition and employing neural networks in perceptual tasks.

CS 543/443 Machine Learning

Prerequisite: A minimum grade of “B-” in CS 528. (Second semester—even years/3 credits)

Introduction into the field of modeling learning with computers. Topics included are explorations of inductive learning, learning decision trees, ensemble learning, computational learning theory and statistical learning methods.

CS 544 Knowledge Representation and Reasoning

Prerequisites: A minimum grade of "B-" in CS 504 and CS 528. (First semester—odd years/3 credits)

This course provides a comprehensive examination of current approaches to knowledge representation. Topics covered will include first order logic, ontological engineering, reasoning systems and dealing with uncertainty.

CS 545/445 Robotics and Intelligent Systems

Prerequisite: A minimum grade of "B-" in CS 528, or permission of the instructor (Second semester—odd years/3 credits)

This course examines the fundamental theory and methods behind robot-building and the deployment of intelligent systems. Topics are divided between robot architectures and cognitive robotics (intelligent systems). Robot architecture topics include control paradigms, kinematics, sensors, actuators and navigation. Cognitive robotics topics include: learning, decision-making, coordination and cooperation. This is both a theoretical and hands-on course. Software simulation environments and physical robots will be extensively used during the semester as experimentation platforms to enforce student mastery of the material.

CS 550/450 Digital Logic and Switching Theory

Prerequisite: A minimum grade of "B-" in MATH 505, 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.

CS 553/453 Data Communications and Network Security

Prerequisites: A minimum grade of "B-" in both CS 504 and CS 508, or permission of the instructor. (First semester/3 credits)

This course is designed to provide a foundational understanding of networking technology and security. Essential networking concepts include: signaling and signal propagation, data and bit encoding, packetization, wiring, physical and logical topologies, network architectures and protocols (with special focus on TCS/IP and Ethernet), and layered models (OSI), network security will focus on the origin, axis and impacts of network related threats and the detection, correction and prevention of these threats. The focus is to highlight key principles that can be used for understanding, enabling, implementing, operating, and reasoning about network applications and network security.

CSIT 555 Information Systems Security

Prerequisites: CSIT 530 and either IT 548 or CS 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.

CS 557 UNIX System Programming

Prerequisite: A minimum grade of "B-" in CS 519, or permission of the instructor. (Offered as needed/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.

CS 561/461 Computer Architecture

Prerequisites: A minimum grade of "B-" in both CS 508 and CS 519, or permission of the instructor. (First semester—odd years/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.

CS 564/464 Operating Systems

Prerequisites: A minimum grade of "B-" in both CS 508 and CS 519, 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.

CS 565 Database System Concepts

Prerequisites: CS 519, CSIT 530 and CS 564, or permission of the instructor. (Offered as needed/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.

CS 566/466 Parallel Computing

Prerequisite: A minimum grade of "B-" in CS 519 or permission of the instructor. (Offered as needed/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.

CS 567 Distributed Computing

Prerequisite: A minimum grade of "B-" in CS 564. (Offered as needed/3 credits)

An introduction to distributed systems and distributed operating systems. Topics will include interprocess communication, safety, liveness, remote procedure call, file and name services, distributed notions of time, shared data and concurrency control and distributed shared memory.

CS 571/471 Programming Languages: Their Design and Compilation

Prerequisites: A minimum grade of "B-" in both CS 508 and CS 519, or permission of the instructor. (First 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.

CSIT 583/483 World Wide Web Programming

Prerequisites: IT 581 and CS 504, or permission of instructor. (Second semester—odd years/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.

CS 595 Software Engineering Project

Prerequisites: CS 524 and 18 credits of CS 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.

Economics Courses

ECPS 514/414 Environmental Policy

Prerequisite: PSCI 500 or permission of the department. (Second 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 policy making and on the problems associated with implementing environmental policies in different political and institutional contexts.

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. A basic human sciences course.

ECON 560 Managerial Economics

Prerequisites: MGMT 552, MATH 500 and ECON 551, or their equivalents. (Both semesters/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.

ECMG 578/478 International Financial Management

(Second semester—even years/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

Education Courses

EDUC 502 Technology for Literacy, Leadership and Learning

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 examines what educational leaders (reading specialists, administrators, and teachers) need to know in order to enhance the school program through the use of technology. An emphasis on adaptive, administrative, and instructive use of technology as a means to plan and teach instruction, assess data, and communicate information in order to promote student learning at the classroom, school, and district levels will be a large focus of this course. Students are required to take this as the first course in the Reading Specialist, Educational Leadership, and Curriculum and Instruction programs.

EDUC 511 Children's Literature

(Summer session—odd years/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 513 School Law

(Both semesters/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 Student Services

(Either 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

(Second semester—even years/3 credits)

This course is designed to assist teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research.

EDUC 516 Mentoring Beginning Teachers: Principles and Practices

Prerequisite: Three years of successful classroom teaching. (Offered as needed/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. (First semester/3 credits)

An introductory reading course emphasizing the historical perspectives of reading instruction, developmental 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. (First semester/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. In-school experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students.

EDUC 519 Reading Instruction: Secondary

Prerequisite: EDUC 515 or the equivalent. (Second semester/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. (Second semester and summer—odd years/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. (First semester/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. An action 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, 519 and 520, or permission of the instructor. (Second semester/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 527 Use of Alphabetic Phonics in Language Arts Instruction

(Offered as needed/3 credits)

The study of dyslexia and reading disability, the reading process and the unique needs of students with learning/language difficulties. Phonological awareness, the principles of multisensory instruction through the Alphabetic Phonics system and current research in the field of reading will be primary focuses. Integration of explicit phonics into language arts instruction will be explored.

EDUC 529 Literacy Leadership

Prerequisites: EDUC 515 (or equivalent), 517, 518, 519 and 520. (First semester/3 credits)

This course examines effective school-wide literacy programs and the role the reading specialist/literacy coach plays in those programs. The course addresses change theory, working with the adult learner, time management and organization associated with professional development and the role of a reading specialist/literacy coach. Students will use district and/or building level assessments and observation to evaluate and develop an improvement plan for the school wide literacy program.

EDUC 533 Effective Home-School Interaction: Research and Practice

(Summer and first semester/3 credits)

The dynamics of the family-teacher-child relationship with emphasis on the teacher's role as partner and counselor of children ages 3-12. Techniques for working with family and children will be evaluated and designed by the teacher.

EDUC 534 Current Issues in Early Childhood and Elementary Education

(Second semester/3 credits)

A review and analysis of current research in early childhood and elementary 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

(Summer—even years/3 credits)

Emphasis on integrating language arts in areas of the elementary school curriculum. Techniques and practical activities for developing skills such as listening, speaking, literature, writing, comprehension and vocabulary development will form the core of the course.

EDUC 540 Modern Science Methods

(Summer—even years/3 credits)

An examination of modern elementary and middle school 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 542 Topics in Elementary and Middle School Physical Science

(First semester—odd years/3 credits)

A consideration of the processes and topics of physical science that are most appropriate to the needs of elementary and middle school teachers. An activity-centered approach is utilized to study the structure of matter and other physical science topics.

EDUC 544 Topics in Elementary and Middle School Biological Science

(First semester—even years/3 credits)

A consideration of the processes and topics of biological science that are most appropriate to the needs of elementary and middle school teachers. An activity-centered approach is utilized to study topics of biological science. Coursework emphasizes collection, identification, and culturing methods adapted to elementary and middle school science programs.

EDUC 545 Modern Mathematics Methods

(Summer/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 546 The Teaching of Numbers, Operations and Algebraic Thinking in Elementary and Middle School

Prerequisite: Current teaching certification (Second semester—even years/3 credits)

An in-depth study of the teaching of numbers, operations, and algebraic thinking in elementary and middle schools. Focus areas include how students learn numbers, operations, and algebraic thinking; ways to assess students' knowledge of these content areas; some of the difficulties students have with these content areas; and ways that teachers can help students overcome these difficulties.

EDUC 547 The Teaching of Geometry and Measurement in Elementary and Middle School

Prerequisite: Current teaching certification (Second semester—odd years/3 credits)

An in-depth study of the teaching of geometry and measurement in elementary and middle schools. Focus areas include how students learn geometry and measurement; ways to assess students' knowledge of these content areas; some of the difficulties students have with these content areas; and ways that teachers can help students overcome these difficulties.

EDUC 548 Topics in Elementary and Middle School Earth Science

(Offered as needed/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 551 The Teaching of Geometry

Prerequisites: MATH 501 or equivalent and current teaching certification. (First semester—odd years/3 credits)

This course examines current research and accepted practices in teaching geometry in the secondary school, based on national and state standards. The focus is on problem solving and mathematical reasoning, communication, and integrating geometry with other disciplines.

Students will learn to use appropriate instructional materials, including technology, to support the teaching and learning of geometry.

EDUC 552 The Teaching of Algebra

Prerequisite: MATH 502 or equivalent and current teaching certification. (First semester—even years/3 credits)

This course examines current research and accepted practices in teaching algebra in the secondary school, based on national and state standards. The focus is on problem solving and mathematical reasoning, communication, and integrating algebra with other disciplines. Students will learn to use appropriate instructional materials, including technology, to support the teaching and learning of algebra.

EDUC 561 Teaching Diverse Learners in an Inclusive Setting

(Second semester/3 credits)

Designed to develop skills, attitudes and understanding to enable the general early childhood, elementary and secondary 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

(First semester/3 credits)

Classroom management and teaching techniques for students in general and special education settings; behavior modification, interaction techniques, self-management strategies and motivation strategies.

EDUC 571 Historical, Philosophical and Legal Foundations of Special Education

(Summer/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.

EDUC 573 Assessment, Diagnosis and Prescription in Special Education

(Second semester/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.

EDUC 574 Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies

(First semester/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.

EDUC 576 Curriculum and Methods in Special Education: Mathematics and Science

(Second semester/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.

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. Students enrolled in the M.S. Degree Programs in

Educational Leadership and Curriculum and Instruction are required to complete this course within the first 12 credits; students enrolled in the M.S. Degree in Reading Specialization are required to complete this course within the first 9 credits.

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 581 Research-Based Teaching, Learning and Assessment

(Either semester/3 credits)

This course extends students' knowledge, understanding and application of theories of child development and the teaching-learning-assessment process, and offers the student the opportunity to carefully consider and apply the findings of educational, psychological and brain-based research and theory. A semester-long case study of one subject of the student's choice helps the student to thoughtfully apply the results of the research to his/her teaching practice, collect data to document change in the subject's academic or social behavior and skillfully analyze and reflect on the outcomes of the case study. (Students enrolled in the M.S. Degree Programs in Educational Leadership and Curriculum and Instruction are required to complete this course within the first 12 credits)

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. (Students enrolled in the M.S. Degree Programs in Educational Leadership and Curriculum and Instruction are required to complete this course within the first 12 credits; students enrolled in the M.S. Degree Program in Reading Specialization are required to complete this course within the first 9 credits.)

EDUC 583 Principles of Curriculum Development and Appraisal

(Either 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 Systemic Change Processes for School Improvement

(Either semester/3 credits)

Participants examine the literature on systemic change, with emphasis on models and strategies for use by school leaders to effect change at the individual, team, school and district levels. Topics include characteristics and dynamics of effective organization, power and influence patterns in schools and communities and leadership roles in planning and managing school improvement. Participants apply concepts to effect change in the workplace.

EDUC 586 Principles of Educational Supervision

Prerequisites: EDUC 513, EDUC 514, EDUC 578, EDUC 583 and EDUC 584. (Either 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 relations skills. Students have the opportunity to practice supervisory skills in simulated and on-site applications.

EDUC 587 Elementary School Administrative Internship

Prerequisites: EDUC 578, EDUC 583 and EDUC 586. (First and second semesters for a full year/3 credits)

This course is a yearlong internship experience (beginning in the fall and concluding in the spring) with a practicing elementary school principal for a range of administrative experiences for a minimum of 280 clock hours in the field for the yearlong 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 and vignettes of administrative dilemmas and problems.

EDUC 588 Secondary School Administrative Internship

Prerequisites: EDUC 578, EDUC 583 and EDUC 586. (First and second semesters for a full year/3 credits)

This course is a yearlong internship experience (beginning in the fall and concluding in the spring) with a practicing secondary school principal for a range of administrative experiences for a minimum of 280 clock hours in the field. 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 and vignettes with case studies of administrative dilemmas and problems.

EDUC 589 School Business and Personnel Administration

Prerequisites: EDUC 578 and EDUC 586. (Summer and 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 595 The Teaching of Statistics and Probability—Decision Making with Mathematics

Prerequisites: MATH 500 or equivalent and current teaching certification. (Second semester—even years/3 credits)

This course examines current research and accepted practices in teaching statistics and probability in the secondary school, based on national and state standards. The focus is on problem solving and mathematical reasoning, communication, and integrating statistics and probability with other disciplines. Students will learn to use appropriate instructional materials, including technology, to support the teaching and learning of statistics and probability.

EDUC 596 The Teaching of Mathematical Modeling—Strategies for Contemporary Problems

Prerequisites: MATH 505 or equivalent and current teaching certification. (Second semester—odd years/3 credits)

This course examines current research and accepted practices in teaching mathematical modeling in the secondary school, based on national and state standards. The focus is on problem solving through mathematical modeling and mathematical reasoning, communication, and integrating mathematics with other disciplines. Students will learn to use appropriate instructional materials, including technology, to support the teaching and learning of mathematical modeling.

EDUC 597 Action Research/Special Project

Prerequisite: Permission of the program director. (First and second semesters for a full year/3 credits)

Implementation of an action research special project in learning and teaching. Choice is made individually with the course instructor. The action research work is completed in two semesters, beginning in the fall and ending in the spring 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.

English Courses

ENGL 500 Old English Language and Literature (Humanities Elective)

(Second semester—even years/3 credits)

This course will teach you the elements of Old English, the distant ancestor of the language we speak today, which flourished between ca. 500-1100 A.D. By our sixth class meeting, you will be translating Old English. By our fifteenth class meeting, you will be translating complete texts and placing them in the cultural context of Anglo-Saxon England. The work we do in this course will expose you to the very roots of the language and culture that anchored England, and then America.

ENGL 502/402 William Blake: Poet and Visionary (Humanities Elective)

(Second semester—odd years/3 credits)

A study of the poetry and philosophy of the British poet, artist and visionary, William Blake (1757-1827), with an emphasis on the religious, philosophical and psychological implications of his poetry. Some attention will be paid to Blake's painting and to the historical context that influenced the man and the poet.

ENGL 505/405 The English Language (Humanities Elective)

(Second semester—odd years/3 credits)

Basic linguistic concepts and methodology as applied to the English language—its history, structure, varieties and acquisition.

AREN 508 Dante and Giotto (Humanities Elective)

(Second semester—odd years/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.)

ENGL 510/410 Literature for Adolescents (Humanities Elective)

(Either semester/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 (Humanities Elective)

(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 514/414 Shakespeare on Film (Humanities Elective)

(Summer as needed/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 518 Chaucer (Humanities Elective)

(First semester/3 credits)

This course will focus on two goals: building a working knowledge of selections of Geoffrey Chaucer's *The Canterbury Tales* (CT) and developing an understanding of Middle English culture and language through our reading of the texts. Through a close reading of CT, the textual, cultural and political issues important to Chaucer will become more clear. This class is not simply about learning about the writings and ideas of one man who died almost 600 years ago; rather, this course is designed to reinforce your critical skills of understanding ideas and culture through representative (and not so representative) texts.

ENGL 520/420 Advanced Fiction Writing (Humanities Elective)

(Offered as needed/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 (Humanities Elective)

(Offered as needed/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 the writing of poetry.

ENGL 541/441 William Faulkner and Toni Morrison (Humanities Elective)

(Offered as needed/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 (Humanities Elective)

(Offered as needed/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 (Humanities Elective)

(Offered as needed/3 credits)

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. Mawr."

ENGL 544 Woolf and Forster (Humanities Elective)

(Offered as needed/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."

ENGL 545 Hawthorne and Melville (Humanities Elective)

(Offered as needed/3 credits)

The course is a close study of two major American authors of the mid 19th century, with an eye to their differing techniques in dealing with similar themes; in particular, the power of passion of human behavior and a generally tragic sense of life. Since at least for a time these two authors were in close personal contact with each other and were inspired by each other's works, the course would use biographical information, as well as critical theory, to help illuminate the works in question. Class time would combine brief lectures with vigorous class discussion, with an emphasis on close readings of major texts.

ENGL 546 Erdrich, Silko, Alexis (Humanities Elective)

(Second semester every three years/3 credits)

A study of three of America's most influential contemporary Native American writers. The class will explore these authors' historic and cultural contexts to some degree. Readings may include Silko's Ceremony and Storyteller, Erdrich's Antelope Wife and Plague of Doves, and Alexie's Indian Killer and Flight.

ENGL 547 Walt Whitman and Emily Dickinson (Humanities Elective)

(Offered as needed/3 credits)

This course is an in-depth study of the two most important poets of nineteenth-century America, Walt Whitman and Emily Dickinson. In addition to a close examination of Whitman's antebellum poetry and Civil War work and Dickinson's manuscript fascicles and letters, the course will use recent criticism and biographical sources to help illuminate the works in question.

ENHN 560/460 The English and Italy: Texts and Contexts (Humanities Elective)

(Offered as needed/3 credits)

A study of the impact of Italy on the literature and consciousness of British writers of the 19th and 20th centuries. Readings will be selected from the poetry, fiction and nonfiction of writers such as Shelley, Byron, Ruskin, Elizabeth and Robert Browning, George Eliot, Henry James and D.H. Lawrence. Some attention will be paid to the history and art of Italy.

ENGL 561/461 The Family in American Modern Drama (Humanities Elective)

(Offered as needed/3 credits)

Domestic Realism constitutes the dominant form in American Drama. This course considers ways in which American playwrights use family relationships to examine social, political metaphysical and aesthetic concerns. Readings include works by O'Neill, Hellman, Miller, Wilson, Norman and Shepard, as well as other playwrights.

ENHN 563/463 International Currents in Modern Fiction (Humanities Elective)

(Second semester—even years/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 (Humanities Elective)

(Second semester—even 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 567 The Modern Temper: Texts and Contexts (Humanities Elective)

(First semester—odd years/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 nonfiction of authors such as T. S. Eliot, W. H. Auden and Virginia Woolf.

ENHN 568 American Landscapes: Environmental Literature in the United States (Humanities Elective)

(First semester—odd years/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 570/470 Seminar (Humanities Elective)

(Both semesters/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.

Environmental Biology Courses

ENV 501 Introduction to Environmental Biology

(First semester/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. An emphasis on and understanding of global climate change is developed throughout the semester, and its effects are related to the major concepts in environmental biology.

ENV 502 Principles of Ecology

(First semester/3 credits)

This course analyzes 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 succession, energy flow and nutrient cycles. The application of modern ecological theory to current environmental problems will be emphasized including the observed and anticipated ecological impacts of global climate change.

ENV 503/ENSP 403 Pollution Biology

Prerequisite: Completion of or concurrent enrollment in ENV 501 or permission of instructor.

(Second semester/3 credits)

This course will study 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. The factors leading to and evidence for global climate change will be examined in depth. Case studies will be employed to illustrate the social, economic, and political issues surrounding many pollution problems.

ENV 505 Biostatistics

(First semester—even years/3 credits)

This course introduces principles and statistical methods used in biological research. Topics include sampling methods, frequency distributions, descriptive statistics, hypothesis testing, probability, t-test, analysis of variance, linear regression and various nonparametric tests. A statistical software package is introduced in laboratory exercises. Statistical problems involving global climate change are used throughout the semester.

ENV 506 Environmental Microbiology

Prerequisites: ENV 501 and 502, or permission of the instructor. (First semester—even years/3 credits)

Environmental microbiology studies the applied effects of microorganisms on the environment and on human activity, health and welfare. It asks how can we use our understanding of microbes in the environment to benefit society. This course begins with an overview of the basic biology, ecology and history of the other (non-plant and non-animal) kingdoms of life: the archaea, bacteria, protocista and algae and fungi. Special attention is given to the observable evidence and environmental activities of microbial cells in terrestrial, aquatic and extreme environments. The course emphasizes ecological interactions among microbes, between microbes and plants and between microbes and animals. Special topics include organic matter decomposition, nutrient cycling, degradation of man-made chemicals, wastewater treatment, metal recovery, lichens, mycorrhizal associations, animal disease, plant pathogens and microorganisms and foods. Although not its primary focus, the course will discuss human health in the context of microbial ecology.

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 the biological and ecological basis for wildlife and fisheries management. Students will gain experience with quantitative and qualitative techniques used to analyze and manage ecosystems in an integrated fashion that combines biological, economic and political considerations. The impact of global climate change on long-term management plans will also be considered.

ENV 508 Animal Physiology

Prerequisites: ENV 501 and ENV 502, or permission of the instructor. (Offered as needed/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. (Second semester—odd years/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. (First semester/3 credits)

Conservation Biology examines the critical problems of maintaining, enhancing and restoring biological diversity for the 21st century. It applies disciplines such as ecology, population biology, genetics and modeling to the conservation of rare or keystone species and endangered ecosystems. The course includes discussion of multidisciplinary topics such as international trade in wildlife, ethnobotany, ecological restoration, conservation ethics, natural resource economics, conservation genetics and ecotourism. Students contribute to the seminar format through journal exercises, active discussion, role-playing and oral presentations.

ENV 512 Insect Ecology

Prerequisites: ENV 501, ENV 502 and ENV 503 or permission of instructor. (Second semester—even years/3 credits)

This course will introduce graduate students to advanced topics in insect ecology. Students will review both foundational and current research in peer-reviewed journals on insect interactions and behavior. A broad overview of the major insect orders and their development will be covered. We will also explore distribution patterns, diversity, insect-plant co-evolution, and common interactions in insect communities as they relate to each other and other organisms.

ENV 513 Marine Ecology

Prerequisites: ENV 501 and 502, or permission of the instructor. (Fall semester—even years/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. (First semester/3 credits)

This course introduces the concepts and computational techniques of multiple linear regression, logistic regression, chi-square, and nonparametric multivariate analysis. Methods to optimize study design are stressed. Extensive use of a statistical software package will be used in laboratory exercises. The ability to critically evaluate the scientific merit of research proposals in environmental biology will be developed through peer review exercises. Applications of statistical techniques to global climate change will be emphasized. Comprehensive individual research proposals will be developed as the term project.

ENV 522A Sampling Methods in Aquatic Ecosystems

Prerequisite: ENV 502 or permission of the instructor. (Summer—odd years/1 credit)

Students will learn and practice commonly-used aquatic sampling methodologies as well as be 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

Prerequisite: ENV 502 or permission of the instructor. (Offered as needed/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. (Second semester—odd years/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 522D Sampling Methods for Terrestrial Insects

Prerequisite: ENV 502 or permission of the instructor. (Summer—odd years/1 credit)

This course provides an overview of standard procedures used for data collection and analysis of terrestrial insect communities. Students will learn how to sample insects in a broad range of categories from litter communities to aerial species. In addition it will provide practical experience in the methods employed for qualitatively and quantitatively evaluating insects in these same systems.

ENV 524A Identification of Local Woody Vegetation

Prerequisite: ENV 502 or permission of the instructor. (Offered as needed/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

Prerequisite: ENV 502 or ENV 503, or permission of the instructor. (Offered as needed/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

Prerequisite: ENV 502 or permission of the instructor. (Offered as needed/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

Prerequisite: ENV 502 or permission of the instructor. (Offered as needed/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 524E Terrestrial Insect Identification

Prerequisite: ENV special or permission of the instructor. (Offered as needed/1 credit)

This course provides an introduction to the classification and identification of major insect orders and families found in Maryland. Identification will be considered within the context of ecological functions, economic importance and human significance. Although some examples will be provided, students are required to provide their own insect samples for identification either by enrolling concurrently in ENV522D or by other independent efforts.

ENV 526A Genetic Methods for Studying Individuals in Populations

Prerequisite: ENV 502 or permission of the instructor. (Offered as needed/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. (Offered as needed/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 526D Computer Modeling of Biological Systems

Prerequisite: Permission of the instructor. (Offered as needed/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

Prerequisite: ENV 502 or permission of the instructor. (Offered as needed/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

Prerequisite: ENV 502 or permission of the instructor. (Both semesters/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

Prerequisite: ENV 502 or permission of the instructor. (Offered as needed/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. (Second semester—odd years/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 interspecific 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/Offered as needed/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—odd years/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. (First semester—odd years/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. (First semester—odd years/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 565 Environmental Toxicology Laboratory

Prerequisite: ENV 564 or permission of the instructor. (Second semester—odd years/1 credit)

This is a laboratory-based environmental toxicology course that is focused on the requirements of the EPA National Pollutant Discharge Elimination System (NPDES) Program. The course is designed to provide students with practical experience in meeting the regulatory requirements regarding field and laboratory studies in environmental toxicology. To this end, students will follow EPA guidance on the requirements for sampling, toxicity assays, statistical analysis and report writing. An additional component in this course is the assay of vitellogenin in fish. Vitellogenin is an important biological marker for environmental estrogens and this study will engage students in reviewing the possible environmental consequences of such chemicals. This course complements ENV 564 Environmental Toxicology by developing practical skills in the discipline, and in the application of acquired knowledge to critically evaluate the assays and their results and draw appropriate conclusions.

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.

Foreign Literature Courses

FL 550 International Themes in Western Literature (Humanities Elective)

(Offered as needed/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.

FL 551 International Themes in Non-Western Literature (Humanities Elective)

(Summer as needed/3 credits)

A study of selected topics in representative works of literature from non-Western cultures in English translation. New topic every time the course is offered.

French Courses

FREN 510 Le Roman d'initiation: Journeys to Maturity in French Fiction (Humanities Elective)

Prerequisites: 5 courses in French at the 200 level or above, or departmental approval. (First semester 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 (Humanities Elective)

Prerequisites: 5 courses in French at the 200 level or above, or departmental approval. (Offered as needed/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, theatre and film.

FREN 514 Refinement, Politeness and Social Behavior (Humanities Elective)

Prerequisites: 5 courses in French at the 200 level or above, or departmental approval. (Second semester—even years/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 (Humanities Elective)

Prerequisites: 5 courses in French at the 200 level or above, or departmental approval. (Second semester as needed/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 518 Advanced Composition and Translation (Humanities Elective)

Prerequisites: 5 courses in French at the 200 level or above, or departmental approval. (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 translation will enhance student skill in these areas.

FREN 520 Francophone Women Writers (Humanities Elective)

Prerequisites: 5 courses in French at the 200 level or above, or departmental approval. (First semester as needed/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 522 Ecrivains derriere la camera (Humanities Elective)

Prerequisites: 5 courses in French at the 200 level or above, or departmental approval. (Offered as needed/3 credits)

Very early in the 20th century, a new form of expression fascinated writers: cinema. In this class we will analyze and interpret the different relationships that exist between an author (Breton, Cocteau, Prevert, Duras, Robbe-Grillet) and the way he/she attempted to reproduce it in his/her film.

FREN 590 Teaching Assistantship in French (Humanities Elective)

Prerequisites: Open to graduate students enrolled in the Master in Humanities program who have completed five courses in French at the 200 level or above. Departmental permission required. (3 credits)

A teaching practicum for advanced French students with regularly scheduled hours assisting in selected lower-level French courses. Hours will include regular consultations with course instructor regarding teaching experiences, methods, and content. Grading is on a satisfactory/unsatisfactory basis.

German Courses

GER 501 Berlin in the 20th Century (Humanities Elective)

Prerequisites: 5 courses in German at the 200 level or above, or departmental approval. (Offered as needed/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 516 Modern German Literature (Humanities Elective)

Prerequisites: 5 courses in German at the 200 level or above, or departmental approval. (Second semester as needed/3 credits)

A study of major authors from expressionism to the present. Modern literary and philosophical movements.

GER 519 German Drama (Humanities Elective)

Prerequisites: 5 courses in German at the 200 level or above, or departmental approval. (Second semester as needed/3 credits)

This course is a survey of the development of drama in German speaking countries from the Middle Ages to the modern era. Students will read, analyze and sometimes enact plays by Hans Sachs, Gotthold Ephraim Lessing, Friedrich Schiller, Johann Wolfgang von Goethe, Heinrich von Kleist, Frank Wedekind, Georg Kaiser, Heiner Müller and Tankred Dorst. Lectures will provide the cultural background required to understand the dramas and connect them to social, aesthetic and philosophical movements.

Gerontology Courses

GERO 554 Social Gerontology

Prerequisite: PSY 500 or permission of the instructor. (Interdisciplinary: psychology, sociology/ Second semester/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. (First semester/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 submit a signed cover sheet 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 Applied Research Project

Prerequisite: Permission of the instructor. (1-6 credits)

A basic or applied research project involving extended independent work and emphasizing principles of experimental research design. 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.

History Courses

HIST 506/406 Religion, Family and Society in Reformation Europe (Humanities Elective)

(First semester —odd years/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 510 History of Women in the United States (Humanities Elective)

(First semester —odd years/3 credits)

This course explores the impact of historical events on the lives of American women and the varied roles women have played in shaping United States' history from the colonial period to the present. It will focus specifically on how class, ethnicity and race has influenced American women's work, family life and organized activities. Topics include: Native American women's lives; gender and family life under slavery; the impact of industrialization on women of different classes; the ideology of separate spheres; women's political activities including the antislavery movement, the suffrage movement, the Nineteenth Amendment and the resurgence of feminism in the 1960s; and transformations in the lives of modern women including work, politics, sexuality, consumption patterns and leisure activities. While tracing larger trends and identifying common experiences, the course pays close attention to the specific experiences of individual women in order to shed light on the differences and divisions among them. Throughout, it investigates the ways in which notions of gender difference have changed over time and how a wide variety of women both created and responded to shifting and contested cultural, political and social roles.

HIST 512/412 Women in Medieval Europe (Humanities Elective)

(First semester even years/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 520 America in the Sixties (Humanities Elective)

(Offered as needed/3 credits)

This course provides both a chronological and topical examination of the period of American history known as "the sixties." Among the topics discussed are the American presidency, the Cold War, nuclear proliferation, the rise and fall of the New Left, the rebirth of the New Right, the women's movement, the freedom struggles, the Vietnam War and the anti-war movement, the student movement, Watergate, rock-n-roll music, American popular culture and oppositional culture. Through the available media on the '60s—including books and

articles, movies, documentaries and sound recordings—we will search for coherence in a contradictory and confusing period of American history.

HIST 521/421 Hollywood's America (Humanities Elective)

(Offered as needed/3 credits)

This course examines American culture and society through film. The primary text for this course will be American films, such as “Gone With the Wind,” “The Birth of a Nation,” “The Grapes of Wrath,” “Casablanca,” “Dr. Strangelove,” “The Graduate,” “Apocalypse Now,” “Wall Street” and “American Beauty.” Students will critically analyze how American cultural and social conflicts are portrayed and worked out in popular films, and explore how motion pictures create a window into modern American society.

AFHS 524/424 Race and Racism in the United States (Humanities Elective)

(First semester—even years/3 credits)

The origins and development of racial attitudes, both scientific and popular, supporting mythologies and contemporary institutional expressions. Emphasis on a 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.

Humanities Courses

HUM 501 Humanities and the Western Tradition, Part I

(First semester/4 credits)

The seminar serves as an introduction to ideas and institutions of Western culture to 1500, and to research methods in the humanities. Content varies by instructor and is supplemented by several guest lectures.

HUM 502 Humanities and the Western Tradition, Part II

(Second semester/4 credits)

The seminar serves as an introduction to ideas and institutions of Western culture since 1500, and to research methods in the humanities. Content varies by instructor and is supplemented by several guest lectures.

HUM 535 Teaching Assistantship

Prerequisites: At least 12 credit hours in Humanities and permission of the instructor. (Either semester/1 credit)

Graduate students may serve as a teaching assistant in undergraduate Humanities courses provided they have earned at least 12 graduate credit hours and have the permission of the course instructor. The assistant would attend the undergraduate classes, tutor students, show films and join in periodic conferences with the instructors. 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 only be taken twice. Grading is on a satisfactory/unsatisfactory basis.

HUM 550 Directed Readings

Prerequisites: Completion of at least 12 credits in the Humanities program, including either HUM 501 or HUM 502, and permission of both the instructor and the program director. (3 credits)

An individual reading course designed for students who have developed special fields of interest that cannot be satisfied by regular course offerings. The topics of these courses depend on the student's areas of interest and the willingness of a faculty member to administer the course. Students wishing to take a directed reading course should have a clear topic in mind before approaching an instructor, who will help the student plan an appropriate reading program. Proposals for directed reading courses must be approved by the program director and the dean of the Graduate School. Proposals should include a description of the course, the student's goals for taking the course, the reading list and the required assignments. Admission by permission of the instructor and program director.

HUM 560 Humanities Colloquium

(Offered as needed/3 credits)

Humanities Colloquia are reading intensive courses that build on skills learned in HUM 501/502 and introduce students to the scholarship on a particular topic, theme, era, or genre,

providing both an overview of its critical debates and the range of methodologies or approaches appropriate to the field. Course topics vary according to discipline and specialization of faculty.

HUM 570 Humanities Seminar

(Offered as needed/3 credits)

Humanities Seminars are research-based courses. The goal of each seminar is to provide students with the opportunity to design and carry out original research, constructing their own substantive interpretation and argument according to accepted professional standards. Students work on their own research papers and present them in formats appropriate to the seminar's method and topic. Course topics vary according to discipline and specialization of faculty.

Information Technology Courses

IT 510 Computing Hardware and Software Systems

(First semester/3 credits)

This course presents an overview of the terms and concepts of computing hardware and software systems that are fundamental to contemporary information technology. It introduces computers, operating systems and networks, and how they handle information flow, processing and storage in typical organizations. Topics include: 1) computer architecture, including data representation, the CPU and memory, input/output, computer peripherals and physical networks; 2) operating systems, including internal and external (user) perspectives, file management; and 3) applications execution, including basic networking software. Students apply the course topics to a series of small, hands-on computing related projects.

IT 512 Elements of Computer Programming

(Second semesters/3 credits)

This course provides students with an introduction to programming concepts and techniques used in problem solving. Students will study general programming concepts, as well as a modern programming language which illustrates those concepts. Students will design, implement and test programs to solve problems primarily in IT, business and science. Students will develop the ability to logically plan and develop programs, and learn to write, test, and debug programs. Topics include I/O, expressions, types, variables, branching, loops, web programming, program planning and simple multimedia programming. Students will apply their knowledge through hands-on programming projects.

IT 514 Contemporary Issues in Information Technology

Prerequisites: A minimum grade of "B-" in IT 510 and IT 512 or concurrent enrollment or permission of the instructor. (Either 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 the Information Technology concentration.

IT 515 Object Oriented Methods

Prerequisite: A minimum grade of "B-" in IT 514. (Second semester/3 credits)

This course provides a detailed exploration of several object-oriented methods including object-oriented analysis and design, object-oriented programming languages, distributed and client-server computing and object-oriented databases. The course will draw distinctions between traditional data analysis and structured programming techniques and object-oriented approaches. Students will be required to demonstrate these techniques through various case studies, mini-projects and exercises.

IT 518 Systems Engineering and Integration

Prerequisite: IT 514 or permission of the instructor. (First 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.

IT 521 Information Assurance and Risk Assessment

Prerequisite: CSIT 555 or permission of the instructor. (First semester —odd years/3 credits)

This course examines the fundamental concepts of information assurance and security risk assessment. The overarching theme is protecting the confidentiality, integrity and availability of data and their delivery systems. Topics include security assessment definitions and nomenclature, different approaches for risk assessment, high assurance system design and techniques for quantitative and qualitative risk analysis. Throughout the course numerous related security issues are examined such as threats, vulnerabilities, attack trends, tools, safeguards, disaster recover along with legal issues and policy.

ITMG 527 Management Issues in Information Systems

Prerequisite: IT 514 for CS/IT majors or MGMT 566 for MBA majors, or permission of the instructor. (First semester/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.

CSIT 530/430 Applied Database Concepts

Prerequisite: A minimum grade of "B-" in CS 504 (MS in CS students) or A minimum grade of "B-" in IT 514 (MS in CIS students), or permission of the instructor. (Second 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.

CSIT 532 Computer Forensics

Prerequisite: A minimum grade of "B-" in IT 518 or CS 524 or permission of the instructor. (First semester/3 credits)

Computer forensics is the analysis of computing and networking equipment to determine if the equipment has been used for illegal, unauthorized or unusual activities. It also includes monitoring a network for the same purpose. The theory, skills and tools needed in intrusion detection and computer forensics are the major themes in this course. The course discusses techniques for identifying threats, attacks and the axis of these attacks, including the various types of malicious code. It also presents the conceptual and operational tools and techniques necessary for analysis and resolution of problems with respect to attack tracing, system recovery, continuity of operation, evidence collection, evidence analysis and prosecution. Additional content includes technique, for mitigating security risks, effective use of filters and firewalls, and for recognizing attack patterns.

ITMG 533 Managing Technical Project Teams

Prerequisite: ITMG 527. (Second semester/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.

CSIT 534 Network and Internet Security

Prerequisite: A minimum grade of "B-" in CSIT 555 or permission of the instructor. (Second semester/3 credits)

An introduction to the creation and use of Web Services. Students will learn how Web Services This course provides a detailed examination of the pervasive security threats that are related to the Internet, data communications and networking. Network security deals with real-time or near real-time capture of information and the systematic tracking of transmissions. The focus of the course is on network-borne threats, their detection, preventions and analysis (network forensics) and the integration of the tools and techniques employed in this effort.

The course includes a major emphasis on network security. It covers additional topics including: authentication; email, IP, and web security; security threats; information, risk and security management techniques and practices; malicious software; and firewalls. Limited practical application of these principles is provided through several software applications. The purpose of the course is to provide the student with a general understanding of the security field and discipline, and some practical knowledge of the application of these practices.

IT 535 Security Policy, Ethics and Law

Prerequisite: Admission to the Graduate School. (Summer/3 credits)

This course examines the issues related to security from a managerial, legal and ethical standpoint. It includes the legal obligations and limitations currently related to security practices. It also examines the linkage of security policy and practices with managerial operations and decision making and provides an understanding of how to effectively implement security policies. Beyond policy and the law, the course also examines many of the ethical questions that are related to modern information security. It also includes such topics as: security law, security policy making & implementation, policy practices & Acceptable Use Policies, and Litigation Avoidance.

CSIT 537 Applied Encryption and Cryptology

Prerequisites: A minimum grade of "B-" in CSIT 555 or permission of the instructor.

(Second semester—odd years/3 credits)

Introduction to cryptology, the science of making and breaking secret codes. Topics include encryption, basic cryptanalysis, public and secret key encryption, block ciphers and digital signatures. Classic and modern cryptography and encryption concepts will be introduced as tools and safeguards that need to be applied, implemented and evaluated in real-world scenarios to achieve security and information assurance objectives. This graduate course is for CS, IT and Security Certificate students.

CSIT 540 Human-Computer Interaction

Prerequisite: A minimum grade of "B-" in CS 504 (MS in CS students) or A minimum grade of "B-" in IT 514 (MS in CIS students), or permission of the instructor. (Second semester—even years/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.

IT 548 Telecommunications and Networking

Prerequisite: A minimum grade of "B-" in IT 514 or permission of the instructor. (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.

CSIT 555 Information Systems Security

Prerequisites: CSIT 530 and either IT 548 or CS 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.

IT 581 Practicum in Web Development

Prerequisite: A minimum of "B-" in IT 514, or permission of the instructor. (Offered as needed/3 credits)

The technologies and issues associated with developing World Wide Web information sites, with an emphasis on accessibility and usability. Topics include authoring techniques, site conception, site structure and navigational design, graphics and multimedia issues, server-side and client-side programming options, portability and maintenance issues, security. Student teams will develop a working site as part of the course work.

CSIT 583/483 World Wide Web Programming

Prerequisites: IT 581 and CS 504, or permission of instructor. (Offered as needed/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.

The department also regularly offers special topics courses in various areas of computer science and information technology. Such offerings will be listed in the class schedule for a given semester.

Interdisciplinary Studies Courses

INST 512 Archaeology: Cultures, Technologies, Methods and Theories (Humanities Elective)

(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.

Latin American Studies Courses

LSSP 533 Latin American Poetry (Humanities Elective)

Prerequisites: 5 courses in Spanish at the 200 level or above, or departmental approval. (Either semester—offered as needed/3 credits)

Study of selected poetry, essay and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli and Octavio Paz.

LSSP 536 Latin American Fiction (Humanities Elective)

Prerequisites: 5 courses in Spanish at the 200 level or above, or departmental approval. (Either semester/3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

LSSP 570 Seminar (Humanities Elective)

Prerequisites: 5 courses in Spanish at the 200 level or above, or departmental approval. (Either semester—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.

Management Courses

ITMG 527 Management Issues in Information Systems

Prerequisite: CSCI 514 for CS/IT majors or MGMT 566 for MBA majors, or permission of the instructor. (First semester/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.

ITMG 533 Managing Technical Project Teams

Prerequisite: ITMG 527. (Second semester/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

Prerequisite: 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: ECON 560, MGMT 560, MGMT 553 and 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: ECON 560, MGMT 560 and MGMT 553, or its equivalent. (Either 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

Prerequisites: ECON 560, MGMT 552, MGMT 553 and MGMT 560. (Either 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: ECON 560, MGMT 560, 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 and 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: ECON 560, MGMT 560, MGMT 552, or its equivalent. (Both semesters or summer/3 credits)

This course examines the role of information systems in and affecting the modern organization. It explores the various ways that information technology can provide competitive advantage and covers managerial concerns related to the selection, evaluation and implementation of information systems. Social and policy issues are also considered. Various types of information systems are examined throughout the course through applications, exercises, cases and readings..

MGMT 567 Social and Ethical Issues of Business

Prerequisites: ECON 560 and MGMT 560. (Both semesters/3 credits)

Introduces principles of ethical thinking and applies them to situations and models for business decision making. Explores and analyzes contemporary business ethics issues relating to the interaction between the organization and society. Covers topics such as corporate social responsibility, environmental sustainability and stakeholder analysis. Provides a conceptual and systematic study of business ethics to develop consistent criteria for ethical decision making in organizations.

MGMT 570 Marketing Analysis for Managers

Prerequisites: MGMT 552, MGMT 563 and MATH 500, or their equivalents. (Second semester or summer/3 credits)

This course builds upon the core marketing concepts learned in MGMT563 by focusing on methods and applications of decision tools to address fundamental marketing areas examined in MGMT563. This course will apply specific analytical methods for a given decision area in order to enhance decision making. Provides students with an understanding of the available marketing tools and enables them to apply them to real marketing problems.

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 572 Supply Chain Management

Prerequisites: MGMT 563 and MGMT 564. (Offered as needed/3 credits)

This course examines the fundamental approaches, and techniques which are useful in the design and operation of logistics systems and integrated supply chains. The material is taught from a managerial perspective, with an emphasis on where and how specific tools can be used to improve the overall performance and reduce the total cost of a supply chain. The main areas of focus are: inventory planning, management and control, and transportation planning, management, and operations. The main objective is to develop and use models to analyze these situations. The course is designed as an analytical course that addresses real problems found in practice.

MGMT 576 Advanced Financial Management

Prerequisite: MGMT 561. (Second semester/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. (First semester/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.

ECMG 578/478 International Financial Management

Prerequisites: ECON 560 and MGMT 560 (Second semester—even years/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

MGMT 580 Strategic Cost Management

Prerequisite: MGMT 562. (Summer/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. (First semester or summer/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

Prerequisites: ECON 560 and MGMT 560 (Summer/3 credits)

This course will explore the dynamics of negotiation and conflict. Students will learn effective negotiation techniques and how to manage agreement. This course also examines 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

Prerequisites: ECON 560 and MGMT 560 (Second semester/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

Prerequisites: ECON 560 and 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

Prerequisites: ECON 560, MGMT 560 and MGMT 551. (Second semester or summer/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

Prerequisites: All other core courses and the two concentration courses; thus, this capstone course must be taken in the last semester. (Both semesters/3 credits)

The management policy course serves to integrate the disciplines of the various areas covered by the core courses. Using cases, seminar-presentations and a comprehensive strategic management project, students are challenged to solve comprehensive management problems at the strategic, policy-making level of the organization. Topics include strategy formulation, implementation and control at different levels. Importance of maintaining strategic fit in changing industry, technological and global environments is stressed throughout the course.

MGMT 595 Independent Applied 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.

Mathematics Courses**MATH 500 Statistics**

(First semester and summer/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 501 Explorations in Geometry

Prerequisite: MATH 505 or equivalent. (Second semester—odd years/3 credits)

This course will examine high school geometry from a more sophisticated point of view, as well as exploring more advanced Euclidean and non-Euclidean geometrics. Topics covered may include analytic geometry, spherical geometry, hyperbolic geometry, fractal geometry and transformational geometry. Labs in Geometer's Sketchpad will be an integral part of the course.

MATH 502 Explorations in Algebra

Prerequisites: MATH 505 and a current teaching certificate. (Second semester—even years/3 credits)

An examination of basic and advanced algebra concepts for teachers of mathematics. The course includes an introduction to the number theory and modern algebra topics that underlie the arithmetic and algebra taught in school. The focus is on collaborative learning, communication, and the appropriate use of technology, as well as on a deep understanding of algebraic theory.

MATH 505 Discrete Mathematics

(Either semester/3 credits)

Introduction to the basic mathematical structures and methods used to solve problems that are inherently finite in nature. Topics include logic, Boolean algebra, sets, relations, functions, matrices, induction and elementary recursion, and introductory treatments of combinatorics and graph theory.

MATH 507/407 Introduction to Graph Theory

Prerequisites: Enrollment in the High School Track of the M.S. in Mathematics Education program or an undergraduate degree in mathematics or permission of the instructor. (Second semester—odd years/3 credits)

A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity and coloring problems.

MATH 509/409 Elementary Number Theory

Prerequisites: Enrollment in the High School Track of the M.S. in Mathematics Education program or an undergraduate degree in mathematics or permission of the instructor (First semester—odd years/3 credits)

An introduction to the theory of numbers: divisibility, prime numbers, unique factorization, congruences, Euler's phi-function, Fermat's and Wilson's theorems, multiplicative functions, quadratic reciprocity, perfect numbers and applications to Diophantine equations. Applications include public-key cryptography and integer arithmetic.

MATH 546/446 Operations Research

Prerequisites: Enrollment in the High School Track of the M.S. in Mathematics Education program or an undergraduate degree in mathematics 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.

Music Courses**MUSC 500 Monuments of Western Music (Humanities Elective)**

(Offered once a year/3 credits)

A study of one of western culture's great composers and/or important musical genres, with special attention given to the historical, social, political, philosophical, scientific, artistic and literary events of the time.

Philosophy Courses**PHIL 505 Great Figures in Western Philosophical Thought (Humanities Elective)**

(Second semester—odd years/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 507 History of Philosophy: The Ancient World to the Renaissance (Humanities Elective)

(First semester/3 credits)

An introduction to philosophy from the ancient world to the Renaissance. This course aims to introduce students to Western civilization through a discussion of some of the significant primary philosophical texts from ancient and medieval Europe. Thinkers typically covered include Plato, Aristotle, Augustine, Cicero, Anselm and Aquinas. Topics may include social and political philosophy, ethics, epistemology, religion, metaphysics and philosophy of law.

PHIL 508 History of Philosophy: The Early Modern Era to the 20th Century (Humanities Elective)

(Second semester/3 credits)

An introduction to the primary philosophical movements from the 17th century to the 20th 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 and Locke.

PLRL 570/470 Seminar (Humanities Elective)

Prerequisites: 9 credits in religion and/or philosophy, or permission of the instructor. (Second semester/3 credits)

Advanced study of special topics in religion or philosophy. May be repeated once under a different topic.

Political Science Courses

PSCI 500 Government in Contemporary Society

(Offered as needed/3 credits)

The relationship of the individual to government. The political situation in the United States.

AFPS 501 African-American Political Autobiography (Humanities Elective)

(Offered as needed/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.

PSCI 505/405 Civil Liberties

Prerequisite: Permission of the department. (Interdisciplinary: political science, law/Offered as needed/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 507 American Constitutional Law (Humanities Elective)

(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 508/408 Regulatory Politics and the Law

Prerequisite: Permission of the department. (Offered as needed/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.

ECPS 514/414 Environmental Policy

Prerequisite: PSCI 500 or permission of the department. (Second 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 policy making and on the problems associated with implementing environmental policies in different political and institutional contexts.

AFPS 553 Contemporary African Political Thought (Humanities Elective)

(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.

PSCI 595 Independent Research Project

Prerequisites: PSY 503, 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 Courses

PSY 500 Human Development as a Lifelong Process

(Second semester/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/First semester/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

(Both semesters/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. (Due to the experiential nature of the course, grading is on a satisfactory/unsatisfactory basis.)

PSY 509/409 Psychology of Learning, Memory, and Cognition

(Second semester/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

(Second semester/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

Prerequisite: 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

Prerequisite: 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 co-requisite) or permission of the instructor. (Interdisciplinary: psychology, education, sociology/Offered as needed/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 submit a signed cover sheet 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 590 Teaching Assistantship in Psychology

Prerequisites: 15 credits in psychology and permission of the instructor and the department (1-3 credits)

A teaching practicum for advanced Human Science students with regularly scheduled hours assisting in selected psychology courses. Hours will include regular consultations with course instructor regarding teaching experiences, methods and issues. Hours will include a variety of course related work. Grading will be on a satisfactory/unsatisfactory basis.

PSY 595 Independent Applied Research Project

Prerequisite: Permission of the instructor. (1-6 credits)

A basic or applied research project involving extended independent work and emphasizing principles of experimental research design. 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.

Religion Courses

REL 512/412 Myth, Symbol and Ritual (Humanities Elective)

(Second semester—odd years/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.

PLRL 570/470 Seminar (Humanities Elective)

Prerequisites: 9 credits in religion and/or philosophy, or permission of the instructor.

(Second semester/3 credits)

Advanced study of special topics in religion or philosophy. May be repeated once under a different topic.

Sociology Courses

SOC 523 Ethnicity in the United States (Humanities Elective)

(First 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. A basic human sciences course.

Spanish Courses

SPAN 515 Advanced Composition (Humanities Elective)

Prerequisites: 5 courses in Spanish at the 200 level or above, or departmental approval. (Offered as needed/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 From Empire to Democracy: A Century in Crisis (Humanities Elective)

Prerequisites: 5 courses in Spanish at the 200 level or above, or departmental approval. (Offered as needed/3 credits)

Study of selected works from the Generation of 1898 to the present, interpreting the religious, historical and ideological crises that shaped the Spanish 20th century. Focus on the impact of the 1989 colonial war, the civil war, the dictatorship and the transition to democracy. The course will examine authors such as Unamuno, Baroja, Ortega, Lorca, Machado and contemporary feminist Carmen Riera.

SPAN 522 Barcelona: From Hercules to the Olympic Games (Humanities Elective)

Prerequisites: Five courses in Spanish at the 200 level or above, or departmental approval. (Offered as needed/3 credits)

An exploration of the city since its classical origins, with the emphasis on the 20th century, through its history, architecture, folklore and urban mythology. Use of text, image and music to illustrate the triple role of Barcelona as a Catalan, Spanish and European capital.

LSSP 533 Latin American Poetry (Humanities Elective)

Prerequisites: Five courses in Spanish at the 200 level or above, or departmental approval. (Either semester—as needed/3 credits)

Study of selected poetry, essay and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli and Octavio Paz.

LSSP 536 Latin American Fiction (Humanities Elective)

Prerequisites: Five courses in Spanish at the 200 level or above, or departmental approval. (Offered as needed/3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

SPAN 540/440 Heroes and Antiheroes: The Spanish Novel (Humanities Elective)

Prerequisites: Five courses in Spanish at the 200 level or above, or departmental approval. (Offered as needed/3 credits)

A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the 19th century realists.

SPAN 543 Spanish Theatre (Humanities Elective)

Prerequisites: Five courses in Spanish at the 200 level or above, or departmental approval. (Offered as needed/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.

LSSP 570/470 Seminar (Humanities Elective)

Prerequisites: Five courses in Spanish at the 200 level or above, or departmental approval. (Offered every fourth year/3 credits)

A study in depth of a subject selected according to the special interests of the students and those of the staff.

SPAN 590 Teaching Assistantship in French (Humanities Elective)

Prerequisites: Open to graduate students enrolled in the Master in Humanities program who have completed five courses in Spanish at the 200 level or above. Departmental permission required. (3 credits)

A teaching practicum for advanced Spanish students with regularly scheduled hours assisting in selected lower-level Spanish courses. Hours will include regular consultations with course instructor regarding teaching experiences, methods, and content. Grading is on a satisfactory/unsatisfactory basis.

Thanatology Courses

THAN 510 Professional Orientation to Thanatology

(Second semester/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

(Summer or first semester/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

Prerequisite: THAN 520. (Summer or first semester/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 523 Dying and Principles of Care for the Dying

Prerequisite: THAN 520. (Summer or second semester/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. (Either semester/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 are 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. (Summer or first semester/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

Prerequisite: THAN 520. (Summer or first semester/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

(Summer/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/1-6 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

Prerequisites: 3.5 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 submit a signed cover sheet 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 590 Teaching Assistantship in Thanatology

Prerequisites: 15 credits in thanatology and permission of the instructor and the department. (1-3 credits)

A teaching practicum for advanced Thanatology students with regularly scheduled hours assisting in selected Thanatology courses. Hours will include regular consultations with course instructor regarding teaching experiences, methods and issues. Hours will include a variety of course related work. Grading will be on a satisfactory/unsatisfactory basis.

THAN 595 Independent Applied Research Project

Prerequisite: Permission of the instructor. (1-6 credits)

A basic or applied research project involving extended independent work and emphasizing principles of experimental research design. 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.

Women's Studies Courses

WMST 501 Images of Women (Humanities Elective)

(Second semester—as needed/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 (Humanities Elective)

(Offered every three years/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.

DIRECTORY

**Part-time*

Faculty

***Jan Aaland**, Adjunct Instructor of Voice; B.A. Sociology, University of Calif., Berkeley (1976)

***Michael C.R. Alavanja**, Associate Professor of Biology; B.S., M.S., City University of New York; Dr.P.H., Columbia University (1993)

Lisa Algazi, Professor of French; B.A., Hollins College; M.A., Ph.D., Stanford University (1994)

Janet Ambrose, Assistant Professor of Education; B.A., University of Dayton; M.A.T., William Paterson College; Ed.D., Virginia Polytechnic Institute and State University (2005)

Emilie Amt, Hildegard Pilgram Professor of History and Chair of the Department of History; B.A., Swarthmore College; Ph.D., University of Oxford (1998)

Eric Annis, Assistant Professor of Biology; B.A., Boston University; M.S., Florida Institute of Technology; Ph.D., University of Maine (2008)

Elizabeth A. Atwood, Assistant Professor of Journalism; B.S., West Virginia University; M.A., University of Virginia; Ph.D., University of Maryland (2010)

Yong-Kyun Bae, Assistant Professor of Economics; B.A., M.A., Chonnam National University; M.A., Boston University; Ph.D., State University of New York (2005)

Rachel Bagni, Assistant Professor of Biology; B.A., Hood College; M.Sc., Johns Hopkins University; Ph.D., Catholic University of America (2010)

Anna Ballard-Ayoub, Adjunct Instructor of Bassoon; B.M., University of North Texas; M.M., Peabody Conservatory of Music (2007)

Kathleen Bands, Professor of Education; B.S., M.Ed., University of North Carolina; Ph.D., University of Maryland (1984)

***Martha Bari**, Assistant Professor of Art; B.A., The George Washington University; M.A., Ph.D., University of Maryland (1984)

Alison Bazala -Kim, Adjunct Instructor of Cello; B.M., New England Conservatory of Music; M.M., Rice University; D.M.A., University of Maryland (2007)

Kevin H. Bennett, Associate Professor of Chemistry; B.S., James Madison University; Ph.D., University of Tennessee (2000)

Donna Bertazzoni, Professor of Journalism; B.A., Northeastern University; M.S.J., Northwestern University; M.B.A., Frostburg State University (1987)

Purnima M. Bhatt, Professor of Anthropology, History and Interdisciplinary Studies; B.A., M.A., Delhi University, India; Ph.D., Howard University (1977)

***Thomas A. Bogar**, Assistant Professor of Education and Co-chair of the Department of Education; B.A., M.A., University of Maryland; Ph.D., Louisiana State University (2005)

***Frederick N. Bohrer**, Professor of Art and Archaeology; B.A., St. John's College; M.A., Ph.D., University of Chicago (1989)

Douglas Boucher, Senior Lecturer; B.A., Yale University; Ph.D., University of Michigan (1996)

***April M. Boulton**, Assistant Professor of Biology and Director of the Graduate Environmental Biology Program; B.S., Centre College; M.S., Bucknell University; Ph.D., University of California, Davis (2003)

***Ann L. Boyd**, Professor of Biology; B.S., M.S., Northwestern State University; Ph.D., Louisiana State University (1976)

Robert W. Boyle Jr., Associate Professor of Psychology and Chair of the Department of Psychology; B.A., University of Maryland; M.A., Ph.D., The Catholic University of America (1980)

***Joseph T. Brady**, Assistant Professor of Theater; B.S., Towson University; M.F.A., Brooklyn College (2008)

Kristine Miller Calo, Assistant Professor of Education; B.A., DePaul University; M.A., DePaul University; Ph.D., George Mason University (2009)

Roser Caminals-Heath, Professor of Spanish; B.A., M.A., Ph.D., University of Barcelona (1981)

Susan L. Carney, Assistant Professor of Biology; B.S., Muhlenberg College; Ph.D., The Pennsylvania State University (2008)

Elfie Chang, Librarian; B.A., National Taiwan University; M.L.S., University of Maryland (1996)

Elizabeth B. Chang, Professor of Mathematics and Computer Science, Chair of the Department of Computer Science and Director of the Graduate Management of Information Technology Program; B.A., Millersville State College; M.A., Ph.D., University of Maryland (1972)

Didier Course, Professor of French and Co-chair of the Department of Foreign Languages and Literatures; Licence, Maîtrise, Université de Nancy; Ph.D., University of Pittsburgh (1995)

Joseph E. Dahms, Beneficial Associate Professor of Economics; B.A., Whittier College; M.A., California State University, Los Angeles; Ph.D., American University (1978)

***Casey Day**, Instructor of Education and Reading Specialist; B.A., Shepherd College; M.S., Hood College (2005)

***Phillip Day Jr.**, Adjunct Instructor of Piano; B.M., M.M., Drake University (1988)

Anne Derbes, Professor of Art and Co-director of the Honors Program; B.A., M.A., Vanderbilt University; Ph.D., University of Virginia (1974)

Lawrence Devan, Visiting Assistant Professor of Management; B.B.A., M.B.A., Hood College (2010)

George Dimitoglou, Associate Professor of Computer Science; B.S., Temple University; M.S., University of Maryland; D.Sc., The George Washington University (2004)

Trevor Dodman, Assistant Professor of English; A.B., Dartmouth College; M.A., Carleton University; Ph.D., Boston College (2009)

Aijuan Dong, Assistant Professor of Computer Science; B.S., M.S., Changehun University of Earth Science; M.S., Minnesota State University; Ph.D., North Dakota State University (2006)

Jay Driskell, Assistant Professor of History; B.A., University of Wisconsin; Ph.D., Yale University (2010)

Marisa Dudiak, Assistant Professor of Education; B.S., Towson University; M.Ed., Johns Hopkins University (2010)

Jill Bigley Dunham, Assistant Professor of Mathematics; M.S., Ph.D., George Mason University (2009)

***David Duree**, Adjunct Instructor of Clarinet and Saxophone; Study at Jordan Conservatory, University of Maryland, The Catholic University of America (1992)

Paige Eager, Associate Professor of Political Science; B.A., M.A., Ph.D., University of Delaware (2005)

Susan Ensel, Whitaker Professor of Chemistry; B.S., Union College; Ph.D., The Pennsylvania State University (1995)

Joy S. Ernst, Associate Professor of Social Work and Director of the Social Work Program; B.A., University of Chicago; M.S.W., Rutgers University; Ph.D., University of Maryland (2000)

Kathy F. Falkenstein, Associate Professor of Biology and Chair of the Department of Biology; B.A., Gettysburg College; M.S., West Virginia University; Ph.D., The Pennsylvania State University (1981)

Maryanne Farrell, Instructor of History; B.A., Rosemont College; M.A., Ph.D., Georgetown University (2010)

Ingrid G. Farreras, Associate Professor of Psychology; B.A., Clark University; M.A., M.S.T., Ph.D., University of New Hampshire (2002)

M. Drew Ferrier, Professor of Biology and Director of the Graduate Environmental Biology Program; B.A., Washington and Jefferson College; M.A., Miami University, Ohio; Ph.D., University of Maryland (1993)

Lynn Fleming, Adjunct Instructor of Double Bass; B.A., The Juilliard School (2007)

Allen P. Flora, Professor of Physics; B.A., Bridgewater College; Ph.D., University of Virginia (1983)

W. Randolph Ford, Associate Professor of Computer Science; B.A., M.A., Ph.D., Johns Hopkins University (2000-2008, 2010)

John C. George, Associate Professor of Education; B.S., Georgetown University; M.Ed., The Johns Hopkins University; Ed.D., American University (2002)

Genevieve Simandl Gessert, Associate Professor of Art and Chair of the Department of Art and Archaeology; B.A., University of California, Berkeley; Ph.D., Yale University (2002)

***Gary Gillard**, Assistant Professor of Information Technology; B.A., Westminster College; M.Div., Virginia Theological Seminary; B.Sp.Ed., State College of Victoria; M.S., Hood College (1996)

- Amy Gottfried**, Associate Professor of English and Director of the Graduate Humanities Program; B.A., M.A., Syracuse University; Ph.D., Tufts University (1998)
- Christy D. Graybeal**, Assistant Professor of Education; B.S., Moravian College; M.S., American University (2008)
- *David Gurzick**, Assistant Professor of Economics and Management; B.S., Frostburg State University; M.S., Hood College; Ph.D., University of Maryland Baltimore County (2006)
- Debra A. Hanley**, Clinical Instructor of Education, Onica Prall Child Development Laboratory; B.S., M.Ed., McNeese State University (2008)
- David Hein**, Professor of Religion and Philosophy; B.A., University of Virginia; M.A., University of Chicago; Ph.D., University of Virginia (1983)
- *Brian Hinkley**, Adjunct Instructor of Brass and Director of the Wind Ensemble; B.M., M.M., Oberlin Conservatory of Music (1994)
- Ricky Hirschhorn**, Professor of Biology; B.A., University of Rochester; Ph.D., University of Pittsburgh (1992)
- Karen D. Hoffman**, Associate Professor of Philosophy and Chair of the Department of Philosophy and Religious Studies; B.A., Hendrix College; M.A., Baylor University; Ph.D., Saint Louis University (2001)
- Anita Jose**, Professor of Management and Director of the Graduate M.B.A. Program; B.A., Gandhiji University; M.M., M.B.A., University of Dallas; Ph.D., University of North Texas (1994)
- Janis Judson**, Associate Professor of Political Science, Chair of the Department of Political Science and Director of the Law and Society Program; B.A., M.A., Ph.D., University of Maryland (1984)
- Sang Kim**, Associate Professor of Economics and Management and Chair of the Department of Economics and Management; B.S., Ph.D., The Pennsylvania State University (2001)
- Eric C. Kindahl**, Associate Professor of Biology; B.S., Massachusetts Institute of Technology; Ph.D., Cornell University (1998)
- Elizabeth Knapp**, Assistant Professor of English; B.A., Amherst College; M.F.A., The Bennington Writing Seminars; Ph.D., Western Michigan University (2008)
- *Ellen Garfinkel Koitz**, Associate Professor of Education, Co-chair of the Department of Education and Director of the Graduate Reading Specialist Program; A.B., Catawba College; M.Ed., University of Georgia; Ed.D., University of Virginia (1985)
- *Carol Kolmerten**, Professor of English and Academic Grants Officer; B.A., University of Louisville; M.A., Ph.D., Purdue University (1978)
- Shannon Kunday**, Assistant Professor of Psychology; B.A., Wesleyan College; M.S., M.Phil., Yale University; Ph.D., Kent State University (2008)
- Leonard Latkovski Jr.**, Professor of History and International Studies; B.A., Bellarmine College; M.A., Ph.D., Georgetown University (1968)
- Craig S. Laufer**, Professor of Biology; B.S., University of Maryland; Ph.D., Kent State University (1988)
- Dana Lawrence**, Associate Professor of Chemistry; B.A., Jacksonville University; Ph.D., Florida State University (2005)
- *Noel Lester**, Professor of Music; B.M., M.M., D.M.A., The Peabody Conservatory of Music, The Johns Hopkins University (1974)
- *RoseAnn Markow Lester**, Adjunct Instructor of Violin and Viola, Director of the String Ensemble and Director of the Preparatory Music Program; B.M., M.M., Peabody Conservatory of Music, The Johns Hopkins University (1975)
- Tianing Li**, Assistant Professor of Finance; B.S., Dalian University of Technology; M.S., Marshall University; Ph.D., University of Tennessee (2009)
- Xinlian Liu**, Associate Professor of Computer Science and Director of the Graduate Computer and Information Science Program; B.E., Huazhong University of Science and Technology; Ph.D., Louisiana State University (2003)
- Ann Maginnis**, Librarian; B.A., M.L.S., Southern Connecticut State University (1977)
- Terry Martin**, Associate Professor of Psychology and Director of the Graduate Human Sciences and Thanatology Programs; B.A., M.A., Hood College; Ph.D., University of Maryland (1979)

Marie Elizabeth Mayfield, Professor of Mathematics, Chair of the Department of Mathematics and Director of the Graduate Certificate Program in Secondary Mathematics Education; B.A., University of North Carolina at Greensboro; M.S., Ph.D., University of Rhode Island (1979)

Joyce Michaud, Associate Professor of Art and Director of the Graduate Ceramics Arts Program; B.A., Lycoming College; M.F.A., The George Washington University (1992)

Lisa Mitchell, Librarian; B.A., Alderson-Broadus College; M.S.L.S., Clarion University of Pennsylvania (2000)

Laura M. Moore, Associate Professor of Sociology; B.D. Louisiana State University School of Architecture; M.A., Ph.D., University of Maryland, College Park (2003)

Katherine Orloff, Assistant Professor of Journalism; B.A., M.A., University of California, Los Angeles (2008)

***Judith A. Gilligan Pace-Templeton**, Assistant Professor of Biology and Director of the Graduate Certificate Program in Regulatory Compliance Program; B.S., Marywood College; M.S., Hood College; Ph.D., The George Washington University (2001)

Jaime Palay, Reference/Education Librarian; B.A., St. Mary's College of Maryland; M.S.I., University of Michigan (2010)

James Parson, Assistant Professor of Mathematics; B.A., Harvard University; Ph.D., Princeton University (2008)

Toby Peterson, Librarian for Access Services; B.S., West Virginia University; M.L.I.S., Florida State University (2004)

***William Pierce**, Assistant Professor of Computer Science; B.M.E., Shenandoah Conservatory of Music; M.S., Hood College (1993)

Scott Pincikowski, Professor of German and Chair of the Department of Foreign Languages and Literatures; B.A., M.A., University of Wisconsin Parkside; Ph.D., The Pennsylvania State University (2001)

***Catherine Porter-Borden**, Adjunct Instructor of Voice; B.M., State University of New York; M.M., Shenandoah Conservatory of Music (2001)

***William Powell III**, Adjunct Instructor of Piano; B.A., Hood College; M.M., Shenandoah University (2001)

Rebecca L. Prime, NEH/Libman Assistant Professor; B.A., Columbia University; M.A., New York University; Ph.D., University of California, Los Angeles (2009)

***Constance Pryor**, Instructor of English; B.S., Towson State University; M.S., The Johns Hopkins University; M.A., University of Maryland (2005)

Jennifer Pyles, Assistant Professor of Education; B.S., James Madison University; M.Ed., The Pennsylvania State University (2010)

Roger Reitman, Professor of Sociology; B.A., M.A., Ph.D., University of Maryland (1983)

Alison M. Roark, Assistant Professor of Biology; B.S., University of Virginia; Ph.D., University of Florida (2009)

***Carin Robinson**, Assistant Professor of Political Science; B.A., Bethel University; M.A., The George Washington University; Ph.D., Georgetown University (2009)

Daniel N. Robinson, Senior Lecturer; B.A., Colgate University; M.A., Hofstra University; Ph.D., City University of New York (2006)

Jennifer Ross, Associate Professor of Art and Archaeology; A.B., Bryn Mawr College; M.A., Ph.D., University of California at Berkeley (1999)

***Jeffrey L. Rossio**, Associate Professor of Biology; B.S., University of Michigan; M.S., Ph.D., Ohio State University (1988)

Wanda Ruffin, Associate Professor of Psychology; B.S., Mississippi Valley State University; M.S.W., University of Pittsburgh; Ph.D., University of Massachusetts (1990)

Ahmed Salem, Assistant Professor of Computer Science and Director of the Graduate Certificate Program in Information Security; B.S., Higher Technological Institute-Egypt; M.S., Ph.D., University of Louisville (2006)

Jan Samet O'Leary, Librarian; B.A., Michigan State University; M.L.S., Rutgers University (1995)

Jolene Sanders, Assistant Professor of Sociology; B.A., University of Maryland; M.A., University of Baltimore; Ph.D., American University (2006)

- Mark Sandona**, Professor of English and Chair of the Department of English; B.A., Northwestern University; Ph.D., Harvard University (1990)
- Judith Sherman**, Assistant Professor of Education and Director of the Graduate Curriculum and Instruction Program; B.A. Towson University; M.A., Hood College; Ph.D., University of Maryland (2006)
- *William Simms**, Adjunct Instructor of Guitar; B.M., The College of Wooster; M.M., The Peabody Conservatory of Music, The Johns Hopkins University (1992)
- Debra Smith**, Instructor in the Onica Prall Child Development Laboratory; B.S., James Madison University; M.A., Hood College (2010)
- Oney P. Smith**, Associate Professor of Biology and Director of the Graduate Biomedical Science Program; B.S., University of Vermont; M.S., University of Maine; Ph.D., Texas A&M University (1995)
- Carol Snapp**, Assistant Professor of Nursing and Director of the B.S.N. Program; B.S.N., University of Maryland; M.S.N., University of Pennsylvania; D.N.Sc., Johns Hopkins University (2010)
- *Paul Soong**, Assistant Instructor of Physical Education and Chair of the Department of Physical Education; M.D., Shanghai Second Medical College; M.E., Shanghai Institute of Physical Education; Ph.D., University of Maryland (2004)
- Lynda R. Sowbel**, Associate Professor of Social Work; B.A., Goucher College; M.S.W., Ph.D., University of Maryland (2001)
- *Barbara Spicher**, Adjunct Instructor of Flute; B.S., West Virginia University (1997)
- *Edward Stanley**, Adjunct Instructor of Oboe and English Horn; B.S., Western Carolina University; M.M., University of Oklahoma (1996)
- Ann Stewart**, Assistant Professor of Mathematics; B.A., Ithaca College; M.M., San Francisco Conservatory of Music; Ph.D., The Johns Hopkins University (2007)
- Kerry Strand**, Andrew G. Truxal Professor of Sociology and Chair of the Department of Sociology and Social Work; B.A., Elmira College; M.A., Ph.D., University of Maryland (1975)
- Christopher Stromberg**, Professor of Chemistry and Chair of the Department of Chemistry and Physics; B.A., Gustavus Adolphus College; Ph.D., Stanford University (2005)
- Laurie Taylor-Mitchell**, Associate Professor of Art; B.A., Kalamazoo College; M.A., Ph.D., University of Michigan (2003)
- *Charles S. Tidball**, Distinguished Research Scholar; A.B., Wesleyan University; M.S., University of Rochester; Ph.D., University of Wisconsin; M.D., University of Chicago (1994)
- *M. Elizabeth Tidball**, Distinguished Research Scholar; B.A., Mount Holyoke College; M.S., Ph.D., University of Wisconsin; M.T.S., Wesley Theological Seminary (1994)
- Tamelyn N. Tucker-Worgs**, Associate Professor of Political Science; B.A., Hampton University; M.A., Ph.D., University of Maryland, College Park (2002)
- John Urian**, Librarian; A.S., M.L.S., University of Maryland (2000)
- Jerrold A. Van Winter**, Assistant Professor of Management; B.A., St. Mary's College of Maryland; M.B.A., Virginia Polytechnic Institute; Ph.D., The George Washington University (2009)
- Noel Verzosa, Jr.**, Assistant Professor of Music; B.A., Bowdoin College; M.A., Ph.D., University of California, Berkeley (2009)
- Aldan Weinberg**, Professor of Journalism and Director of the Communication Arts Program; A.B., Hood College; M.A., University of Missouri (1985)
- *Jeffrey Weisner**, Adjunct Instructor of String Bass; B.A., Brown University; M.M., Peabody Conservatory (2007)
- Stephen Wilson**, Associate Professor of Religion and Philosophy; B.A., Brown University; Ph.D., Stanford University (2005)
- Wayne L. Wold**, Associate Professor of Music, College Organist; B.M., Concordia College; M.M., Wittenberg University; D.M.A., Shenandoah Conservatory of Shenandoah University (1990)
- Donald Wright**, Assistant Professor of French and Arabic; B.S., The Pennsylvania State University; M.S., Ph.D., University of Pittsburgh (2008)

Elaine C. Wright, Adjunct Instructor of Piano; B.A., Wayne State University; M.A., Marywood University (2010)

Hoda Zaki, Professor of Political Science, Co-Director of the Honors Program and Director of the African-American Studies Program; B.A., The American University at Cairo, Egypt; M.A., Ph.D., Atlanta University (1993)

Maria Griselda Zuffi, Professor of Spanish; B.A., University del Salvador; M.A., University of Connecticut; Ph.D., University of Pittsburgh (1997)

EMERITA PRESIDENT

Martha E. Church, President Emerita; A.B., Wellesley College; M.A., University of Pittsburgh; Ph.D., University of Chicago; Sc.D., Lake Erie College; Litt.D., Houghton College; L.H.D., Queens College; L.H.D., Ursinus College; L.H.D., Saint Joseph College; Litt.H.D., College of Notre Dame of Maryland; LL.D., Hood College; L.H.D., Towson State University; L.H.D., Dickinson College (1975)

EMERITAE/ FACULTY

William R. Agee, Beneficial Associate Professor Emeritus of Economics and Management; B.S., Shepherd College; M.B.A., Ph.D., American University (1982–1993)

Doris M. Bailey, Associate Professor Emerita of Physical Education; B.S., Boston University; M.A., Russell Sage College (1961–1992)

Joanne Barksdale, Professor Emerita of Home Economics; B.S., Berea College; M.S., Kansas State University (1955–1962)

Patricia M. Bartlett, Professor Emerita of Education; B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Maryland (1971–2001)

Loretta Bassler, Assistant Professor Emerita of French; B.A., Hood College; M.A., University of Maryland (1970–1998)

James R. Boston, Professor Emeritus of Religion; A.B., Stanford University; M.Div., Ph.D., Union Theological Seminary (1965–1999)

Courtney M. Carter, Professor Emerita of English; B.A., College of William and Mary; M.A., Ph.D., University of Virginia (1974–2009)

Lucy B. Dennison, Associate Professor Emerita of Home Economics; B.S., Western Kentucky University; M.S., University of Kentucky;

Ed.D., Virginia Polytechnic Institute and State University (1980–1991)

Margery Elfin, Virginia E. Lewis Professor Emerita of Politics; A.B., Wellesley College; M.A., The New School for Social Research; Ph.D., Columbia University (1977–1998)

Laura Betsy Estilow, Professor Emerita of Biology; B.S., Albright College; M.T. (ASCP), Presbyterian Hospital, University of Pennsylvania Medical Center; M.S., West Virginia University (1975–2009)

Noel Farmer, Associate Professor Emeritus of Education; B.S., Salisbury State University; M.A., West Virginia University; Ed.D., University of Maryland (1993–2006)

Norman D. Gary, Associate Professor Emeritus of Biology, B.S., North Dakota State University; M.A., Ph.D., Indiana University (1978–1989)

Paul J. Gowen, Professor Emeritus of Mathematics and Computer Science; B.S., Georgetown University; M.A., University of Virginia; M.S., The Johns Hopkins University; Ph.D., University of Virginia (1972–2006)

Shannon E. Griffiths, Associate Professor Emerita of Sociology; B.S., Ithaca College; M.A., Northeastern University; Ph.D., University of Pennsylvania (1986–2002)

Juana Amelia Hernández, Professor Emerita of Spanish; A.B., Ph.D., University of Havana (1965–1996)

Kittybelle Hosford, Assistant Professor Emerita of Education; B.S. Ed., Western Carolina University; M.A., The George Washington University; Ph.D., University of Maryland (1985–2006)

Dorothy Johnson, Associate Professor Emerita of Physical Education; B.S., Russell Sage College; M.S., Hofstra University (1955–1991)

George C. Kleinspehn, Whitaker Professor Emeritus of Chemistry; A.B., Colgate University; A.M., Ph.D., The Johns Hopkins University (1967–1993)

Karen Klisch, Professor Emerita of Physical Education; B.S., Florida State University; M.A., Ph.D., University of Maryland (1966–1999)

Carla S. Lyon, Associate Professor Emerita of Education; A.B., A.M., Ph.D., University of Michigan (1973–2001)

Gerald McKnight, Professor Emeritus of History; B.S., A.M., The Pennsylvania State University; Ph.D., University of Maryland (1971-2000)

Margaret Snyder Neely, Assistant Professor Emerita of Chemistry; A.B., Elmira College; A.M., Western Reserve University (1942-1981)

Bonnie J. Neuman, Professor Emerita of Physical Education; B.S., Drake University; M.S., University of North Carolina (1975-2000)

Douglas Peterson, Associate Professor Emeritus of Mathematics and Computer Science; B.A., State University of New York; M.A., University of Washington; Ph.D., Texas A&M University (1982-2006)

Alexander Russo, Professor Emeritus of Art; B.F.A., Columbia University; Further Study, University of Buffalo Academy of Fine Arts, Rome, Italy; Guggenheim, MacDowell and Fullbright Fellow (1971-1990)

Sharron W. Smith, Whitaker Professor Emerita of Chemistry; A.B., Transylvania College; Ph.D., University of Kentucky (1975-2005)

William Sprigg, Professor Emeritus of Music; B.Mus., M.Mus., Performers Certificate in Organ, Eastman School of Music of the University of Rochester; Further Study, Boston University (1947-1988)

Roberta Strosnider, Associate Professor Emerita of Education; B.A., Fairmont State College; M.A., West Virginia University; Ed.D., Virginia Polytechnic Institute and State University (1986-2001)

Hazael G. Taylor, Professor Emerita of Physical Education; B.S., Winthrop College; A.M., New York University (1965-1985)

Dean Wood, Giles Professor Emeritus of Education; B.S., M.S., Pittsburg (Kansas) State University; Ed.D., Temple University (1971-2005)

THE ADMINISTRATION

OFFICE OF THE PRESIDENT

Ronald J. Volpe, B.S., M.B.A., Ph.D., President and Professor of Management

Diane K. Wise, Executive Assistant to the President, Secretary to the Board of Trustees and Secretary of the College

OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Katherine S. Conway-Turner, Ph.D., Provost and Vice President of Academic Affairs

Lenora F. Dietzel, Administrative Assistant for Academic Affairs

■ ACADEMIC GRANTS OFFICER

Carol Kolmerten, B.A., M.A., Ph.D., Professor of English, Academic Grants Officer

■ THE JOSEPHINE STEINER CENTER FOR ACADEMIC ACHIEVEMENT AND RETENTION

Bonnie K. Hagerman '66, M.S., Director

Sandra Blakeman, B.A., M.A., Writing Skills Coordinator

Karen Blount, B.S., M.Ed., Mathematics Skills Coordinator

Teresa Eisentraut, B.S., M.Ed., Adjunct Instructor

Tom Kranz, B.A., M.Ed., M.A.T., Disability Services Coordinator

Courtney Sloan, B.A., M.Ed., Adjunct Instructor

Michelle Townsend, Administrative Assistant and Hood Start Coordinator

■ CATHERINE FILENE SHOUSE CAREER CENTER & OFFICE OF SERVICE LEARNING

Nancy Hoffman Hennessey '83, Director, Career Services and Office of Service Learning

Yvette Webster, B.A., Community Service Coordinator

Colleen McKenna, B.A., M.Ed., Internship Coordinator

Maura Page, B.A., Event and Recruitment Coordinator

Susanna Schaeffer Smith '88, M.Ed., Career Consultant

Christina Stevenson, B.A., Career Consultant

■ **BENEFICIAL-HODSON LIBRARY AND INFORMATION TECHNOLOGY CENTER**

Jan Samet O'Leary, B.A., M.L.S., Director of the Beneficial-Hodson Library and Information Technology Center

Elfie Chang, B.A., M.L.S., Director of Maryland Interlibrary Consortium

Tess Morrison-Colwell, B.S., Weekend and Evening Library Technician

Amanda Gil, B.A., M.A., Interlibrary Loan and Access Services Manager

Ann Maginnis, B.A., M.L.S., Senior Librarian for Reference and Education Services

Cathryn Martino '84, Access Services Manager

Colleen McKnight, B.A., M.L.I.S., Reference and Education Services Librarian

Lisa Mitchell, B.A., M.S.L.S., Librarian for Cataloging and Collection Development Services

Jaime Palay, B.A., M.S.I., Reference and Education Services Librarian

Toby Peterson, B.S.B.A, M.L.A., Librarian for Access Services

David Salner, B.A., Weekend and Evening Library Technician

Phyllis Townsend, A.A., Collection Development Services Manager

John Urian, A.B., M.L.S., Librarian for Information Technology and Cataloging

■ **DEPARTMENT OF ART AND ARCHAEOLOGY**

Mary Jean Hughes '08, Visual Resources Coordinator

Joyce Michaud, B.A., M.F.A., Associate Professor of Art, Director of the M.F.A and Graduate Certificate in Ceramic Arts and Studio Coordinator

Milana Braslavsky, M.F.A., Curator of Hodson Gallery, Adjunct Instructor Gallery Management

Karen Taylor, B.A., Ceramics Studio Manager

■ **DEPARTMENT OF BIOLOGY**

Ronald Albaugh, B.S., M.S., Program Coordinator

J. Hans Wagner, B.S., Biology Laboratory Supervisor and Chemical Safety Officer

■ **DEPARTMENT OF CHEMISTRY AND PHYSICS**

Karen Borgsmiller, B.S., Ph.D., General Chemistry Coordinator

Kathryn Henry, B.S., M.A.T., M.A., Assistant, Department of Chemistry and Physics

■ **DEPARTMENT OF COMPUTER SCIENCE**

Atsuko Crum, B.A., M.S., Technical Coordinator, Department of Computer Science

■ **FACULTY SERVICES**

Jeanie Cronin, Coordinator, Faculty Services

Susan Day, Administrative Assistant for Faculty

Kathy Buckley, B.A., Administrative Assistant for Faculty

Kerri Eyler, A.A., Administrative Assistant for Faculty

Mayme Kugler, Administrative Assistant for Faculty

■ **GRADUATE SCHOOL**

Allen P. Flora, Ph.D., Dean of the Graduate School

Noel Hammarlund, B.A., Administrative Assistant

Traci Holland '07, M.A. '10, Director of Graduate Admission

Carolyn Korb, A.A., Graduate Records Specialist

Michelle Linehan, B.A., Graduate Records Specialist

Melinda Metz '97, M.A. '10, Graduate Records Manager

■ **HONORS PROGRAM**

Anne Derbes, B.A., M.A., Ph.D., Co-director of the Honors Program and Professor of Art

Hoda Zaki, B.A., M.A., Ph.D., Co-director of the Honors Program, Professor of Political Science and Director of the African-American Studies Program

Mary Jean Hughes '08, Honors Administrative Coordinator

■ **INSTITUTIONAL RESEARCH**

Cindy Emory, Director of Institutional Research

Marie Crisostomo, M.S., Assessment and Planning Coordinator

■ MUSIC PREPARATORY PROGRAM

RoseAnn Markow Lester, B.M., M.M., Director

■ REGISTRAR

Nanette Markey '79, Registrar

Allison Albinski, Administrative Assistant

Lois Averill, B.S., Associate Registrar

Angela Dodson, B.A., M.B.A., Assistant Registrar/Transfer Coordinator

Elaine Entersz, B.A., M.A., Administrative Assistant

Christine Hampton, Assistant Registrar

Nancy Huyser, Registration and Enrollment Specialist

■ STUDY ABROAD OFFICE

Kathleen (Kate) Emory, B.A., Director of Study Abroad Programs

■ TIDBALL CENTER FOR THE STUDY OF EDUCATIONAL ENVIRONMENTS

Charles S. Tidball, B.A., M.S., M.D., Ph.D., Co-director and Research Scholar

M. Elizabeth Tidball, B.A., M.S., M.T.S., Ph.D., Co-director and Research Scholar

OFFICE OF THE VICE PRESIDENT FOR FINANCE AND TREASURER

Charles G. Mann, B.B.A., Vice President for Finance and Treasurer

Tammy M. Becker, Administrative Assistant to the Vice President for Finance and Treasurer

■ ACCOUNTING

Darian V. Schulze, B.S., M.B.A., C.P.A., Assistant Treasurer and Controller

Denise Watkins, B.S., M.B.A., Assistant Controller

Elizabeth Morningstar, C.P.A., B.A., M.A. '06, Director of Budget Development, Planning and Reporting

Teresa Case, Accounts Payable Coordinator

Nancy McHenry, A.A.S., Staff Accountant

Teresa Conklin, B.S., Payroll Administrator

Cynthia Runnells, B.S., Accounts Receivable Coordinator

■ AQUATICS CENTER

Donald Feinberg, B.S., Director of Aquatics Center and Head Men's and Women's Swim Coach

■ BOOKSTORE (BARNES & NOBLE)

Kimberly Westerholm, Manager

■ CONFERENCES AND SPECIAL EVENTS

Lovetta Corson-Morgan, Director of Auxiliary Services

Gretchen Erzinger, B.A., Campus Scheduler and Conference Service Assistant

James L. Haines Jr., Set-Up and Delivery Team Leader

■ FACILITIES

John Wichser, M.Ed., Director of Facilities Planning and Special Projects

Judith C. Carlberg '66, M.A., Operations Manager*

Catherine (Trina) Flosi-Planer, B.A., Custodial Manager*

LuAnn McKee, Work Center Coordinator*

Julie Omenitsch, '99, Project Administrator*

Nicole Seeley, Administrative Assistant*

Donald Bowie, Technical Services Team*

Michael Bowie, Technical Services Team*

Clark Boram, Technical Services Team*

Timothy Faulder, Technical Services Team*

Gary Peterson, Technical Services Team*

Paul Shumaker, Technical Services Team*

Fontaine Weedon, Technical Services Team*

Deborah Ayers, Housekeeping Team*

Marlene Billups, Housekeeping Team*

Lucia Boteo, Housekeeping Team*

Dwight Bowie, Housekeeping Team*

Richard Bowie, Housekeeping Team*

Nicole Boyle, Housekeeping Team*

Rose Boyd, Housekeeping Team*

Joseph Campbell, Housekeeping Team*

James Carroll, Housekeeping Team*

Carroll Clabaugh, Housekeeping Team*

Mary Dayton, Housekeeping Team*

Leon Dorsey, Housekeeping Team*

Rose Duffin, Housekeeping Team*

Theresa Eyler, Housekeeping Team*

Darlene Fogle, Housekeeping Team*

Rae Fortin, Housekeeping Team*
Rebecca Green, Housekeeping Team*
Patrick Harper, Housekeeping Team*
John Howsare, Housekeeping Team*
Mary Howsare, Housekeeping Team*
Paula Howsare, Housekeeping Team*
Delores King, Housekeeping Team*
Dorothy Lawson, Housekeeping Team*
Anita Martinez, Housekeeping Team*
Zoila Rodriguez, Housekeeping Team*
Maria Siguenza, Housekeeping Team*
Helena Thomas-Dorsey, Housekeeping Team*
Elga Velasquez, Housekeeping Team*

* Designates ARAMARK Inc. staff.

■ FOOD SERVICE (ARAMARK)

Alan Dolid, C.E.C., A.O.S., General Manager
Brenda Davidson, Asst. Director/Catering Director
Jason Easton, Dining Service Manager
Jason Shultz, Dining Service Manager
Billie Winpigler, Administrative Assistant

■ DEPARTMENT OF HUMAN RESOURCES

Carol M. Wuenschel, B.S., M.S., SPHR, GPHR, Executive Director
Vanessa Y. Roberts, B.S., Senior Human Resources Generalist
Sharon Kaye Smith, B.A., M.A.C.T., PHR, Benefits Manager

■ OFFICE OF INFORMATION TECHNOLOGY

Cornelius R. Fay III, B.A., M.B.A., Chief Technology Officer
JoAnne M. Bodine '09, End User Computing Manager
Peter Brehm, B.A., IT Services and Support Specialist
Christopher Coggins, Programmer/Analyst
Bing Crosby, B.S., Electronic Mail Administrator
Michael A. Pasquerette, B.S., Associate Director for Telecommunications
Jane Super, B.S., Computer Laboratory Manager and Systems Administrator for Students
Jeffrey A. Welsh, B.A., Instructional Technologist

Christina M. Wheeler, B.A., Associate Director of the Applications Group

Jeffrey A. Whipp, A.A.S., Associate Director for Platforms

Steve D. Wobbleton, Senior Programmer/Analyst

■ PRINT AND MAILING RESOURCE CENTER

Bryan Errera, Director
Robert Smerk, A.A., Senior Reprographics Technician
Travis McGlaughlin, Reprographics Technician
Kathy Sczerzenie, Supervisor
Debra McCutcheon, Clerk

OFFICE OF INSTITUTIONAL ADVANCEMENT

Nancy Gillece '81, M.B.A., Vice President for Institutional Advancement
Jane Moore B.A., M.B.A., Director of Gift Planning and Major Gifts
Suzie Smith M.B.A., Director of Corporate Relations and Giving Gift Planning
Richard Dull J.D., Director of Blue and Grey Club
Suzanne Pridemore, Administrative Assistant for Institutional Advancement

■ ALUMNI RELATIONS AND SPECIAL EVENTS

Linda Roth, B.A., Director of Alumni Relations and Special Events

■ ANNUAL GIVING

Dennis McKinney, B.A., B.S., Director of Annual Giving
Jessica Sardella, B.A., Assistant Director of Annual Giving

■ ADVANCEMENT SERVICES

Amy Kaufman, '08, Records Specialist
Krista Schaffert '04, Director of Advancement Services and Researcher
Debbie Schenkel, A.A.S., Associate Director of Advancement Services and Special Events
Tamara Smith, Assistant Director of Advancement Services

**OFFICE OF THE VICE PRESIDENT
FOR STUDENT LIFE AND
DEAN OF STUDENTS**

Olivia G. White, B.S., M.Ed., Ph.D., Vice
President for Student Life and Dean of
Students

Ted Chase, B.A., M.Ed., Ph.D., Associate Dean
of Students

Melanie Eyler, Administrative Assistant to the
Dean of Students

■ **ATHLETICS**

Gib Romaine, B.S., M.S., Director of Athletics

Tom Dickman, B.A., M.Ed., Associate Director
of Athletics, Head Men's Basketball Coach and
Head Men's Golf Coach

Staci Brennan, B.S., M.A. Assistant Director of
Athletics and Head Field Hockey Coach

John J. Butler, B.S., M.S., Assistant Director
of Athletics for Academic Enrichment, Head
Women's Basketball Coach and Head Men's
and Women's Tennis Coach

Brent Ayer, B.A., M.B.A., Head Men's and
Women's Cross-Country/Track and Field
Coach

Kate Barrick, B.S., Head Softball Coach

Anita Bartgis '80, Co-head Equestrian Instructor

Jennie Bowker, B.S., M.S., Assistant Athletic
Trainer

Andrew Brabson, B.A., Assistant Men's and
Women's Swim Coach and Assistant Aquatics
Center Manager

Emily Clowser, B.S., M.Ed., Head Women's
Soccer Coach

Molly Evans, B.S., M.S., Head Women's Lacrosse
Coach

Don Feinberg, B.S., Head Men's and Women's
Swim Coach and Director of Aquatics

Karen Fenwick, B.A., Co-head Equestrian
Instructor

Akira Kondo, B.S., M.S., Head Athletic Trainer

Jeremy Mattoon, B.A., M.Ed., Head Men's
Lacrosse Coach, Fitness Center Coordinator

Adrienne Mullikin, B.A., Assistant Director of
Athletics for Communications

Julie McNeill, A.A., Administrative Assistant for
Athletics

Ashley Nick '08 B.S., M.Ed., Head Cheerleading
Coach

Jaime Pryor, B.S., M.Ed., Head Volleyball
Coach

Oney Smith, B.S., M.S., Ph.D., Faculty Athletic
Representative

Brian Wall, B.A., M.B.A., Head Men's Soccer
Coach

■ **CHAPEL**

Rev. Beth A. O'Malley, B.A., M.Div., McHenry
Dean of the Chapel

■ **DEPARTMENT OF CAMPUS SAFETY AND
SECURITY**

Richard Puller, B.S., M.L.A., Director of
Campus Safety and Security

Operations/Security/Fire Safety

Charles Tobery, Captain, Assistant Director, '10

David Beers, Officer

Matthew Chilton, B.A., M.A.'11 Senior Officer

Joe Gonzales, Officer

Mary Ann Kobylenski, Officer

Jason Livesay, Corporal

Jeff Miller, Officer

Matthew Moser, Senior Officer

Chris Perez, Officer

Robert Purdum, Officer

Benjamin Rice, Officer

Cliff Slick, Sergeant

Andy Smothers, Sergeant

Robert Whitmore, Fire Safety Officer

Douglas Young, Officer

Services/Transportation

Doreen Jarvis, Services Coordinator

Patricia German, Console Attendant

Jody Gonzales, Console Attendant

Brock Gregory, Console Attendant

Mary Hoag, Console Attendant

Natasha Kobran, Console Attendant

Josie Smith, Console Attendant

Laura Strouth, Console Attendant

Robyn Tobery, Console Attendant

■ OFFICE OF MULTICULTURAL AFFAIRS AND INTERNATIONAL STUDENT PROGRAMS

Kiran Chadda, B.A., M.A., Ph.D., Director of Multicultural Affairs and International Student Programs

■ RESIDENCE LIFE

Zachary A. Luhman, B.A., M.A., Director of Residence Life

Christine Y. Malone, B.A., M.S., Area Coordinator for Community Development

Danielle A. Weaver, B.A., M.S., Area Coordinator for Leadership Development

■ STUDENT ACTIVITIES

Don Miller, B.A., M.A., Director of Student Activities and Orientation

Angie Bauman, B.A., M.S., Assistant Director of Student Life

Bonnie Nipper, Administrative Assistant

■ WELLNESS CENTER

Counseling Services

Delores Grigsby, M.S.W., L.C.S.W.-C., Director of Counseling Services

Dwayne Narayan, M.D., Consulting Psychiatrist

Deborah Sudduth, M.S.W., L.C.S.W.-C., Staff Counselor

■ HEALTH SERVICES

Teresa Cevallos, BSN, RN, Director of Health Services

Martha Pierce, M.D., '79, College Physician

Kelly Wolfe, CRNP, Nurse Practitioner

OFFICE OF ADMISSION

OFFICE OF ADMISSION

Kathleen C. Bands, Ph.D., Vice President for Enrollment Management

David Adams, B.A., Director of Admission

Valerie Garber, B.A., Director of Admission Communication

Mike Deegan, B.S., M.A., Associate Director of Admission

Elizabeth M. Gorman '02, M.A. '08, Associate Director of Admission

Cheryl Banks '06, Assistant Director of Admission

Jennifer Decker, B.A., Senior Admission Counselor

Amanda Bunting '09 B.A., Admission Counselor

Sarah Lindberg, B.A., Admission Counselor

Janice Eskite, B.A., Administrative Assistant

Anne Kenny, B.S., Administrative Assistant

Lisa Troth, B.S., M.B.A. '08, Visit Counselor

Linda McNamee, Administrative Assistant

Kathryn Lyons, Administrative Assistant

■ FINANCIAL AID

Carol A. Schroyer, B.S., Director of Financial Aid

Susan W. Erb, B.S., Assistant Director

Denise R. Abshire, A.A., Coordinator of Financial Aid Operations

Elizabeth Witcher, A.A., Administrative Assistant

OFFICE OF MARKETING AND COMMUNICATIONS

Dave Diehl, A.A.S., B.S., M.B.A. '04, Executive Director

Karlie Herbert, B.A., Marketing Specialist

Joann Lee, B.S., Art Director

Ilene Liszka, B.A., Associate Director

Adrienne Mullikin, B.S., Assistant Director of Athletics for Communications

Kit Peteranecz, , Graphic Designer

BOARD OF TRUSTEES

Cheryl Brown Dreiling '69, Chair
McLean, Va.

Former Operations Manager, Hewlett Packard

Philip Berkheimer, Vice Chair
Frederick, Md.

Senior Vice President and
Financial Adviser, Morgan Stanley
Smith Barney

M. Richard Adams

Frederick, Md.
CEO, Frederick County Chamber of
Commerce

Janet Hobbs Cotton '59

Phoenix, Ariz.
Vice President, The Maricopa Partnerships,
LLP

Margery Lesser Elfin, Ph.D.
Washington, D.C.
Professor *Emerita* of Political Science, Hood
College

Joan Esselen Foot '69
Red Wing, Minn.
Retired Development Specialist, St. Paul
Foundation

J. Brian Gaeng
Frederick, Md.
President, BlueRidge Bank

Gail L. Gamble, M.D., '69, Sc.D. '93
Rochester, Minn.
Medical Director, Cancer Rehabilitation
Program, Rehabilitation Institute of Chicago

Eva Teig Hardy '66
Richmond, VA
Retired Executive

Robert G. Hooper
Jefferson, Md.
Senior Vice President,
RBC Wealth Management

Kevin C. Jackson
Mt. Airy, Md.
Business Banking Regional Manager,
M&T Bank

George E. Lewis Jr., D.V.M., Ph.D., Col. (Ret.)
U.S. Army
Jefferson, Md.
Consultant via General Dynamics Information
Technology to the Telemedicine and Advanced
Technology Research Center

Judith Messina '66
New York, N.Y.
Journalist

Laura Lee Miller '73
New York, N.Y.
President and CEO of BrandSolutions LLC

Janet Spaulding Nunn '61
Frederick, Md.
Alumna of the College

J. Ray Ramsburg III '83
Ijamsville, Md.
Insurance Executive, BB&T Frederick
Underwriters

Malinda B. Small '81
Pasadena, Md.
President, Saint Agnes Foundation

Earlene H. Thornton, Ph.D.
Frederick, Md.

Retired Educator, Former Newspaper Executive
Editor

Neal J. Wilson
Potomac, Md.
Chief Operating Officer, EJJF Capital LLC

TRUSTEES EMERITI

Elaine Alexander '71
Linda J. Allan '70, M.S. '78
Carol Lumb Allen '59
Martha Shortiss Allen '59
S. Arlene Barnes '57
Gayle Hamilton Blakeslee '59
Penelope Probert Boordman '55
G. Hunter Bowers Jr.
Nancy Tressel Brown '57
Martha E. Church, Ph.D., L.L.D. '95
Albert H. Cohen, L.H.D. '06
Edward D. Del Giorno
Patricia W. Driscoll '55
Barbara F. Flythe
Claire Fulenwider, Ph.D. '64
Elizabeth A. Geiser '47
Raymond V. Gilden, Ph.D.
Leonard P. Harris P'84
Lois Smith Harrison, '45, H.D.H. '93
Grace Hechinger H'89
Peter Herrick
Charles W. Hoff III, P'92
Edith Howard Hogan '59
Ruth Whitaker Holmes '55, Sc.D. '93
Nancy Rogers Huntsinger '59
Sara Weaver Langie '51
Lois Vars Mason '51
A. Betsy McCain McAlpine '51
M. Jacqueline McCurdy '55
Christine L. McHenry '73
Charles A. Nicodemus L.H.D. '05
Frances A. Delaplaine Randall '45, L.H.D. '06
Barbara Campbell Rickman '63, M.A. '75, P'02
M. Robert Ritchie Jr.
Rosel Hoffberger Schewel '49
Alfred P. Shockley P'91
Dolores Snyder
William R. Snyder
Robert W. Summers P'88
M. Elizabeth Tidball H.H.D. '82

Christine P. Tischer '65
Stephen C. Turner
John M. Waltersdorf
John C. Warfield
Elizabeth Bennett Wiegand '60
Nora Truxal Wilson '53
Rebecca Hahn Windsor

BOARD OF ASSOCIATES (2011-2012)

Jewel K. Smith '96, Chair
James H. Clapp, J.D., Vice Chair
Larry O. Arthur, P'87
Jason Aufdem-Brinke
Daryl A. Boffman
Philip W. Bowers '83
Jeffrey A. Boyd
Kim Longenecker Brenengen '87
Diane Campbell '69
Manuel Casiano, M.D., M.B.A '03, L.H.D. '08
Mark D. Chilton, M.D., P'11
Nancy Kemp Cline '74
Lisa Coblentz
Stacey L. Collins '89
John W. Derr
Susan E. Edmiston '87
David G. Esworthy, M.S. '88
Kevin R. Filler
Rebecca M. Fishack '03
Elizabeth Collmus Fisher
Mark E. Friis, M.A '82
Susan Murawski Ganley '79
W. D. Glisson
Magaly Mauras Green '74, M.A. '79
Syed W. Haque, M.D.
Timothy J. Harley, M.B.A. '02
Melanie Lathrop Hoffman '64, M.A. '79, P'00
Myra L. Holsinger '70
Paula L. Jagemann '99
Karllys Kline
Margaret Mitchell Kline '55, G'08
Uplaksh S. Kumar, Ph.D.
Eleanor Chisholm Landauer '86
Karen Shipley Leggett, M.A. '09, C '07
Dawn J. Leonard, M.D.
George H. Littrell III '89
E. Kevin Lollar '97

Rona A. Mensah '92
Eileen Conrad Mitchell '95
Catherine E. Mock
Lorie Harris Morrell '84
Bernice E. Morris '04, M.B.A. '08
Cynthia Newby '67
Cindy Sellers O'Brien
Cheryl D. Parrott, M.A.'06, L.H.D. '09
Nancy Drew Picard '58, P'80
Michael L. Proffitt
Ellen S. Sacks, J.D., '70, P'09
Charles E. Seymour
Marisa A. Shockley '91
Ruth Ravitz Smith '83
Michael A. Stauffer '00, P'12, P'12
L. Martha Thomas, M.D., '71, P'99, P'09
Larry Van Sant
Matthew M. Warner

BOARD OF ASSOCIATES EMERITI

Claudette L. Boudreaux '89
Blanche Bourne, M.D.
Natalie Colbert Bowers '52
David P. Chapin, P'91
Nancy Hammaker Crum '82
Lois Smith Harrison '45, H.D.H. '93, P'78, P'78
Virginia Turnbull Hecklinger '56, P'81, G'08
D. Hunt Hendrickson
C. Kurt Holter '76
Robert G. Hooper
Kevin C. Jackson
Henry P. Laughlin, H.D.P. '03
Donald C. Linton
Betsy McCain McAlpine '51
Sarah Schaeffer Morse '63
Robert S. Nickey III
Janet Spaulding Nunn '61, P'06
J. Ray Ramsburg III '83, P'14
Arthur E. Read Jr.
Earl H. Robbins Jr.
Martha Knouse Schaeffer '47
F. Lawrence Silbernagel Jr.
Beulah Munshower Sommer '44
Earlene Thornton

INDEX

**Applies to graduate programs*

A

Academic calendar, 1
Academic computing facilities, 7
*Academic conduct, 280
Academic dismissal, 52, *281
Academic honors, 51
Academic policies, 50, *280
Academic probation, 52
*Academic programs, graduate, 271, 295
Academic resources, 6
Academic services, 13
Academic standing, 51, *281
Academic warning, 52, *281
Accelerated programs, 46
Accounting concentration, *299
Accreditation, inside front cover
Admission
 deferred admission, 22
 deposit requirements, 22
 *graduate, 272
 home-schooled students, 17
 international students, 18, *275
 international transfer applicants, 19
 students with disabilities, 14, 22, *289
 transfer students, 18
 undergraduate, 16
Advanced placement, 57
Advising, academic, 13, *283
African-American studies minor, 135
African studies
 minor, 134, 136
American studies minor, 134, 136
American University, see Washington Semester Program, 49
Anthropology courses, 157
Application for admission, 16, *272
 deadlines, 21
Arabic Courses, 157
Art and Archaeology department, 69
 archaeology concentration, 81
 archaeology minor, 134, 137
 art education concentration, 81
 art history concentration, 83
 art history minor, 134, 137
 studio art concentration, 84
 studio art minor, 134, 151
Assistantships, 55
Astronomy courses, 166
Athletics, 12
Attendance, class, 55
Attending other institutions, 67
Audit, 64, *290

B

Beneficial-Hodson Library and Information Technology Center, 6
Biochemistry major, 85
 biotechnology studies, 86
 forensic studies, 86
 pre-medical studies, 86
Biology department, 69
 coastal studies semester, 47, 90
 Duke University Marine Science Program, 90
 ecology direction, 89
 integrative biology direction, 88
 major, 87
 microbiology direction, 89
 minor, 134, 137
 *molecular biology concentration, 296
 molecular biology direction, 89
 pre-medical direction, 88
 secondary education certification, 88
 secondary education direction, 89
*Biomedical science, M.S., 295
 *biotechnology/molecular biology concentration, 296
 *microbiology/immunology/virology concentration, 297
 *regulatory compliance certificate, 297
 *regulatory compliance concentration, 297
Board and room fees, 23
*Business administration, Master of, 298
 *accounting concentration, 299
 *finance, 299
 *human resources management concentration, 299
 *information systems concentration, 300
 *marketing concentration, 300
 *public management concentration, 300
Business administration minor, 138

C

Campus Center, Whitaker, 9, 10, 49, *280
Campus map, inside back cover
Campus Safety, 288
*Cancellation of classes, emergency, 288
Cancellation of courses, 65
Career Services, 14, *279
Center for Community Research, 5
Center for the Humanities, 6
*Ceramic arts, M.F.A., 273
Center for Science and Mathematics, 6
*Certificate in ceramic arts, 326
*Certificate in information security, 328
*Certificate in regulatory compliance, 328
*Certificate in secondary Mathematics education, 328
*Certificate in thanatology, 329
*Changing degree programs, 282
Cheating, 50

Chemistry and physics department, 70
 chemistry major, 91
 chemistry minor, 134, 138
 environmental chemistry studies, 92
 forensic studies, 92
 physics minor, 134, 147
 pre-medical studies, 91
 secondary education studies, 92
 Child development laboratory, 98
 Classical literature in translation
 courses, 176
 Classical studies minor, 134, 138
 Classification, academic standing and, 52
 CLEP tests, 58
 Clubs and organizations, 10, 11
 Coastal studies minor, 134, 139
 Coastal studies semester, 47, 90
 College life, 8
 Commencement, 62
 *graduate, 287, 288
 honors, 51
 Communication arts
 major, 93
 digital media concentrations, 94
 journalism minor, 134, 144
 public relations minor, 148
 Community college exchange, 49, 68
 Community service, 5
 Commuters, 9
 *Comprehensive examinations, 283
 Computer science department, 95, *303
 major, 95
 minor, 134, 139
 web development minor, 134, 152
 Convocation honors, 54
 Core curriculum, 34
 Costs, see tuition
 Counseling services, 15
 Course descriptions, 154
 *Course load, 292
 Course numbering, 154
 *Course offerings, graduate, 330
 Course schedules, 65
 Credit by examination, 56
 Credit for prior learning, 56, *287
 Criminology and delinquency minor, 139

D

DANTES exam, 58
 Dean's list, 51
 Deferred admission, 22
 *Degree candidacy, graduate, 281
 Degree requirements
 *graduate, 283
 undergraduate, 34

Degrees
 *graduate, 295
 undergraduate, 43
 Departmental exams, 58
 Departmental honors, 47
 Deposit, 22
 Directory, 383
 Disabilities, students with, 14, 22, *289
 Dismissal and reinstatement, 52, 53
 Double major, 44
 Double-numbered courses, 60, *291
 Drop/add period, 64
 Dual degree, 27, *278
 Duke University Marine Science Program, 90

E

Economics and management department, 71
 economics major, 95
 economics minor, 134, 140
 management major, 117
 accounting concentration, 118, *299
 business administration minor, 134, 138
 finance concentration, 118, *299
 human resource management
 concentration, 118, *299
 individual interest concentration, 118
 international economics and finance
 concentration, 118
 marketing concentration, 118, *300
 management minor, 134, 144
 Education department, 72, *304
 *certificate in secondary mathematics
 education, 328
 *curriculum and instruction, M.S., 306
 early childhood education, 98
 *early childhood special education
 specialization, 308
 *elementary education concentration, 308
 *elementary/middle school special
 education specialization, 309
 *elementary school science and
 mathematics concentration, 309
 elementary/special education, 99
 secondary education certification, 46, 101
 *secondary education concentration, 310
 *special education concentration, 310
 *educational leadership, M.S., 311
 Educational activities, 11
Emeritae/i faculty, 388
 Encore program, 33
 Endowed scholarships, 29
 Engineering Dual Degree Program, 49, 103
 English department, 74
 communication arts major, 93
 literature minor, 144

- major, 104
- secondary education certification, 105
- writing minor, 153
- English as a second language, 14
- Enrollment, 22, *291
- *Entrance criteria, 272
- *Environmental biology, M.S., 3156
- Environmental science and policy major, 106
 - environmental biology concentration, 106
 - environmental chemistry concentration, 107
 - environmental policy concentration, 107
- Environmental studies minor, 134, 140
- Equal access, 22
- Examinations, 60
- *Examination of admission folders, 291
- *Exceptions to academic policies regulation or requirements, 293
- *Exemption from courses, 291
- Extracurricular activities, 11, *280

F

- Faculty, directory of, 383
- Faith community, 12
- Family Educational Rights and Privacy Act, 67, *288
- Family tuition plan, 33
- Fees, see tuition
- *Field work project, 285
- Financial aid, 24
 - *graduate, 277
 - need-based, 24
 - probation, 27, *278
 - reduced tuition opportunities, 33
 - suspension, 27, *278
- Financial obligations, 60, *288
- *Finance concentration, 299
- Foreign language requirement, 114
- Foreign languages and literatures, department, 75
 - foreign literature courses, 202, *362
 - placement exams, 59
- French major, 108
 - minor, 134, 141
- French–German major, 109
 - minor, 134, 141

G

- General studies courses, 206
- Geography course, 206
- German major, 109
 - minor, 134, 141
- Gerontology minor, 134, 141
- Global studies minor, 134, 142
- Grade appeal, 63, *294
- Grade point average, 61, *290
- Grades, 61, *289

- *Graduate academic policies, 280
- *Graduate admission, 272
- *Graduate course offerings, 330
- *Graduate academic programs, 295
- *Graduate resources, 279
- *Graduate student conduct and performance policy, 294
- *Graduate studies, 269
- Graduation, 34, 63, *287
 - *conferring of degrees, graduate, 287
- Grants, 25
- Greek courses, 209

H

- Health resources, 15
- History department, 75
 - major, 110
 - minor, 134, 143
 - secondary education certification, 112
- Hodson–Gilliam Scholarship, 28
- Hodson Trust Academic Scholarship, 28
- Honor code, 8, 50
- Honors program, 48, 113
- Hood Scholar, 51
- Hood Start, 16, 20, 46
- House Fellows Program, 75
- Housing
 - *graduate, 276
 - undergraduate, see residential life
- Human resource management
 - concentration, 118, *299
- *Human sciences, M.A., 318
 - *psychology concentration, 319
- *Humanities, M.A., 321

I

- Incomplete grade, 62, *290
- Independent study, 48, *291
- *Information systems concentration, 300
- *Information technology M.S., 321
- Intercollegiate athletics, 12
- Interdepartmental major, 44
- Interdisciplinary studies courses, 222
- International baccalaureate, 59
- International students
 - applying for admission, 18
 - *graduate, 275
 - see English as a second language
 - see multicultural environment
- International studies courses, 223
- International transfer applicants, 19
- Internships, 49, 54
- *Interrupted studies, 288

J

Journalism minor, see communication arts

L

Language residences, 75

Latin courses, 223

Latin American studies major, 115

Law and society major, 116

Leadership opportunities, 5

Learning disabilities, see disabilities

Library, 6

Lifelong learning, 14

Loans, 25

M

Majors, 43, 81

Management,

see economics and management department

*Management of information

technology, M.S., 322

Maps, inside back cover

*Marketing concentration, 300

*Master of business administration, 298

*Master of Fine Arts, ceramic arts, 300

*Master's thesis, 285

Mathematics department, 76

*certificate in secondary mathematics
education, 328

education minor, 145

*education, M.S., 323

major, 118

minor, 134, 144

secondary education certification, 119

Medieval studies minor, 134, 145

*Microbiology concentration, 297

Middle eastern studies major, 120

minor, 134, 146

Midterm grades, 62

Military experience, 60

Military science, 48

*Military science courses, 234

Minors, 44, 134

Mission statement, 4

Multicultural environment, 15

Music department, 76

applied music, 77

music certificate programs, 132

music ensemble, 77, 237

music history and literature concentration, 121

music history and literature minor, 134, 146

music performance minor, 134, 147

music performance concentration, 121

piano pedagogy concentration, 122

N

Need-based financial aid, 24

*Nondegree to degree status, 282

Nondiscrimination, inside front cover

Nursing, 123

O

Off-campus programs, 49

Office of service learning, 5

Organizations, 10

P

Parking, 9, *288

Part-time status, 66

Philosophy, see religion and philosophy
department

Physical education department, 78

Physics, see chemistry and physics department

Placement testing, 13

Political science department, 79

major, 124

minor, 134, 148

Portfolio Advantage Program, 59

Pre-dental, 125

Pre-law, 125

Pre-medical, 86, 88, 91, 125

Pre-professional programs, 125

Pre-veterinary, 126

Presidential Scholarships, 28

Prior learning, 56, *278

Privacy Act, 67, *288

Probation, 52

Psychology department, 80

major, 126

*Psychology concentration, 319

Public history concentration, 111

Public Leadership Education Network (PLEN), 49

*Public management concentration, 300

Public relations, see communication arts

Q

Quality points, 62

R

*Reading specialization, M.S., 314

Recreation, 12

Refund policy, 3, 23

Registration, 64, *288

*Regulatory compliance certificate, 328

Reinstatement after dismissal, 53

Religion and philosophy department, 78

philosophy major, 123

philosophy minor, 134, 147

religion major, 128

religion minor, 143, 149

*Religious observances, 289
Renaissance studies minor, 134, 149
Renewal Not Retirement, 33
Repeating courses, 62, *292
Residential life, 8
Room and board fees, 23
ROTC, 48

S

*Satisfactory academic progress, 277
Satisfactory/unsatisfactory grading, 65
*Schedule changes, 292
Scholarships, 29
Secondary education certification, 43, 46, 101
*Secondary education concentration, 310
Second bachelor's degree, 34
Second Century Foundation, 32
Second degree, 34, *278
Security, see campus safety
Self-directed study, 55
Service opportunities, 5
Sociology and social work department, 80
 criminology and delinquency minor, 134, 139
 pre-professional practice minor, 150
 social work major, 130
 social science research minor/
 concentration, 150
 sociology major, 130
 sociology minor, 134, 150
Spanish major, 131
 minor, 134, 151
 secondary education certification, 132
Special academic opportunities, 46
*Special education concentration, 308
Spirit of Hood, 8
Spring enrollment, 21
Status, 66
Student activities, 11
Student government, 9
Student organizations, 10
Student rights and public information, 67
Student services, 13
Studio art courses, 162
Study abroad, 48

T

Teaching assistantships, 55, 155
Teacher certification, 97, *306
Telephone numbers, inside front cover
*Thanatology, M.A., 325
 *certificate in thanatology, 329
 *summer institute in thanatology, 329
Theater and drama minor, 152
*Thesis, 285

Three-Year Bachelor's Program, 46
Tidball Center for the Study of Educational
 Environments, 7
*Time limits, 286
TOEFL, 19, 20, *275
Tradition, 5
Transcripts
 college, 67, *289
 high school, 18, 19
*Transfer credit,
 see credit for prior learning
Transfer policy, 18, 66
Tuition
 *graduate, 276
 reduced tuition opportunities, 33
 undergraduate, 23
Tutoring, 13

U

Undergraduate admission, 16
Undergraduate degree requirements, 34
Undergraduate departments, 69
Undergraduate majors, 81
*Use of facilities, 289

V

Veterans' educational benefits, 26, *279
Veterinary school, advising, 126
*Visiting graduate students, 276
*Virology concentration, 297

W

Washington Semester Program, 49
Wellness Center, 15
Whitaker Campus Center, 9, 10, 49, *280
Withdrawal
 from a course, 3, 64, *292
 from the College, 23, 67, *293
Women's studies minor, 134, 152
Work study, 25

X

X-credits, 48

FACILITIES

ACADEMIC AND ADMINISTRATIVE FACILITIES

Alumnae Hall
Alumnae House
Joseph Henry Apple Academic
Resource Center
Beneficial-Hodson Library and
Information Technology Center
Brodbeck Music Hall
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/Hall

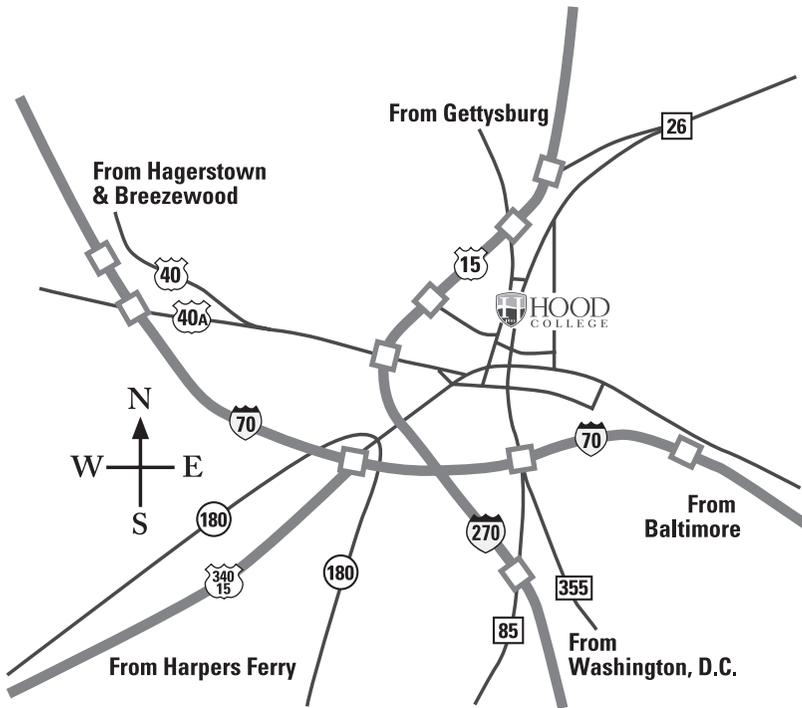
STUDENT LIFE

Coblentz Hall
Huntsinger Aquatic Center
Parcourse
Tennis Courts
Thomas Athletic Field
Wellness Center

OTHER COLLEGE FACILITIES

Facilities Office
Hodson Outdoor Theater
Joseph Pastore Facilities Center
Pergola
President's House
Thomas Gateway

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