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ACADEMIC CALENDAR 2024-2025

Hood College 2024-2025 Catalog

Undergraduate and Graduate

The College follows the semester system in which the academic year is divided into two instructional semesters (fall and spring) with each having 14 weeks of instruction plus a final examination period, one three-week winter semester, and two six-week summer sessions.

The most up-to-date calendar can be found here: <https://www.hood.edu/offices-services/registrarsoffice/academic-calendar>.

FALL 2024

August	Friday 2	Deadline for graduate students to upload final projects for September graduation
August	Monday 12	International Student move-in
August	Wednesday 14	New Graduate and New International Graduate Student Orientation for on-campus programs
August	Thursday 15	Deadline for students to apply/petition for January graduation to the registrar's office
August	Thursday 15	New International Undergraduate Student Orientation
August	Thursday 15	New First-Year move-in; 12 p.m.
August	Thursday 15	New Graduate Student Orientation for online programs
August	Friday 16 - Sunday 18	New Undergraduate Student Orientation
August	Saturday 17	Returning and transfer student move in, 12 p.m.
August	Sunday 18	Undergraduate Convocation, 5 p.m.
August	Sunday 18	Last day for 100% tuition refund for undergraduate students; 100% refund for graduate students continues until the first-class meeting
August	Monday 19	First day of classes for undergraduate and graduate students
August	Monday 19	Drop/add period begins; 80% tuition refund period begins and continues through August 28; 0% tuition refund thereafter
August	Wednesday 28	Drop/add ends at 5 p.m.; end 80% course refund for graduate and part-time undergraduate students; last day to declare/change S/U (undergraduate only) or audit option; last day to file for Leave of Absence
September	Monday 2	Labor Day; no classes; offices closed
September	Friday 6	Deadline for graduate students to submit notification of fall comprehensive exams (Ceramic Arts and Human Behavior) to the registrar's office
September	Friday 8	Last day to file for extra credit (x) student or internship (undergraduate only)
October	Friday 11	Midterm grades due by 9 a.m. in registrar's office
October	Monday 14 - Tuesday 15	Fall Break; no classes; offices open
October	Wednesday 16	Classes resume
October	Saturday 26	Master's Comprehensive Examinations
October	Monday 28	Advising period begins and continues through November 8
October	Tuesday 29	Masters' Comprehensive Examinations
November	Monday 4	Last day to withdraw from undergraduate classes
November	Monday 11	Last day to withdraw from graduate classes
November	Monday 11	Begin winter and spring registration for seniors and current graduate students
November	Tuesday 12	Last day for undergraduates to submit petition for spring semester study abroad or study at another institution
November	Tuesday 12	Begin winter and spring registration for juniors
November	Wednesday 13	Begin winter and spring registration for sophomores
November	Thursday 14	Begin winter and spring registration for first-year students
November	Friday 15	Deadline for graduate students to upload thesis and final research projects for January graduation
November	Monday 18	Begin winter and spring registration for new undergraduate, new graduate and non-degree students
November	Wednesday 27 - Sunday 1	Thanksgiving recess; no classes
November	Wednesday 27	Residence halls close for Thanksgiving recess, 12 p.m.

November	Thursday 28 - Sunday 1	Offices closed for Thanksgiving recess
December	Sunday 1	Residence halls open after Thanksgiving recess, 12 p.m.
December	Monday 2	Classes resume
December	Monday 2	Last day of undergraduate classes; Last day to submit Incomplete grade requests for undergraduate students
December	Monday 2 - Saturday 7	Last week of graduate classes
December	Tuesday 3	Undergraduate Reading Day
December	Wednesday 4 - Friday 6	Undergraduate Final Exams
December	Friday 6	Last day to submit Incomplete grade requests for graduate students
December	Saturday 7 - Sunday 8	Undergraduate Reading Days
December	Monday 9 - Tuesday 10	Undergraduate Final Exams
December	Tuesday 10	Last day of the fall semester for all students
December	Wednesday 11	Residence halls close at 12 p.m.
December	Friday 13	Final grades due by 12 p.m. in the registrar's office
December	Saturday 21 - Wednesday 1	Winter break; offices closed

WINTER (J-TERM) 2025

January	Wednesday 1	Last day for 100% tuition refund for undergraduate students; 100% tuition refund for graduate students continues until the first-class meeting (all online classes begin on January 2)
January	Thursday 2	Classes begin
January	Friday 3	Drop/add ends at 5 p.m.
January	Friday 10	Last day to withdraw from classes
January	Wednesday 15	Deadline for students to apply/petition for June graduation to the registrar's office
January	Friday 17	Classes end; Last day to submit Incomplete grade requests
January	Monday 20	Martin Luther King Day; no classes; offices closed
January	Friday 19	Classes end; Last day to submit Incomplete grade requests
January	Tuesday 21	Final grades due by 9 a.m. in the registrar's office

SPRING 2025

January	Wednesday 15	Deadline for students to apply/petition for June graduation to the registrar's office
January	Wednesday 15	New Graduate and New International Graduate Student Orientation for on-campus programs
January	Thursday 16	New Graduate Student Orientation for online programs
January	Thursday 16	New International Undergraduate Student Orientation
January	Saturday 18	Residence halls open for new and returning students
January	Saturday 18	New Undergraduate Student Orientation
January	Monday 20	Last day for 100% tuition refund for undergraduate students; 100% tuition refund for graduate students continues until the first-class meeting (all online classes begin on January 23)
January	Tuesday 21	First day of classes for undergraduate and graduate students
January	Tuesday 21	Drop/add period begins; 80% tuition refund begins and continues through January 30; 0% tuition refund thereafter
January	Thursday 30	Drop/add ends at 5 p.m.; end 80% course refund for graduate and part-time undergraduate students; last day to declare/change S/U (undergraduate only) or audit option; last day to file for Leave of Absence
January	Friday 31	Deadline for graduate students to submit notification of spring comprehensive exams (Ceramic Arts and Human Behavior) to the registrar's office
February	Friday 7	Last day to file for extra credit (x) study or internship (undergraduate only)
March	Friday 7	Residence halls close for Spring Break, 8 p.m.
March	Monday 10 - Sunday 16	Spring Break; no classes. Offices open Monday - Friday
March	Saturday 15	Deadline for students to apply/petition for September graduation to the registrar's office
March	Sunday 16	Residence halls re-open
March	Monday 17	Classes resume
March	Friday 21	Midterm grades due by 9 a.m. in the registrar's office
March	Monday 31	Advising period begins and continues through April 11
April	Saturday 5	Master's Comprehensive Exams
April	Monday 7	Last day to withdraw from undergraduate classes
April	Tuesday 8	Master's Comprehensive Exams
April	Friday 11	Last day to submit petition for fall study abroad or study at another institution
April	Monday 14	Last day to withdraw from graduate classes
April	Monday 14	Begin summer and fall registration for non-graduating seniors, juniors, and current graduate students
April	Tuesday 15	Begin summer and fall registration for sophomores
April	Wednesday 16	Begin summer and fall registration for first-year students
April	Monday 21	Begin summer and fall registration for new undergraduate, new graduate and non-degree students
April	Monday 21	SPIRES ; Day of Alternate Instruction
April	Tuesday 29	Deadline for graduate students to upload final research projects for June graduation
May	Monday 5	Last day of undergraduate classes; Last day to submit Incomplete grade requests for undergraduate students
May	Monday 5 - Saturday 10	Last week of graduate classes
May	Tuesday 6	Undergraduate Reading Day

May	Wednesday 7 - Friday 9	Undergraduate Final Exams
May	Friday 9	Last day to submit Incomplete grade requests for graduate students
May	Saturday 10 - Sunday 11	Undergraduate Reading Days
May	Monday 12 - Tuesday 13	Undergraduate Final Exams
May	Tuesday 13	Last day of the spring semester for all students
May	Wednesday 14	Residence halls close for summer (non-graduating students)
May	Friday 16	Final grades due by 12 p.m. in the registrar's office
May	Saturday 17	Commencement - Degree conferral will occur after confirmation of degree requirements have been met on June 5
May	Sunday 18	Residence halls close for graduating seniors, 2 p.m.

SUMMER 2025

May	Sunday 18	Last day for 100% tuition refund for undergraduate students for Summer I; 100% refund for graduate students continues until the first class meeting
May	Monday 19	Term I begins
May	Monday 26	Memorial Day; no classes; offices closed
May	Tuesday 27	Drop/add for Summer I ends at 5 p.m. *See Tuition Refund Policy for Summer Terms
May	Friday 30	All students move to summer housing assignments
June	Thursday 19	Juneteenth; no classes; offices closed
June	Friday 20	Last day to withdraw from Summer I coursework that meets the full length of the term (5/19 -6/29). For requests to withdraw from other Summer I coursework outside the standard meeting dates, contact registrar@hood.edu for information
June	Sunday 29	Term I ends; Incomplete grade requests due
June	Sunday 29	Last day for 100% tuition refund for undergraduate students for Summer II; 100% refund for graduate students continues until the first class meeting
June	Monday 30	Term II begins
July	Wednesday 2	Term I grades due by 3 p.m. in the registrar's office
July	Friday 4	July 4th Holiday; no classes; offices closed
July	Monday 7	Drop/add for Summer II ends at 5 p.m. *See Tuition Refund Policy for Summer Terms
August	Friday 1	Last day to withdraw from Summer II coursework that meets the full length of the term (6/30-8/10). For requests to withdraw from other Summer II coursework outside the standard meeting dates, contact registrar@hood.edu for information
August	Friday 1	Deadline for graduate students to upload final projects for September graduation
August	Sunday 10	Term II ends; Incomplete grade requests due
August	Wednesday 13	Term II grades due by 3 p.m. in registrar's office

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
- Online coursework begins the first day of the term

COMMUNICATING WITH THE COLLEGE

By Mail:

Hood College, 401 Rosemont Avenue, Frederick, Maryland 21701-8575

By Telephone:

Accounting 301-696-3607

Admission, undergraduate and transfer students 301-696-3400 or call toll-free 800-922-1599

Admission, graduate 301-696-3600 or call toll-free 800-454-1982

Bookstore 301-696-3480

Campus Safety 301-696-3548

Career Center 301-696-3583

Cultural and Community Events 301-696-3800

Financial Aid 301-696-3411

Information Desk 301-696-3964

Information Technology Desk 301-696-3622

Library 301-696-3909

Registrar 301-696-3616

Student Success Center, advising and academic support services 301-696-3569

Switchboard 301-696-3131

Veteran's Education Benefits 301-696-3411

By Fax:

All-College 301-694-7653

Career Center 301-696-3561

Dean of Students 301-696-3581

Financial Aid 301-696-3812

Graduate School 301-696-3597

Registrar 301-696-3894

Student Success Center 301-696-3952

Undergraduate Admission 301-696-3819

STUDENT INFORMATION, RECORDS AND TRANSCRIPTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age.) These rights include:

1. **The right to inspect and review** the student's education records within 45 days after the day the Hood College receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. **The right to request the amendment** of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the school to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed. If Hood College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. **The right to provide written consent** before Hood discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Hood College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.

4. **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records - including your Social Security Number, grades, or other private information - may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Disclosure of Directory Information

Hood College may disclose any information deemed as Directory Information without prior consent unless notified in writing to the contrary. 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:

- Name
- Class level
- Enrollment status
- Date of birth
- Major
- Dates of attendance
- Name and dates of attendance at other institutions
- Degrees and dates awarded
- Honors and awards received

Students should carefully consider the consequences of withholding Directory Information as this hold would prevent the verification of attendance or degree awarded to all inquiries, including potential employers.

TRANSCRIPTS

Please note we are unable to process requests for students with a financial aid and/or library hold. Please resolve the hold with the applicable department before placing a transcript order.

Hood College has authorized the National Student Clearinghouse to provide transcript ordering. This service provides 24/7 access to ordering site; secure transactions; secure electronic transcript delivery worldwide; automatic order updates via mobile text alerts and email; and online order tracking.

All transcript orders may be placed via Self-Service (no log-in necessary) or www.getmytranscript.com.

A HOOD COLLEGE EDUCATION

The College reserves the right and authority to change any programs, policies, requirements, or regulations published in this catalog. Students are responsible for keeping informed of official policies and regulations for meeting all appropriate requirements.

ACCREDITATION

Hood College is accredited by the Middle States Commission on Higher Education (MSCHE), 1007 North Orange Street, 4th Floor, MB#166, Wilmington, DE 19801.

All business administration degrees, Bachelor of Arts and Master of Business Administration, and minors are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

The Hood Bachelor of Science program in Computer Science is accredited by the Computing Accreditation Commission of ABET. The Department of Computer Science and Information Technology has also been designated as a National Center of Academic Excellence in Cyber Defense (CAE_CD) through 2027.

The Hood Master of Science programs in Counseling, Clinical Mental Health Counseling and School Counseling, are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Hood Bachelor of Science program in Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Maryland Board of Nursing.

The Hood Master of Science program in Nutrition Science is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The Hood Bachelor of Arts program in Social Work is accredited by the Council on Social Work Education (CSWE).

OUR VISION

Hood College is a premier, comprehensive liberal arts college, offering both undergraduate and graduate students an excellent and holistic educational experience that prepares them for personal and professional achievement and productive participation in society. Education at Hood reaches beyond boundaries, whether those boundaries be academic disciplines, the classroom, or the campus. We thereby offer a holistic education that encompasses the curriculum, co-curricular experiences, and a rich array of experiential learning opportunities facilitating student exploration and fostering intellectual, spiritual, and physical growth. We recognize that this vision can only be realized in a diverse, collaborative, student-centered community in which all are empowered to be educators and mentors to our students, facilitating their preparation to "meet personal, professional and global challenges and to

lead purposeful lives of responsibility, leadership, service and civic engagement" (Hood College mission).

OUR MISSION

Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.

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.

CAMPUS COMPACT MID-ATLANTIC

Hood College is a member of Transform Mid-Atlantic, an organization of colleges and universities that promote the development of globally engaged citizens who actively contribute to creating healthy, sustainable, and socially just communities in Maryland, Washington, D.C., and Delaware.

OFFICE OF COMMUNITY AND CIVIC ENGAGEMENT

The Catherine Filene Shouse Center for Career Development and Experiential Education and the Martha E. Church Center for Civic Engagement provides interested students with the opportunity to learn through service to others. Here, student volunteers are provided information regarding local, regional, national, and international community service opportunities.

HOOD'S CENTER FOR COMMUNITY RESEARCH

Housed in the sociology and social work department on the third floor of Alumnae Hall, the Center for Community Research 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, Georgetown Hill at Hood College Lab School, the moot courtroom, the Virginia Munson Hammell '67 Trading Room, specialized nursing labs, and music study and performance facilities. These, together with other specialized facilities and opportunities, are described in the Undergraduate Programs and Courses of Study (p. 120) section of this catalog, within academic departmental listings.

THE CENTER FOR THE HUMANITIES

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 BENEFICIAL-HODSON LIBRARY AND LEARNING COMMONS

The Beneficial-Hodson Library and Learning Commons supports scholarship at Hood College by serving the research, teaching, and learning needs of students and faculty. The Learning Commons centralizes the academic support programs of the Library, Information Technology, and the Josephine Steiner Student Success Center.

The library is located conveniently near the academic buildings on campus and online through the library's home page (www.hood.edu/library/). From the website, students can access full-text scholarly journals, magazines, newspapers, electronic books, and other digital content. In addition to the 170,000+ volumes housed in the library, Hood students and faculty have access to print and electronic materials at other libraries through its robust interlibrary loan program, which facilitates borrowing from libraries across the globe.

Students have a choice of study environments in the library. Study carrels, computer stations, lounge chairs, and large tables offer varied settings for individual study. The library also has a number of group study rooms available; some offer small, intimate spaces, while others offer large collaborative spaces. The Learning Commons now features a self-serve café to help support long stays in the library.

Library staff are available to assist students, through in-person sessions, both walk-in and by appointment, or virtually through text messaging, instant messaging, email, video conferencing, and telephone. Subject-specific research guides are available on the library website, as well as citation guidelines, copyright and privacy policies, and other instructional tools. Group library instruction is provided by Research & Instruction Librarians both in the classroom and in the library computer lab. Faculty may arrange information literacy sessions at any time during the year.

Students can also explore and conduct research on Hood College history, through historical school records, photographs, and related documents

held in the Hood College Special Collections and Archive, located on the 2nd floor.

Library hours vary to accommodate campus needs throughout the year. Students can access the library during closed hours by scanning their Hood ID at the front doors. The library's hours can be found on its web site at www.hood.edu/library/.

THE INFORMATION TECHNOLOGY CENTER

The Information Technology Center is conveniently located on the first floor of the Beneficial-Hodson Library and Learning Commons building for students, faculty, and staff. The center is comprised of the IT help desk and support personnel and is open to all campus constituents during normal business hours. IT support staff are available to troubleshoot technical issues and answer questions concerning the Beneficial-Hodson Library and Learning Commons technology, technology found in computer labs and technology found in critical study spaces across campus.

Among the College's highest priorities is helping students prepare to function productively in a knowledge-based society. With this goal in mind, the College has advanced the role of technology from being one of purely administrative to one of core importance, both academically and administratively. Every student has access to a Microsoft Office 365 Cloud account, including a suite of productivity applications such as Microsoft Word, Excel, and PowerPoint. High-speed internet service is available to every student as well as 1 TB of file storage without a technology fee. Secure Wi-Fi is available throughout campus and supports BYOD and gaming under the College's AUP (Acceptable Use Policy). Visitor Wi-Fi is also available for guests while on campus.

All technology services are accessible from classrooms and residence halls and from off campus via the Internet. Students can use personal devices in the residence halls to access the Internet, send email, print documents, and consult course materials. The College uses the Blackboard Learning Management System to publish instructor course content and make academic resources available to students using the Internet and the Beneficial-Hodson Library and Learning Commons academic databases. Access to all streaming services are supported on the campus network as well as support for popular gaming devices and services.

The College embraces the concept of technology-enhanced "Living Learning Centers" by locating a small computer lab in each residence hall. These centers include both Windows and Apple technology as well as a high-speed, networked printer. The College features 32 computer labs located throughout campus. In total, all labs provide more than 500 desktop and laptop computers along with a sophisticated software suite of applications. Nine of the computer labs are open to students, while the remaining computer labs focus on specific academic disciplines.

Every computer lab has a laser printer and other technical resources needed to support academic printing needs. Discipline-specific labs include biology, molecular modeling, general and organic chemistry, mathematics, geographic information system (GIS), nursing simulators, coastal studies, Linux computing, cybersecurity, bioinformatics, communication arts, sociology, and video editing. All of these special

labs have sophisticated, domain-specific software that enhance the learning process and extend students' analytical resources. To extend the reach of academic computing labs, the College implemented a Virtual Computer Lab (VCL) to complement existing on-campus labs. The Hood VCL allows students to access specialized software suites from any location, on a 24/7 basis.

THE SHIRLEY CONNER HARDINGE CENTER FOR GLOBAL AND INTERNATIONAL STUDIES

The Shirley Conner Hardinge Center for Global and International 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. In addition, the Center supports curricular and co-curricular programming and initiatives in various majors and minors broadly related to Global and International Studies.

THE TIDBALL CENTER FOR THE STUDY OF EDUCATIONAL ENVIRONMENTS

The Tidball Center for the Study of Educational Environments is housed in Alumnae Hall. It 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 SPIRIT OF HOOD

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 shared governance 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. Academic integrity violations are adjudicated by the Academic Judicial Council (AJC), a board chaired by the dean of faculty and comprised of faculty, staff, and students. All students retain the rights and responsibilities to report any infractions they witness.

DEAN OF STUDENTS OFFICE

The Office of the Dean of Students supports the mission of the College through strategic planning initiatives that enhance the quality of student life. The staff is committed to providing co-curricular experiences that promote scholarship, service and respect for diversity in a challenging and inclusive environment. Programs and services are designed to retain students and to encourage student leadership, student development and lifelong learning.

Working collaboratively with other divisions of the College, the dean’s office holds primary responsibility for the overall management of the Office of Residence Life, the Office of Student Engagement and Orientation, and the Student Media Organizations Board. The dean of students also advises the Executive Board of the Hood College Student Government Association (SGA). Through the programs and services of these offices, students are offered a plethora of opportunities for personal and professional growth.

RESIDENCE 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, Memorial, Meyran, Shriner, and Smith) that house between 100 and 145 students each. The new residence hall opened fall 2020 and houses 201 students in suites and semi-suites. Smaller language housing options attract students who are interested in a French, German, or Spanish living experience. A native speaking student lives in the residence hall full time. Honors Program students are also eligible to reside in the Honors Housing communities.

Traditional-aged, first-year students, sophomore and junior students are required to live on campus and have roommates unless they are commuting from their parents’ home within a 30-mile drive from campus. For details, see the College’s residency requirement at www.hood.edu/residency. Upper-class students are eligible for singles on a space-available basis. Students may apply for housing accommodations based on medical, psychological, and disability needs through the Office of Accessibility Services. Instructions for requesting such accommodations can be found on the Accessibility Services portion

of the Hood website. Students requesting religious, cultural, ethnic and/or gender-related housing exceptions should contact the Office of Residence Life.

During the summer prior to their arrival, first-year students are assigned a roommate based on a preference-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 resident students select their rooms and roommates for the upcoming academic year.

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 professional staff members who live on campus full-time. Responsibilities of the professional staff include community-building, shaping positive student behavior, programming, student support and supervision of building staff.

For further information about the residential experience at Hood College, please contact the Office of Residence Life at residencelife@hood.edu.

COMMUTER LIFE

Commuter students represent a diverse population. When not attending classes, many commuters spend time in the Whitaker Campus Center, which houses the Commuter Lounge and commuter student lockers. The Commuter Lounge is stocked with a refrigerator for commuter student use, a tea and coffee maker, utensils, cups, plates, bowls and other miscellaneous supplies. Lockers are available on a first-come, first-served basis. Commuter student lockers can be checked out from student life at the beginning of each semester. If a student requests a locker and none are available, they are added to a waitlist until one becomes available.

The Commuter Council serves as the voice of the commuter students on campus and provides programming and services to commuter students. Each semester the Commuter Council hosts at least one large event, often in the form of a party, for commuter students to enjoy. The events hosted by Commuter Council often include food or treats, surveys and games. Various members of Commuter Council sit on student government committees and boards, giving voice to and representing commuter interests, as well as other clubs and organizations on campus. Members of the Commuter Council help to keep the Commuter Lounge stocked and encourage conversation among commuter students in order to develop ideas to improve commuter life on campus. Any new ideas regarding commuter life are encouraged and can be brought to the attention of any member of the Commuter Council, including its advisor. Any student can participate in Commuter Council by contacting the advisor or any member of Commuter Council. There are several positions within the Commuter Council including the chair, vice chair, secretary, publicity coordinator, treasurer, Student Government Association representative and board member. The primary responsibilities of the Commuter Council board members are to serve as advocates for commuter students at Hood College, to attend meetings and to assist in the coordination of commuter events. The Commuter

Council members serve as representatives for the commuter student population and assist commuter students as they balance academics, athletics, student organization participation and work in order to receive a full college experience despite not living on campus.

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 open to students, faculty, staff, and visitors. Vehicles parked in violation of the College's policy will be ticketed. Campus Safety may designate certain areas as no parking zones for snow removal purposes. Vehicle registration is available through Self-Service on the Hood College website. A copy of the email confirmation must be taken to the switchboard office to pick up the hang tag. Please refer to the student handbook for details or contact the Department of Campus Safety at 301-696-3548.

RELIGIOUS AND SPIRITUAL LIFE AT HOOD

Hood College welcomes and offers spiritual support to students, faculty and staff of all beliefs and traditions. We are committed to creating a campus community that respects the exploration and practice of religious and spiritual values as an integral part of the whole person - mind, body and spirit.

The Dean of the Chapel is available for individual pastoral care and spiritual direction, and there are a variety of opportunities for those interested in exploration and worship on campus and in the greater Frederick area. Each semester students are invited to visit local faith communities to find a spiritual "home away from home." On campus there are opportunities for reflection, study, and service through volunteering. These opportunities include scripture studies, topic discussions, meditation groups, spiritual direction, service projects, prayer and pastoral care.

There are chapters of Intervarsity Christian Fellowship, Fellowship of Christian Athletes, Muslim Student Association, and Hillel Jewish student association, as well as other student led groups that form based on interest. Coffman Chapel is open daily for everyone. Special prayer services occur throughout the year commemorating observances such as Ash Wednesday, Thanksgiving and Holocaust Remembrance Day (Yom Ha'Shoah), to name a few.

Other campus-wide events during the year include a Holi color festival, Ramadan feast, a Sukkot booth on the Quad, and Holidays at Hood Multifaith Winter Celebration. A multifaith Baccalaureate Service closes each year with a celebration of faith and learning.

Hood College maintains its historic connection with the United Church of Christ, a progressive Christian Protestant denomination, while honoring the rich diversity of faith expressions in our campus community.

STUDENT ENGAGEMENT

The Office of Student Engagement and Orientation staff is committed to preparing students to become well-rounded and actively engaged graduates of Hood College. We offer a wide array of experiences within the following areas: Campus Programming, Leadership Development, and Student Organizations.

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 by the Office of Student Engagement and Orientation.

The Office of Student Engagement and Orientation is located in the Student Life Suite on the second floor of the Whitaker Campus Center and can be reached at 301-696-3575 or by emailing studentengagement@hood.edu.

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.

The Campus Activities Board schedules, coordinates and implements a plethora of programs and social activities for students. The finance committee allocates the student activities fees to support the administration and programs of the organizations 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 student engagement, 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 Student Life Committee serves as another voice for students regarding individual or group concerns. The dean of students serves as advisor to HCSGA Executive Board.

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. A wide variety of clubs and organizations are 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.

For a list of clubs, organizations and interest groups currently active on the Hood campus visit www.hood.edu/studentorganizations.

Honor Societies

Alpha	Omicron	Sigma			
Delta	Delta	Iota			
Pi	Epsilon	Rho	Alpha	Phi	Sigma
			Lambda	Alpha	Phi
			Delta		Omega
				Alpha Psi	Phi
				Omega	Sigma
					Tau
					Delta
			Beta	Phi	
			Beta	Kappa	
				Phi	
			Delta Mu	Pi Delta	
			Delta	Phi	
					Pi Mu
			Gamma		Epsilon
			Sigma		
			Epsilon		
				Ionic	Phi
				Society	Sigma
					Alpha
			Kappa	Psi Chi	
			Delta Pi		
				Mortar	Sigma
				Board	Delta Pi

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 Dr. Danielle Allen, political theorist, public intellectual, cultural commentator; Dr. Carla Hayden, 14th Librarian of Congress; Dr. Tara Westover, New York Times bestselling author of Educated; Cotton Cybersecurity guest lecturer, Kevin Stine, Chief of the Applied Cybersecurity Division in the NIST Information Technology Laboratory; Ivan Coyote, writer, performer and

LGBTQ advocate; The Reverend Dr. Jamie Washington, President, Washington Consulting Group (WCG), and Co-Founder, Social Justice Training Institute (SJI); and The Portal Project by Shared Studios™.

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 Middle Atlantic Conferences, competing in the MAC Commonwealth. The MAC sponsors 27 conference sports that include student-athletes from 16 schools spanning two leagues - the MAC Commonwealth and the MAC Freedom. As a member of the MAC Commonwealth, Hood will compete against Albright College, Alvernia University, Eastern University, Messiah University, Stevenson University, Widener University and York College of Pennsylvania in the sports of baseball, basketball, field hockey, lacrosse, men's golf, soccer, softball, tennis, and women's volleyball. Teams such as cross country, women's golf, men's volleyball, swimming, women's ice hockey, and track and field will compete against all MAC institutions. The MAC Freedom is comprised of Arcadia University, Delaware Valley University, DeSales University, Fairleigh Dickinson University-Florham Campus, Kings College, Lebanon Valley College, Misericordia University, and Stevens Institute of Technology. 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, esports, field hockey, golf, ice hockey, lacrosse, soccer, softball, swimming, tennis, indoor and outdoor track and field, and volleyball. Men's intercollegiate sports include baseball, basketball, cross country, esports, golf, swimming, soccer, lacrosse, volleyball, indoor and outdoor track and field, and tennis. An equestrian team is offered as a co-ed club sport.

Four full-time certified athletic trainers and three certified strength and conditioning coaches work with athletes and coaches in all phases of sports performance 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 personally. Each student-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, beginning their sophomore year maintaining a cumulative 2.0 GPA. 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 are 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 yoga and basketball. Fitness equipment in the Hodson Fitness Center 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 in Huntsinger Aquatic Center is available for recreational use upon availability.

STUDENT SERVICES

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

STUDENT SUCCESS CENTER

The Josephine Steiner Student Success Center 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

Students must take ultimate responsibility for academic planning—of each semester, of each academic year, and of degree completion.

First-year students enter the College as undeclared and are encouraged to explore various subjects or disciplines. During that time, they are advised by the instructor of their First-Year Seminar course. Students in some programs may be assigned to a staff advisor, or to a faculty advisor within the major of interest. Students must declare a major by the end of their sophomore year by completing the appropriate form with the Office of the Registrar and may declare as early as the end of the first semester.

Transfer students declare their major upon entering Hood and are assigned an academic advisor in their major field.

IMPROVEMENT OF BASIC SKILLS: READING, WRITING, MATHEMATICS

Student Success Center staff evaluate all new students' basic skills. The following courses are offered to students who need to improve their skills: GNST 101; MATH 098 and MATH 099; and ENGL 099. Tutoring may be recommended to meet specific needs in the Writing Center and specific math needs in the Math Center. Free tutoring is offered in many other subjects and can be scheduled online through Thinking Storm. Individual academic coaching sessions are also available. Students can work with a success coach on time management, study skills, note-taking and test-taking strategies as well as goal setting and motivation.

PLACEMENT TESTING

Placement tests, also referred to as the Basic Skills Inventory, are administered online by The Student Success Center. All first year and transfer students are required to take placement tests in the following three academic areas if not transferring in equivalent credit:

English	Required unless credit for a college-level English
Composition	Composition course is transferred or a score of 4 or 5 is achieved on the AP Language/Composition test.
Mathematics	Required for students without credit for a college-level mathematics course or a score of 4 or 5 on the AP Calculus Test. Students with transfer credit in math MAY need to complete the placement test, depending upon the specific credit-

bearing mathematics course(s) transferred to Hood and the intended major.

Foreign language*

Required unless credit for a college-level foreign language course is transferred. Students can take French, Spanish, or German placement tests online.

Placement tests are generally not required of transfer students with an associate's degree (A.A., A.A.T, or A.S. degree) as all Foundation and Methods of Inquiry areas of the core are considered to have been met. However, if the student does not have the required prerequisites for college-level mathematics classes, the Math BSI will be required.

**Please contact The Student Success Center 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 be enrolled, depending on placement results, 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 Director of Accessibility Services as soon as possible. Early notification prevents delay in the 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 Director of Accessibility Services will meet with the student to prepare an individualized plan for accessing the appropriate services. The student is then prepared to take on the responsibility of advocating for themselves, with support from the Director. Visit the Accessibility Services website for more information or contact the Office of Accessibility Services by phone at 301-696-3421 or email at accessibilityservices@hood.edu.

CENTER FOR CAREER DEVELOPMENT AND EXPERIENTIAL EDUCATION

The Catherine Filene Shouse Center for Career Development and Experiential Education 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

Contact the Center for Career Development and Experiential Education at 301-696-3583 or careers@hood.edu for more information, or visit www.hood.edu/careercenter.

HEALTH AND COUNSELING SERVICES

Access to health and wellness services is one of the most important things we can provide to you. Hood's partnership with Frederick Health provides the following health services for all Hood College students. Health services are available while classes are in session (August - May).

- Urgent Care - including treatment for illness and minor injuries
- Sports Physicals
- Sexual Health - pregnancy testing, supportive education, and ST testing/treatment
- Health and Wellness - including immunization and referrals, as needed

In addition, we know that college is an exciting time, but it is also a time of greater independence and responsibility. Trying to manage these demands can be difficult and Hood College Counseling Services (HCCS) is available to help. We provide:

- Guided self-help
- Group therapy
- Short term, goal oriented individual therapy
- Referrals to a community mental health provider

Payments and Fees

Most health services are available at no cost to you. Flu vaccine, TB testing, x-rays, and lab processing, such as for STI testing, may have associated fees which may be billed by a student's insurance provider.

All Hood College students are required to have health insurance coverage.

Counseling Services are provided at no cost to students. HCCS does not bill insurance.

Contact

Hood College Health Services at Frederick Health Toll House

501 West 7th Street, Frederick, MD 21701

Phone: 301-698-8374 - Option 1

Fax: 301-698-0182

To access the Health Center, use the ramp behind Blazer Hall to cross onto the Frederick Health campus. Use the sidewalk to reach 7th Street then use the crosswalk at Toll House Avenue to reach the urgent care building. Health Services are located inside the urgent care building.

Hood College Counseling Services

Apple Resource Building, Room 8A

401 Rosemont Avenue, Frederick, MD 21701

Phone: 301-696-3103

Email: counselingservices@hood.edu

Hours

Health Services:

Monday - Friday 8 a.m. - 8 p.m. & Saturday - Sunday 8 a.m. - 6 p.m.

Counseling Services:

Monday - Friday 8:30 a.m. - 5 p.m. (August-May)

INTERNATIONAL STUDENT SERVICES

The Primary Designated Officer (PDSO) and the Graduate School facilitate the successful transition for international students into the College community and support them to maximize the range and extent of their learning opportunities in academic, social, and cultural settings. The PDSO advises students regarding the maintenance of F-1 status (non-immigrant student), immigration petitions such as F-1 work permits for Curricular Practical Training (CPT), Optional Practical Training (OPT), STEM OPT, reinstatement, change of status, medical leave, and transfer procedures. Both The Graduate School and the Office of Engagement & Orientation host cultural events for domestic and international students.

On-campus housing is available for both undergraduate and graduate international students. During Thanksgiving, winter break, and spring break, housing is available at no cost for international students living on-campus. Housing during summer is available on a priority basis at a nominal cost.

The PDSO's office is located in Apple Resource Center, Room 1.

ACADEMIC DEPARTMENTS AND PROGRAMS OF STUDY

ART AND ARCHAEOLOGY DEPARTMENT

Professor: Jennifer Ross (chair)

Professor Emeriti: Frederick Bohrer, Anne Derbes, Joyce Michaud, Martha Bari

Associate Professor: Kimberly Morse-Jones

Assistant Professors: David Hixson (visiting), Jacob Muldowney, Nicole Pulichene (Libman Professor of the Humanities)

Gallery Director: Bonnie Kern

The Department of Art and Archaeology offers a range of studio art, art history, art education, archaeology, and anthropology 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 four minors, three graduate programs, and contributes to the graduate program in the Humanities and the Art Therapy major.

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 and Whitaker Art Galleries, bringing to campus professional work from a variety of artists and representing a wide range of media from fine arts to computer-generated art. In addition, the galleries provide space for a variety of exhibitions of student work.

Facilities: Art and archaeology classes are held in the Tatem Arts Center, which has studios for design, ceramics, drawing, painting, photography, and printmaking. Seniors with a studio art concentration are provided a studio space apart from the classrooms with 24-hour access. A darkroom houses black and white developing equipment for film. A computer lab provides classroom and workspace for digital photography, digital art, and photojournalism. The archaeology laboratory in Tatem offers space and equipment for artifact storage and study. 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.

Undergraduate Programs Offered:

- Art and Archaeology Major with Archaeology Concentration, B.A. (p. 69)

- Art and Archaeology Major with Art Education Concentration (preK-12), B.A. (p. 69)
- Art and Archaeology Major with Art History Concentration, B.A. (p. 70)
- Art and Archaeology Major with Studio Art Concentration, B.A. (p. 70)
- Art Therapy Major, B.A. (p. 70)
- 4PLUS Dual Degree (B.A./M.S.) Program in Art Therapy and Counseling (p. 71)
- Art History Minor (p. 106)
- Archaeology Minor (p. 106)
- Classical Studies Minor (p. 107)
- Studio Art Minor (p. 115)

Graduate Programs Offered:

- Ceramic Arts (M.A.) (p. 237)
- Ceramic Arts (MFA) (p. 237)
- Ceramic Arts Graduate Certificate (p. 260)

BIOLOGY DEPARTMENT

Professors: Drew Ferrier (co-chair), Craig Laufer (co-chair), Oney P. Smith

Professor Emerita: Ann L. Boyd, Laura Betsy Estilow, Ricky Hirschhorn

Associate Professors: Eric Annis, April Boulton, Eric Kindahl

Associate Professor Emeritus: Kathy Falkenstein, Jeffrey L. Rossio

Assistant Professors: James Cherry, Yanting Guo, Robert Kambic,

Daehwan Kim, Yulu Cherry Liu, Jeffrey Lombardo, Meredith Yeager

The Department of Biology offers three programs of study leading to a Bachelor of Arts degree and two programs leading to a Master of Science degree. A biology minor, a coastal studies minor, and an environmental science minor are also offered.

The undergraduate major in biology leads to a Bachelor of Arts degree. Biology majors may also 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, environmental policy, or coastal and watershed studies.

The sustainability studies major leads to a Bachelor of Arts degree and prepares students for a wide variety of careers in government, business, or with non-profit organizations. Students receive holistic training in the areas of sustainable watersheds, food, and alternate energy development.

The program emphasizes hands-on experiences, civic engagement, and service learning.

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, cell culture facilities, 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, ion chromatography, gas chromatography, and other analytical instruments. A greenhouse, environmental chambers and an aquatic laboratory are available to grow and study plants and animals. Other major instrumentation includes a scanning electron microscope, DNA sequencers, fluorescence plate reader, and real-time thermal cyclers. Along with the 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.

Undergraduate Programs Offered:

- Biology Major (B.A.) (p. 72)
- Environmental Science and Policy Major (B.A.) (p. 86)
- Sustainability Studies (B.A.) (p. 102)
- 4PLUS Dual Degree (B.A./M.S.) Program in Environmental Science (p. 87)
- 4PLUS Dual Degree (B.A./M.S.) Program in Biology and Biomedical Science (p. 74) (p. 74)
- 4PLUS Dual Degree (B.A./M.S.) Program in Biochemistry and Biomedical Science (p. 72)
- 4PLUS Dual Degree (B.A./M.S.) Program in Sustainability Studies and Nutrition (p. 103)
- Biology Minor (p. 106)
- Coastal Studies Minor (p. 107)
- Environmental Studies Minor (p. 109)

Graduate Programs Offered:

- Biomedical Science (M.S.) (p. 234)
- Environmental Biology (M.S.) (p. 248)
- Geographic Information Systems (GIS) in Biology (Certificate) (p. 261)

CHEMISTRY AND PHYSICS DEPARTMENT

Professors: Kevin Bennett, Susan Ensel (chair), Christopher Stromberg

Professor Emerita: Sharron W. Smith, Allen P. Flora

Associate Professor: Dana Lawrence

Assistant Professor: Ashish Chakradhar, Steven Clark

General Chemistry Coordinator: Nicholas Kettenhofen

Chemistry Lab Technician: Alec Ahearn

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; an LC-Mass Spectrometer; Fourier transform infrared spectrometer; a visible and ultraviolet spectrophotometer; a SPEX fluorimeter; a Raman spectrometer; high performance liquid chromatographs; and calorimeters. Research laboratories contain additional specialized equipment.

Undergraduate Programs Offered:

- Biochemistry Major (B.A.) (p. 71)
- Chemistry Major (B.A.) (p. 76)
- Environmental Science and Policy Major (B.A.), Environmental Chemistry concentration (p. 86)
- Dual Degree (B.A./M.S.) Program in Biochemistry and Biomedical Science (p. 72)
- Chemistry Minor (p. 107)
- Physics Minor (p. 112)

COMPUTER SCIENCE AND INFORMATION TECHNOLOGY DEPARTMENT

Professor Emeritus: Elizabeth B. Chang, Paul J. Gowen

Associate Professors: George Dimitoglou, Aijuan Dong (chair), Carol Jim, Ahmed Salem

Assistant Professors: Miranda Darby, Jiang Li, William Pierce, Cheng Qian, Daniel Sierra-Sosa

Technical Coordinator: Robert Jones

The Department of Computer Science and Information Technology offers a Bachelor of Science major in computer science, a minor in computer science, Master of Science programs in bioinformatics, computer science, cybersecurity, health informatics, information technology and management of information systems, and graduate certificates in bioinformatics, cybersecurity and health informatics.

Facilities: The College maintains Windows and Linux-based computer laboratories with software tools installed to support course instruction and student and faculty research activities. In addition, in the Hodson Science and Technology Center, the department maintains dedicated

general-purpose and special-purpose servers, a dedicated Linux lab, and an advanced Cyber & Informatics Lab for use by students and faculty.

Undergraduate Programs Offered:

- Computer Science (B.S.) (p. 78)
- 4PLUS Program in Cybersecurity (B.A. or B.S./M.S. (p. 79)
- (p. 79)4PLUS Program in Information Technology (B.A. or B.S./M.S.) (p. 79)
- Computer Science Minor (p. 107)

Graduate Programs Offered:

- Bioinformatics (Certificate) (p. 260)
- Bioinformatics (M.S.) (p. 234)
- Computer Science (M.S.) (p. 237)
- Cybersecurity (M.S.) (p. 245)
- Cybersecurity (Certificate) (p. 260)
- Health Informatics (M.S.) (p. 249)
- Health Informatics (Certificate) (p. 262)
- Information Technology (M.S.) (p. 251)
- Management Information Systems (M.S.) (p. 252)

THE GEORGE B. DELAPLAINE JR. SCHOOL OF BUSINESS

Professor: Anita Jose

Associate Professor: David Gurzick (chair), Sang W. Kim, Tianning Li (MBA director)

Associate Professor Emeriti: William R. Agee, Joseph E. Dahms

Assistant Professors: James Hua, Ryan Safner (visiting)

The mission of the Delaplaine School of Business is to provide a high-quality education in business and economics to future leaders of industry, government, and civil society. At the heart of our education is a commitment to academic excellence, lifelong learning, meaningful extracurricular and co-curricular experiences, and the preparation of students for lives of responsibility, leadership, and service.

The George B. Delaplaine Jr. School of Business offers five bachelor of arts degrees: accounting, economics, finance, integrated marketing communications (joint with Department of English and Communication Arts), and business administration, plus the Master of Business Administration and doctorate in business administration at the graduate level. In addition, accelerated B.A. and MBA programs are also available.

The School of Business offers courses and programs of study that are concerned with people in various social and organizational contexts.

Majors in economics and business administration have pursued graduate study in economics and business administration and have entered careers in a variety of business sectors and in many organizational types from corporate to non-profit, start-up to public 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 School of Business faculty represent a variety of backgrounds including economic theory, economic development, environmental economics, international economics, econometrics, finance, accounting, public administration, marketing, international business, personnel management, organization theory, management information systems, logistics, entrepreneurship, and strategic management.

Undergraduate Programs Offered:

- Accounting Major (B.A.) (p. 68)
- Business Administration Major (B.A.) (p. 75)
- 4PLUS Dual Degree Program - Business Administration, B.A./Business Administration, MB (p. 76)A (p. 76)
- Economics Major (B.A.) (p. 79)
- Finance Major (B.A.) (p. 87)
- Integrated Marketing Communication Major (B.A.) (p. 91)
- Actuarial Science Minor (p. 104)
- Business Administration Minor (p. 107)
- Economics Minor (p. 108)
- Management Minor (p. 111)

Graduate Programs Offered:

- Business Administration, MBA (p. 235)
- Accounting, Certificate (p. 260)
- Financial Management, Certificate (p. 261)
- Organizational Management, Certificate (p. 262)
- Project Management, Certificate (p. 263)

Doctoral Program Offered:

- Organizational Leadership, DBA/DOL (p. 257)

EDUCATION DEPARTMENT

Professor: Kristine Calo (chair), Jennifer Cuddapah, Christy Graybeal, Tricia Strickland

Professor Emeriti: Kathleen Bands, Patricia M. Bartlett, Dean Wood

Associate Professors: Rebecca Grove, Ellen Koitz, Marisel Torres-Crespo

Associate Professor Emeriti: Noel Farmer, John C. George, Carla S. Lyon, Judith Sherman, Roberta Strosnider

Assistant Professors: Ashley Coen, Amy Kilpatrick, Nisha Manikoth

Assistant Professor Emerita: Kittybelle Hosford

Instructor: Daniel Shea (visiting)

Professional Development School Director, Early Childhood, Elementary/Special and Secondary Education PDS Liaison: Linda Stuart

Title II Supplementary Information available at:

<https://title2.ed.gov/Public/Home.aspx>

The Department of Education offers undergraduate degrees in early childhood education and elementary/special education as well as certification in early childhood education, dual certification in

elementary and special education, art, (preK-12), biology, chemistry, English, French (preK-12), history, mathematics, and Spanish (preK-12). Master of Science degrees are offered in Educational Leadership, Reading Specialization, Multidisciplinary Studies, and in Curriculum and Instruction, with concentrations in 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 meet the Title II requirements of the Higher Education Act. In addition, all programs are based conceptually on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards. In partnership with the Department of Mathematics, the Department offers a Master of Science in Mathematics Education and a Master of Science in Mathematics Instructional Leadership. In partnership with the School of Business, the Department of Education offers a Doctoral Program in Organizational Leadership. 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.

Facilities: Several facilities on campus serve as laboratories or curriculum materials centers for the teacher education program. The Georgetown Hill at Hood College Lab School, founded in 1929, serves as a child development laboratory school for 2-, 3- and 4-year-old children. Students observe and teach in the Lab 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 (PDS) partnerships. Education students are engaged in continuous and extensive field experiences in the PDS and the Lab School beginning with their first education course and continuing through program completion.

Undergraduate Programs Offered:

- Early Childhood Education Major (B.A.) (p. 81)
- Elementary/Special Education Major (B.A.) (p. 82)
- Secondary Education Certification (p. 83)
- Post-Baccalaureate Teacher Certification in Early Childhood Education, Elementary/Special Education, and Secondary Education (p. 80)

Graduate Programs Offered:

- Curriculum and Instruction (M.S.) (p. 241)
- Educational Leadership (Graduate Certificate, M.S.) (p. 247)
- Education, Multidisciplinary Studies (M.S.) (p. 246)
- Mathematics Education (M.S.) (p. 253)
- Mathematics Instructional Leadership (M.S.) (p. 254)
- Reading Specialization (M.S.) (p. 259)
- Elementary Science-Technology-Engineering-Mathematics (STEM) Education (Graduate Certificate)
- Secondary Mathematics Education (Graduate Certificate)

Doctoral Program Offered:

- Organizational Leadership (DOL/DBA) (p. 257)

Our Vision as a Department

We believe that education is a scholarly pursuit, a science, an art, and a profession. Quality education is a fundamental right of every child and well-prepared educational professionals are integral to the success of students and society as a whole. To this end, the Education Department at Hood College strives to prepare and support future and current educators who are experts in both content and pedagogy, and responsive to meeting the diverse needs of every student. Our programs aspire to develop reflective practitioners who continually improve their practice and advocate for the value of education.

Mission Statement

The mission of the Education Department at Hood College is to prepare future and current educational professionals with the knowledge, skills, strategies, and dispositions necessary to facilitate learning in a diverse society.

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, families and colleagues in order to facilitate learning. (COMMUNICATION)
6. Reflect on their practice and are committed to continued professional growth. (REFLECTIVE PRACTICE)
7. Demonstrate ethics and integrity to show respect for the profession. (ETHICS and INTEGRITY)

The education department envisions developing well-educated and well-prepared teachers and educators.

ENGLISH AND COMMUNICATION ARTS DEPARTMENT

Professors: Amy Gottfried, chair (director of the Creative Writing concentration)

Associate Professors: Elizabeth Atwood (director of Communication Arts program), Trevor Dodman, Alan Goldenbach, Elizabeth Knapp (director of the Low-Residency MFA in Creative Writing), Heather Mitchell-Buck,

Assistant Professors: Brooke Witherow, Aaron Angello

Instructors: Kathleen Kempert, Marisa Ellis

Professors Emeriti: Donna Bertazzoni, Courtney Carter, Carol Kolmerten, Katherine Orloff, Mark Sandona, Aldan Weinberg

The Department of English and Communication Arts offers majors in English, communication arts, integrated marketing communication, and five minors.

Secondary education certification is also available for the major in English.

Undergraduate Programs Offered:

- English Major (B.A.) (p. 84)
 - Literature Concentration (p. 85)
 - Creative Writing Concentration (p. 84)
 - Drama and Theatre Concentration (p. 85)
- Dual Degree Program - English, B.A./Business Administration, MBA (p. 76)
- Communication Arts Major (B.A.) (p. 78)
- Integrated Marketing Communication Major (B.A.) (p. 91)
- Graphic Design Minor (p. 110)
- Journalism Minor (p. 111)
- Literature Minor (p. 111)
- Public Relations Minor (p. 113)
- Theatre and Drama Minor (p. 115)
- Creative Writing (M.F.A.) (p. 240)

GLOBAL LANGUAGES AND CULTURES DEPARTMENT

Professors: Lisa Algazi Marcus, Didier Course, Scott Pincikowski (chair), Donald Wright, Maria Griselda Zuffi

Professor Emerita: Roser Caminals-Heath

Assistant Professor: Robert Casas Roige

Assistant Professor Emerita: Loretta M. Bassler

The Department of Global Languages and Cultures offers French, Spanish: Iberian and Latin American Cultural Studies, and Arabic and Middle Eastern Studies majors. The department also offers minors in French, German, Middle Eastern Studies, Spanish: Iberian and Latin American Cultural 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.

Study Abroad: The department requires students to spend a semester studying abroad through Hood's affiliation with programs in Seville, Spain; Munich and Mainz, Germany; Egypt; Jordan; and Toulouse,

Nice and Paris, France, Argentina, Ecuador, and Mexico. Language majors who do not go abroad at least one semester will spend two years in a language house on campus.

Undergraduate Programs Offered:

- Arabic and Middle Eastern Studies Major (B.A.) (p. 68)
- French Major (B.A.) (p. 88)
- Spanish: Iberian and Latin American Cultural Studies Major (B.A.) (p. 101)
- Arabic and Middle Eastern Studies Minor (p. 105)
- French Minor (p. 110)
- German Minor (p. 110)
- Spanish: Iberian and Latin American Cultural Studies Minor (p. 114)

Certificates in Linguistics and Cultural Competency:

- Intermediate Arabic and Middle Eastern Studies Certificate (p. 117)
- Advanced Arabic and Middle Eastern Studies Certificate (p. 117)
- Intermediate French and Francophone Studies Certificate (p. 117)
- Advanced French and Francophone Studies Certificate (p. 118)
- Intermediate German Certificate (p. 118)
- Advanced German Certificate (p. 118)
- Intermediate Spanish and Latin American Studies Certificate (p. 118)
- Advanced Spanish and Latin American Studies Certificate (p. 118)

HISTORY DEPARTMENT

Professor Emeriti: Emilie Amt, Purnima M. Bhatt

Associate Professors: Corey Campion, Jay Harrison (chair)

Assistant Professor: Mallory Huard

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

Undergraduate Programs Offered:

- History Major (B.A.) (p. 89)
 - Public History Concentration (p. 90)
- 4PLUS - History, B.A./Business Administration, MBA (p. 76)
- History Minor (p. 111)
- Public History Minor (p. 113)

HONORS PROGRAM

The Hood College Honors Program is a four-year program of coursework, co-curricular events, and extracurricular activities. 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 frequently enhanced by guest speakers and field trips.

The Honors Program includes the following requirements:

- FYS 101H and HON 102 taken during first year

- HON 201 and HON 202 taken during sophomore year
- At least one 300-level or 400-level HON elective taken during junior year
- A second 300-level or 400-level HON elective (or approved replacement) taken during the sophomore, junior or senior years
- HON 470 (the third upper-level HON course required) taken during the senior year
- Demonstration of 202-level proficiency in a global language (other than English, Latin, or ASL)

GPA Requirements

To remain in good standing in the Honors Program, first-year students are required to maintain at least a 3.0 GPA. Sophomores, juniors, and seniors are required to maintain at least a 3.25 GPA. Students who have a GPA that falls below the minimum requirement will be placed on probation within the program or dismissed from it.

Grade Requirements

A grade of “C-” or better is required in each Honors course being used to satisfy the Program requirements.

- Any student who receives a grade lower than a C- in FYS 101H will be dismissed from the program.
- Any student receiving a grade lower than C- in HON 102, HON 201, or HON 202 may be dismissed from the program. If allowed to continue in Honors, the student will need to repeat that course the next time it is offered and earn a grade of C- or higher in order to fulfill the program requirements.

Global Language Requirement

Students in the Honors Program must demonstrate proficiency in a global language (other than English, Latin, or ASL) through the 202-level. Proficiency can be demonstrated by successful completion of a 202-level course or by a placement exam. We strongly recommend that students complete this requirement by their junior year.

First-Year Honors Experience

First-year students in the Honors Program take two Colloquium courses organized around interdisciplinary themes. In the first semester, the course emphasizes the humanities. The second semester explores a theme related to the sciences.

- FYS 101H First Year Seminar-Honors Colloquium I
- HON 102 Honors Colloquium II

Sophomore Year Honors Experience

The sophomore year in Honors helps students to explore the nature of knowledge, cultural differences, and the individual's place in society.

During the second semester (HON 202) students combine scholarly research with experiential learning in the community.

- HON 201 Honors Colloquium III
- HON 202 Honors Practicum

Selected first-year students may begin the program at the end of their first or second semester at Hood. These students begin taking Honors courses at the time of their entry into the program and exempt earlier Honors courses.

Honors students may begin taking their 300 or 400-level Honors electives in the sophomore year. Because Honors electives are offered on a variable schedule, students who are particularly interested in a course are urged to take it the first time it is offered during their eligible years. Students who take an upper-level Honors elective in their sophomore

year are still required to take HON 201 and HON 202 during their sophomore year.

Honors Experience in Junior and Senior Years

Students in the Honors program will complete at least two Honors courses (or approved replacements) at the 300-level or above, and HON 470 Seminar. HON 470 must be taken during senior year and may not be repeated.

Approved Replacements for Upper-Level Honors Elective Courses

Students who study abroad for at least one semester may count that experience as one of their 300 or 400-level Honors electives.

Students who complete a 6-credit departmental honors paper (499) may count that paper as one of their 300 or 400-level Honors electives.

As an alternative to a departmental honors paper, students in Hood's Honors Program may elect to complete a 3-credit interdisciplinary HON 499 paper or project during the fall or spring semester of the senior year.

Relationship to the Core Curriculum

Students will receive one Methods of Inquiry Core Curriculum replacement for each Honors course completed in the 102, 201, 202 sequence. (Note: Honors credit may not be used as a replacement for the laboratory science requirement.) Successful completion of HON 201 also satisfies the Global Perspectives requirement of the Core.

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 or university before transferring to Hood may enter the Hood College Honors Program at the junior level. In order to complete the program, such students must take HON 470 and a minimum of two other 300 or 400-level Honors Program courses (or approved replacements). Students must also complete the program's global language requirement (see below).

Students who transfer to Hood without having completed two years of an honors program at another college or university, may also join the Honors Program. They must take a minimum of five Honors Program courses: HON 201, HON 202, HON 470, and at least two other HON courses at the 300-level or above (or approved replacements). Students must also complete the program's global language requirement (below). Sophomore transfers who complete HON 201 and HON 202 may use those courses to replace two courses from the Methods of Inquiry Core (other than laboratory science).

Global Language Requirement Students transferring into the Honors Program with an A.A., A.S., or AAT or who have earned A.A. equivalency may satisfy the global language requirement in one of the following ways:

Demonstrate proficiency in a global language through the 202-level (by coursework or placement exam)

or

Successfully complete any two global language courses

or

Complete one global language course **and** one of the following:

- ANTH 302 Cultural Anthropology
- ECON 304 International Political Economy
- ECON 317 Economics of Development
- GER 301 Berlin in the 20th Century

- GLBS 301 Human Migrations: Refugees and IDPs
- GLBS 345 Global Persp/Women, Power & Politics
- HIST 347 The Indigenous World
- HIST 356/357 Global Empires I/II
- HON/PHIL 316 Perspectives in Global Health
- MEST 300 Cultures of the Middle East
- NUR 300 Global Learning Exp/Healthcare & Nursing

Note: English, Latin, and ASL cannot be used to satisfy the Global Language requirement of the Honors Program.

Students who place in and complete a 203, 204, or civilization course-level French, German, or Spanish course during the first semester at Hood with a grade of C or above earn 6 additional credits. No additional credits are awarded for students already awarded transfer credit for French, German, or Spanish 201 and 202.

Recognition of Honors Students

To graduate from the Honors Program, students must earn a cumulative GPA of at least 3.25. Students who fulfill the Honors requirements will earn Honors Program recognition on their academic records.

LAW AND CRIMINAL JUSTICE DEPARTMENT

Professor: Janis Judson (chair)

The Department of Law and Criminal Justice offers a Bachelor of Arts degree in law and criminal justice.

The law and criminal justice department designed a realistic moot courtroom based on our knowledge of experiential learning formats. The courtroom, located on the second floor of Tatem, is used to stage criminal trials and for appellate legal proceedings. Several classes in law, criminal justice, and political science are held in the moot courtroom.

Undergraduate Programs Offered:

- Law and Criminal Justice Major (B.A.) (p. 92)

MATHEMATICS DEPARTMENT

Professor Emerita: M. Elizabeth Mayfield

Professor: Ann Stewart

Associate Professor: James Parson (chair), Sara Malec

Associate Professor Emeritus: Douglas Peterson

Assistant Professors: Nicholas Owad, Jill Tysse

The Department of Mathematics offers a Bachelor of Arts degree and a minor in mathematics.

In conjunction with the education department, the mathematics department also offers certification in secondary mathematics, a minor in mathematics education, a post-baccalaureate certificate in secondary mathematics education, and master's degrees in mathematics education and mathematics instructional leadership. With the George B.

Delaplaine Jr. School of Business, the mathematics department coordinates a minor in actuarial science.

Undergraduate Programs Offered:

- Mathematics Major (B.A.) (p. 92)
- Mathematics Major (B.A.) with Secondary Education Certification (p. 93)
- Actuarial Science Minor (p. 104)
- Data Science Minor (p. 108)
- Mathematics Education Minor (p. 111)
- Mathematics Minor (p. 111)

Graduate Programs Offered:

- Mathematics Education (M.S.) (p. 253)
- Mathematics Instructional Leadership (M.S.) (p. 254)
- Secondary Mathematics Education, Certificate

MUSIC DEPARTMENT

Professor Emeritus: Wayne Wold

Associate Professor: Noel Verzosa (chair, western art music history, world music, appreciation, musical theater, popular music, jazz, music theory, special topics)

Instructor: Lynn Staininger (choral activities, conducting, appreciation, musicianship and theory, special topics)

Adjunct Instructors: Anna Claire Ayoub (bassoon), Jordan Clawson (jazz ensemble), Lisa Dodson (voice), David Duree (clarinet, saxophone), Lynn Fleming (string bass), Peter Heiss (guitar), Brian Hinkley (brass, wind ensemble, conducting), Karen Johnson (flute), William Powell III (piano, piano ensemble, appreciation), Gregory Shook (oboe, English horn), William Stapp (violin, viola, string ensemble), Wayne Wold (organ, harpsichord, composition), Antony Zwerdling (voice).

Music is a cornerstone of a liberal arts education. The music curriculum has the following objectives: development of the enjoyment of music, proficiency in musical performance, understanding of music as a cultural and historical artifact, preparation for a career in music, and preparation for graduate school.

Hood offers a minor in music.

Most members of the department are concert artists who have performed nationally and internationally. Several are award-winning recording artists.

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, a harpsichord, a music-lab computer station, and several performing venues: Brodbeck Music Hall, Hodson Auditorium, and Coffman Chapel.

Performances: Students have many performing opportunities through participation in music ensembles (choir, chamber singers, wind ensemble, string ensemble, jazz ensemble); recitals; and performance labs.

Ensembles perform at least once each semester, including at the annual "Messiah and More" performance, Candlelight Vespers, and end-of-the-semester concerts. Occasionally, ensembles perform at off-campus venues, locally, regionally, and abroad. Numerous concerts each year by distinguished guest artists and faculty artists are also held.

Undergraduate Programs Offered:

- Music Minor (p. 111)

Applied Music (Lessons)

Hood offers individual instruction in piano, organ, harpsichord, violin, viola, cello, string bass, flute, English horn, clarinet, oboe, saxophone, all brass instruments, voice, guitar, composition, and conducting. In all instrumental areas except piano, organ, and harpsichord, students are expected to provide their own instruments.

All Hood students are eligible to take lessons regardless of their major or minor. Students may take applied music for credit. Students may choose to take either one 30-minute lesson per week, which will earn them 1 credit for the semester; or one 60-minute lesson per week, which will earn them 2 credits for the semester. Two 30-minute lessons may be combined into a 60-minute lesson each week at the discretion of the instructor. Music minors have specific requirements regarding the areas of applied music and the number of credits they must complete.

Applied music credits are based on reasonable progress, fulfillment of the concert and performance requirements, and successful completion of an end-of-semester departmental exam ("jury"). Students in their first semester of study are exempt from juries. Students taking lessons in more than one area of applied music must complete a jury for each area of study.

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.

Credit by audition: Students who have a substantial background in an instrument may audition with the department to earn up to 4 credits of applied music.

There is a modest fee for lessons and use of the practice rooms. The department is sometimes able to award scholarships to help cover these fees.

For detailed, up-to-date information on the applied music program and policies, please consult the Applied Music Handbook.

Music Ensembles

All Hood students may participate in music ensembles regardless of their major or minor. Students may enroll in ensembles for credit. Students earn 0.5 credit for each semester of ensemble and may earn up to 6 credits during their Hood careers. Music minors have specific requirements regarding the ensembles and number of credits they must complete.

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

NURSING DEPARTMENT

Assistant Professors: Jennifer Cooper (chair), Evelyn Nieves, Sandra Thomas-Lalmansingh

Hood College offers a Bachelor of Science in nursing designed to educate students to become safe nursing practitioners and to prepare them to take the NCLEX examination. The program provides basic nursing education along with the required competencies for nursing in today's health care environment. With a curriculum grounded in the liberal arts,

natural sciences and nursing courses focusing on leadership, research and evidence-based practice, critical thinking, nursing theory and communication, students are well prepared to enter the field of nursing. Nursing students must also meet all requirements of the Hood College Core Curriculum (p. 50).

Undergraduate Programs Offered:

- **Nursing (BSN) (p. 93)** - Hood College offers a Bachelor of Science in nursing designed to educate students to become safe and competent nurses and to prepare them to take the NCLEX RN licensure examination. With a curriculum grounded in the liberal arts, natural sciences and nursing courses focusing on nursing care across the lifespan, leadership, research and evidence-based practice and informatics, students are well-prepared to enter the field of nursing. Nursing students must also meet all requirements of the Hood College Core Curriculum.
- **Public Health (B.A.) (p. 99)** - Hood College offers a Bachelor of Arts in public health with an interdisciplinary curriculum and specialized courses, which allow students to secure careers in health professions and address emerging global challenges. Foundation courses engage students in a rich liberal arts studies experience while meeting the Core Curriculum requirements. The capstone field practicum (internship) supports majors in the application of public health knowledge in a professional, community-based agency setting to foster and develop their concentrations/specialty areas within public health. Students are equipped to deliver essential services, contribute to the workforce, and achieve health equity.

Graduate Programs Offered:

Graduate	Programs	Offered:
• Nursing (M.S.N.) (p. 255)	Nursing	Hood College offers a Master of Science in Nursing with three areas of concentration: healthcare leadership, education and adult-gerontology primary care nurse practitioner.
• Nutrition (M.S.) (p. 256)	Nutrition	Hood offers a Master of Science in nutrition with two areas of concentration; a general nutrition track and a dietetics track. The nutrition science track is designed to help prepare students for evidence-based advanced practice, perfect for registered dietitians who wish to enhance their credentials. The dietetics track under the nutrition science M.S. program is designed to provide you with the advanced education and supervised experiential learning experience for eligibility to take the Commission on Dietetic Registration (CDR) examination to become a registered dietitian nutritionist (RDN). The curriculum is based upon the competencies established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the largest organization of nutrition and dietetics professionals in the world.

PHILOSOPHY AND RELIGIOUS STUDIES DEPARTMENT

Professors: Karen Hoffman (chair)

The Department of Philosophy and Religious Studies offers minors in philosophy, ethics, and religion.

Departmental faculty specialize in theoretical and applied ethics, the history of philosophy, contemporary topics in philosophy, logic, and philosophy of film.

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.

Undergraduate Programs Offered:

- Ethics Minor (p. 109)
- Philosophy Minor (p. 112)
- Religion Minor (p. 114)

PHYSICAL EDUCATION DEPARTMENT

Professor Emeriti: Karen Klisch, Bonnie J. Neuman

Associate Professor Emeriti: Doris M. Bailey, Dorothy Johnson

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, 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 Gambrill Gymnasium which houses a dance studio, gymnasium floor, aerobics room, and yoga room; Hodson Fitness Center with treadmills, ellipticals and exercise bicycles, as well as weight machines and free weight equipment; Hood Tennis Complex with six tennis courts; Huntsinger Aquatics Center; and Thomas Athletic Field.

POLITICAL SCIENCE AND GLOBAL STUDIES DEPARTMENT

Professors: Paige Eager (chair for fall semester), Janis Judson

Professor Emerita: Margery Elfin, Hoda Zaki

Associate Professors: Carin Robinson, Tamelyn Tucker-Worgs (chair for spring semester)

The Department of Political Science offers Bachelor of Arts degrees in global studies, political science, and environmental science and policy.

Environmental Science and Policy is offered jointly with the Department of Biology.

Undergraduate Programs Offered:

- Political Science Major (B.A.) (p. 96)
- Global Studies Major (B.A.) (p. 88)
- 4PLUS - Global Studies, B.A./Business Administration, MBA (p. 76)
- Environmental Science and Policy Major (B.A.), Environmental Policy concentration (p. 110)
- Political Science Minor (p. 113)
- Global Studies Minor (p. 110)
- Nonprofit and Civic Engagement Studies Minor (p. 112)

PSYCHOLOGY AND COUNSELING DEPARTMENT

Professors: Shannon Kundey (co-chair)

Professor Emerita: Linda Scott

Associate Professors: Andrew Campbell (co-chair), Jessica McManus, Molly Moreland, Megan Shaine, Shannon Shoemaker

Associate Professor Emerita: Wanda Ruffin

Assistant Professors: Sangeeta Gupta, Stephanie Masters, Erik Messinger, Amber Samuels, Atiya Smith

At the undergraduate level, the Department of Psychology and Counseling offers a B.A. degree in Psychology, B.A. degree in Art Therapy, a minor in Biopsychology, a minor in Forensic Psychology, and a minor in Psychology. Psychology majors explore the complexities of human behavior—from first responses at birth to the process of death and dying. Art Therapy is an interdisciplinary major combining elements of psychology and art that prepares undergraduate students to pursue graduate study in the field of art therapy. The Psychology minor enables students to integrate the complexities of human behavior with their major area of study. The Biopsychology minor specifically focuses on the intersection of biology and psychology while the Forensic Psychology minor enables students to explore the intersection of psychology and the law.

At the graduate level, the department offers a M.S. degree in Counseling and graduate certificates in Thanatology as well as Trauma, Crisis, Grief, and Loss. Designed to meet Maryland licensure requirements, the Counseling degree provides training in clinical mental health counseling or school counseling, with an additional, optional emphasis in the certificate areas. Counselors work in primary and secondary schools, community mental health programs, hospitals, substance abuse clinics, at-risk youth programs, social services agencies, and private counseling practices. The Thanatology offerings prepare individuals for careers in research, administration, or service with the terminally ill and bereaved, as well as to provide education on death and dying. The Trauma, Crisis, Grief, and Loss offerings provide grounding in psychological trauma, grief, loss, as well as crisis intervention and disaster behavioral health response. The Trauma, Crisis, Grief, and Loss certificate appeals to professionals in many fields, including counseling, education, healthcare, hospice, social work, clergy, military, etc.

Undergraduate Programs Offered:

- Art Therapy Major (B.A.) (p. 70)
- Psychology Major (B.A.) (p. 98)
- 4PLUS (B.A./M.S.) Program in Psychology and Counseling (p. 99)
- 4PLUS (B.A./M.S.) Program in Art Therapy and Counseling (p. 71)
- Biopsychology Minor (p. 106)
- Forensic Psychology Minor (p. 109)
- Psychology Minor (p. 113)

Graduate Programs Offered:

- Counseling (M.S.) (p. 237)
- Thanatology, Certificate (p. 263)
- Trauma, Crisis, Grief and Loss, Certificate (p. 264)

SOCIOLOGY AND SOCIAL WORK DEPARTMENT

Professor Emerita: Laura Moore, Roger Reitman, Lynda Sowbel, Kerry Strand

Associate Professors: Michelle Gricus, Jolene Sanders (chair)

Associate Professor Emerita: Shannon E. Griffiths

Assistant Professors: Catherine Breneman

The department offers two majors—sociology and social work—and minors in sociology, criminology and delinquency, pre-professional practice in social work, and social science research.

Undergraduate Programs Offered:

- Sociology Major (B.A.) (p. 101)
- 4PLUS - Sociology, B.A./Business Administration, MBA (p. 76)
- Social Work Major (B.A.) (p. 100)
- Criminology and Delinquency Minor (p. 108)
- Pre-professional Practice in Social Work Minor (p. 114)
- Social Science Research Minor (p. 114)
- Sociology Minor (p. 114)
- Studies in Women and Gender Minor (p. 115)

UNDERGRADUATE STUDIES

UNDERGRADUATE ADMISSION TO HOOD

Admission to Hood College is competitive and is offered to students who have outstanding academic credentials and personal characteristics indicating they will contribute to the diversity and richness of the campus. Applicants are selected on the strength of their academic record, character and leadership potential and co-curricular activities. Applicants should note that all documents submitted as part of the admission process become property of Hood College and will not be returned.

INCLUSIVE ADMISSION POLICY

At Hood College, our admission policy is rooted in our commitment to equity and inclusion. Through a personalized, holistic review process that does not require submission of standardized test scores, is need-blind and does not provide a preference for legacies, we measure candidate's potential for success. We actively partner with community-based organizations and host outreach events targeting marginalized groups, providing resources and support to empower prospective students throughout the college application process. Continuously assessing our processes, we strive to enhance inclusivity and address systematic inequities, ensuring that our campus community reflects the rich diversity of our society and provides a welcoming environment for all students.

UNDERGRADUATE ADMISSION OPTIONS

Hood offers four different avenues for undergraduate admission:

First-year admission—intended for students who are in secondary school, or who have graduated recently and received their high school diploma and have never enrolled at another college, and for students enrolled in an early college program or other college courses prior to receiving a high school diploma;

Transfer admission—intended for students who have graduated from secondary school and have enrolled and/or taken classes as a degree-seeking student at another college or university after receiving a high school diploma or present an equivalency certificate (G.E.D.);

International 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;

Dual Enrollment—a program for exceptional high school juniors and seniors that allows them to take Hood 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 in-person and virtual campus tours. The Admission Office also hosts

numerous campus visit programs and events throughout the year. Campus visits may be arranged online or by contacting the Office of Admission.

hood.edu/visit

Telephone: 301-696-3400

Email: visit@hood.edu

First-Year Students—Applying for Admission

Hood College requires the following items as part of the first-year application process:

- A completed application for admission. The application is available online at hood.edu/apply or commonapp.org.
- High school transcript, sent directly from the high school to the Office of Admission. An unofficial transcript may be used to award conditional admission, but an official transcript must be provided before the student can begin taking classes.

An essay is recommended but is only required for students interested in applying for Hood's Honors Program. Students are encouraged to supplement their application with an essay or any of the following items:

- Personal Statement
- Portfolio
- Video
- Resume
- Letter of Recommendation

In some cases, the Office of Admission may request additional supporting information in order to reach a final admission decision.

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, 4 credits preferred (including at least algebra I, 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, Dual Enrollment, credit by examination, and transfer credit policies, please see Undergraduate Academic Policies. (p. 55)

Home-Schooled Students—Applying for Admission

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. To accurately assess a home-schooled applicant's likelihood of success at Hood, we may 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 or proof of school completion by the state's Department of Education or local school district. Specifically include an official document that attests that the home-schooled education meets the equivalency to what is taught in the high school district. This documentation may be provided by the state Department of Education (if provided by that state), the home-school liaison within the student's school district, or from a school official in the high school district.

The home-school transcript should include:

- Student and school information
- Courses completed (including course title, final grade, and credit earned)
- Academic summary (including total credits and cumulative grade point average)
- The graduation date
- A grading scale
- Self-certification, signature, and date completed by authorized administrator, home-school instructor, parent, or guardian.

Our home-school review process is designed to recognize the unique experience of a home education while ensuring preparation for academic success at Hood College. Because we recognize that some home-school programs may not follow a traditional high school curriculum, we individually evaluate each of our applicants and offer several opportunities to provide information. As such, we recommend a personal interview with an admission counselor for best consideration.

Many admitted home-schooled students have taken advanced classes outside the home-school environment such as dual enrollment courses at a local college. If college courses have been completed or are in progress, the college transcript should be sent to us along with the home-school high school transcript.

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 College must be able to certify that all degree-seeking students hold a high school diploma or its equivalent.

Transfer with Ease

Hood welcomes transfer students at every stage of their academic and professional lives. Our transfer articulation agreements with Maryland community 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, Associate of Science, or an Associate of Arts in Teaching degree.

Students interested in the Bachelor of Science in Nursing are encouraged to declare a pre-health major for their associate degree.

Community college students are urged to consult their transfer counselor concerning relevant transfer agreements and course equivalencies or contact the Hood College Office of Admission.

The registrar evaluates prior college coursework after the point of enrollment 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. Courses that are clearly vocational or occupational in nature will not be accepted as credit toward the baccalaureate degree. A maximum of 62 credits may be awarded for first-year 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 (p. 63) (p. 63).

Transfer Students—Applying for Admission

Students who have an enrollment record at any post-secondary institution after their graduation from high school are considered transfer students and should use the transfer application. Any student with a college GPA and more than 23 transferable credits 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 application can be found at <https://www.hood.edu/admission-aid/admission/transfer-students>.
- Responses to two brief statements: Why do you want to pursue this particular field of study? And why do you want to attend Hood College?
- Official college transcript(s), sent directly from all previous colleges or universities to the Office of Admission. Transcripts can be sent to applicationtranscript@hood.edu.
- If you have been placed on probation, suspended, received disciplinary action, or been dismissed from a college or university, you may be required to submit the College/University Report for Transfer Students from the institution issuing the disciplinary action and/or your most recently attended institution, completed by the academic advisor, registrar, or dean of students.

Complete d College Credits	Type of Applicatio n	Require d Material s	24 +	Transfe r	Official transcript s from all colleges attended
0- 23				Transfe r	Official transcript s from all colleges attended, official high school transcript

International Students—Applying for Admission

Application deadlines for all international students: Fall Semester- June 15, Spring Semester- November 15 (Davis United World College Scholarship Deadline - March 1).

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.

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 (hood.edu/apply). Please remember to include an email address with your application to help make future communication easier.
- Official secondary school (high school) transcript. 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 World Education Services, Inc. (wes.org) or <https://www.hood.edu/admission-aid/undergraduate-international-students/undergraduate-international-admission> for more information.
- Official test scores from one of the following:
 - TOEFL (Test of English as a Foreign Language) - minimum score of 79 (internet based)/550 (paper-based)/213 (computer-based)
 - IELTS (International English Language Testing System) - minimum score of 6.5
 - PTE Academic (Pearson Test of English) - minimum score of 53
 - DET (Duolingo English Test) - minimum score of 100
 - TOEFL and IELTS are the preferred tests for students from non-English speaking nations. Students with scores below these numbers may also apply but will need to demonstrate appropriate mastery of the English language. Language test requirement waived for students whose high school language of instruction was English.
- Financial Information:
 - If applying for an F-1 visa, you must provide certification of financial support including the Affidavit of Support form.
 - 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:

- While not required, an essay or personal statement 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 application (hood.edu/apply).
- Official copies of all college/university transcripts. 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 World Education Services, Inc. (wes.org) or the Undergraduate International Admission website for more

information (<https://www.hood.edu/admission-aid/admission/undergraduate-international-students>).

The following documents are required if you have fewer than 24 transferable college credits or if the language of instruction for all courses is in a language other than English:

- Official secondary school (high school) transcript and secondary school report form. 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 World Education Services, Inc (wes.org) or the Undergraduate International Admission website for more information.
- Official test scores from one of the following:
 - TOEFL (Test of English as a Foreign Language) - minimum score of 79 (internet based)/550 (paper-based)/213 (computer-based)
 - IELTS (International English Language Testing System) - minimum score of 6.5
 - PTE Academic (Pearson Test of English) - minimum score of 53
 - DET (Duolingo English Test) - minimum score of 100
 - TOEFL and IELTS are the preferred tests for students from non-English speaking nations. Students with scores below these numbers may also apply but will need to demonstrate appropriate mastery of the English language. Language test requirement waived for students whose high school language of instruction was English.
- Financial Information:
 - If applying for an F-1 visa, you must provide certification of financial support including the Affidavit of Support form.
 - 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:

- 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.

Honors Program Admission

To apply to the Honors Program a student must request review by selecting the checkbox in the application. The Honors Program is highly selective and space is limited, so each applicant is thoroughly reviewed. The Honors Program is designed for students who are intellectually curious and enjoy learning new things from different perspectives, both inside and outside of their intended major. While each student is considered for the program based on a holistic review of all submitted application materials, the basic requirements include:

- Minimum recalculated academic GPA of 3.3
- Strong writing skills demonstrated in the application, essay and/or additional materials

- College preparatory high school curriculum (if offered)
- AP, IB or Dual Enrollment courses (if offered)

The priority application deadline for the Honors Program is January 15. Space is limited and reserved on a first-come, first-serve basis by submission of the enrollment deposit. Students who submit their deposit later will be waitlisted and may enter the program in the spring semester. Honors decisions will be sent in January. Applications received after January 15 will be considered for admission if space is available.

Dual Enrollment

The Hood College dual enrollment 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 have the opportunity to interact with College faculty. Depending on their high school schedule, students typically take 1-3 college level classes per semester. Dual enrollment 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 advisor. Most classes at the 100- and 200-level are open to dual enrollment students; they may enroll in 300-level courses when the prerequisites have been met or with permission of the instructor. Dual enrollment students pay a reduced tuition rate of \$195 per credit and are responsible for additional fees (lab, music practice rooms, parking permit), required course materials, and books.

Dual Enrollment Admission Requirements:

- Enrolled as a high school junior or senior.
- Cumulative unweighted grade point average of 3.0 or greater in a college preparatory, honors, Advanced Placement, or International Baccalaureate curriculum.

Dual Enrollment applicants will be required to:

- Complete a dual enrollment application form.
- Submit a high school transcript.
- Submit a letter of recommendation from high school counselor or principal.
- Submit a letter of approval to participate from parent or guardian.

Students interested in the dual enrollment program must apply through the admission office; for information contact 301-696-3400 or email admission@hood.edu.

Complete and submit the application by: Fall semester – August 1; spring semester – December 15

Application Deadlines and Reply Dates

Hood College reviews applications on a rolling basis, typically releasing decisions no less than three weeks after receipt of a completed application file. There are exemptions noted below.

First-Year Students

- Rolling admission until priority deadline of March 1.
- Rolling admission after March 1 on a space available basis.

First-Year Nursing Program Applicants

- Round one - deadline is December 1. Notification is December 15. Applicants not offered admission to the nursing program during round one may be considered during round two following submission of mid-

year grades.

- Round two - deadline is March 1. Notification is March 15.

Nursing applications received after March 1 will be considered for admission to the nursing program on a space available basis. Space in the nursing program is reserved on a first-come, first-serve basis confirmed by payment of the enrollment deposit.

First-Year Public Health Program Applicants

- Round one - deadline is December 1. Notification is December 15. Applicants not offered admission to the public health program during round one may be considered during round two following submission of mid-year grades.
- Round two - deadline is March 1. Notification is March 15.

Transfer Students

- Spring semester priority deadline is November 1. Rolling admission will continue until classes begin in January.
- Fall semester priority deadline is April 1. Rolling admission will continue until classes begin in August.

Transfer Nursing Program Applicants

- Fall semester deadline is April 1. Notification is May 30. Fall entry into the Nursing Program is available for transfer students who meet the criteria to enter the program in level 1 (4-year program) or level 2 (3-year program). Students eligible for level 1 must have a 2.75 minimum composite GPA. Students eligible for level 2 must have a 2.75 minimum composite GPA, not have more than two repeated nursing required courses, complete the HESI A2 by the application deadline date (score of 70 or higher recommended), and have completed the following pre-requisite courses with a grade of C or higher:
 - BIOL 104: Anatomy + Physiology I
 - BIOL 204: Anatomy + Physiology II
 - CHEM 100: The Chemical World OR CHEM 101: General Chemistry I

- PSY 101: Introduction to Psychology

- Spring entry into the Nursing program is not available for transfer students.

International Students

- Spring semester deadline is November 15 (classes begin in January).
- Fall semester deadline is June 15 (classes begin in August).

Enrollment Deposit

To confirm enrollment at Hood, all new undergraduate students are required to pay a one-time enrollment deposit. The enrollment deposit is \$350 and can be paid online at hood.edu/imablazer. The enrollment deposit is not refundable.

Equal Access for Students with Disabilities

Hood College actively supports the rights of students with disabilities to have equal access to education. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (as amended in 2008), Hood makes every reasonable effort to accommodate the needs of students with disabilities.

To receive appropriate advice and accommodations, students who have a disability must notify the Office of Accessibility Services located at the Josephine Steiner Student Success Center as soon as possible. Early notification prevents delay in the initiation of services and ensures the student full access to educational activities. The director of accessibility services, in consultation with the student, prepares a plan for services and forwards authorization for certain specialized services (such as interpreting or housing accommodations) to the appropriate offices on campus.

UNDERGRADUATE TUITION AND FINANCIAL AID

COSTS

Tuition, Fees and Other Charges for the 2024-25 Academic Year

Costs

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

All fees listed are per semester.

FULL-TIME UNDERGRADUATE	RESIDENT	COMMUTER	
	DENT	UTER	
			Tuition - 12 to 18.5 credit hours
			\$ 23,360 23, 360
			Room - Shared
			\$ 4,200
			Room - Shared with
			\$ 4,550
			Bathroom
			Room - Single
			\$ 3,990
			Room - Single with
			\$ 5,000
			Bathroom
			Room - Semi Suite
			\$ 5,100
			Room - Suite
			\$ 5,250
			Board - All access meal plan with \$100 flex dollars
			\$ 3,900

Board - 10- meal plan	\$ 3,500	
Board - commuter meal plan with \$400 flex dollars	\$1, 100	
Comprehens ive Fee	\$500	\$50 0
PART- TIME UNDERGR ADUATE		
Tuition per credit hour	\$ 1,400	
Audit Fee per credit hour	\$ 650	
Comprehens ive fee per semester- Fall, Spring	\$ 275	
Dual Enrollment	\$ 195 per credit	
Renewal Not Retirement (RNR) - per class	\$ 100	
Winter term tuition per credit hour	\$ 595	\$ 595
Summer term tuition per credit hour	\$ 595	\$ 595
Comprehens ive fee for Winter and Summer terms	\$ 200	\$ 200

Payment of tuition, fees and other charges is due by August 15 for the fall semester and by January 15 for the spring semester and by the first day of class for the summer and winter 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 or by sending an email to accounting@hood.edu.

Referral to Collection Agency

By registering for classes, the student agrees that in the event the student becomes delinquent or defaults in paying charges due to Hood

College, the student agrees to reimburse Hood College the fees of any collection agency, which may be based on a percentage at a maximum of 33 1/3 percent of the debt, and all cost and expenses, including reasonable attorney's fees, Hood College incurs in such collection efforts.

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
After the start of the term and within the drop/add period as established in the Academic Calendar	80 percent	pro rata weekly

See the current Academic 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, or student teaching) 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	
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	
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

GENERAL INFORMATION ON FINANCIAL AID PROGRAMS

The Office of Financial Aid, located on the third floor of the Joseph Henry Apple Academic Resource Center, administers federal, state, and institutional financial aid programs. Our office understands that financing higher education is an important part of the college experience. We offer personalized assistance to students and families to complete the necessary steps to apply for financial aid.

Hood College offers the following types of assistance: scholarships, grants, loans, and part-time employment (work-study).

- Scholarships are gift aid and no repayment is required.
- Grants are gift aid and typically no repayment is required.
- Loans are funds that are borrowed and must be repaid.
- Work-study is a paycheck based on hours worked.

The Office of Financial Aid determines the types and amount of aid students may receive by evaluating the student's financial need and availability of funds. Awards may be made on a first-come, first-served basis to eligible students. Our office highly recommends filing the Free Application for Federal Student Aid (FAFSA) as it is required for most types of aid. By not filing the FAFSA, students are ineligible for need-based aid, federal loans, federal work-study, and most types of state aid.

Financial Award Package

The Office of Financial Aid creates financial award packages for eligible students. Each student's financial situation is different, so each package is unique. An award package will include one or more types of financial aid. The most common types include scholarships, grants, loans, and work-study.

Students who qualify for financial aid will be sent an award notification by mail or email. New students are sent an award notification after acceptance to the college. Continuing students will receive their award notifications by email beginning in June prior to the fall semester. To prevent delays in awarding of financial aid, submit all required documentation as requested by the Office of Financial Aid in a timely manner. Check Self-Service for any requested information from our office. All financial aid forms are located on the Financial Aid website as well as in the office.

Financial Need

All need-based awards require the student to be degree-seeking, demonstrate financial need, and maintain satisfactory academic progress (SAP). The number of credit hours enrolled also affects the types and amount of need-based aid awarded.

To determine a student's financial need, the student must complete the FAFSA. Need for financial aid is determined by the following calculation:

$$\text{COA} - \text{SAI} = \text{Need}$$

COA (Cost of Attendance) is the total price of attending college. The COA consists of direct charges and indirect costs. Direct charges are what is paid directly to the college (such as tuition and fees, as well as

room and meals if living on-campus). Indirect costs are expenses not paid directly to the college (such as books and supplies, transportation, and personal expenses).

The SAI(Student Aid Index) results from a formula calculated by the U.S. Department of Education upon completion of the FAFSA. The SAI is an eligibility index number that the college's or career school's financial aid office uses to determine how much federal student aid you would receive if you attended the school.

The FAFSA for the following year should be available in October and students may complete it online at Federal Student Aid- FAFSA Application. Students should list Hood College (school code 002076) on the FAFSA. We recommend submitting the FAFSA by our priority date of March 1 to be considered for all types of need-based aid. However, you may submit the FAFSA before the end of the semester in which you are enrolled if you need financial assistance for college.

Institutional Aid

Institutional aid (scholarships, grants, and awards) helps bridge the gap between a student's (family) resources and the direct charges assessed by Hood College. Institutional funds are available due to the generosity of alumni, foundations, individuals, and other organizations. These are limited resources, and Hood College reserves the right to make adjustments at any time.

Institutional aid is only awarded to students pursuing their first baccalaureate degree. Students must be enrolled full-time (12 or more credit hours per semester), unless specified by the donor that funds may be awarded to a part-time student(s). Institutional aid may not be used for summer or winter courses. The maximum timeframe to receive institutional aid is eight semesters for first-year students and determined on a case-by-case basis for transfer students. To receive financial assistance beyond the maximum timeframe, an appeal must be approved by the Office of Financial Aid.

Merit Scholarships

Hood College has developed an extensive merit scholarship program that recognizes the achievement, talent, and potential of students. Awards are based upon the student's achievement in the classroom, ability to think analytically, talent and creativity within areas of interest, and the potential to be successful at Hood College.

All students applying for admission will be considered for merit scholarships. No special application is required. Students will be informed of their eligibility upon acceptance to Hood College.

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 award notification.

The new scholarship structure for First-Year students entering in the fall 2023 semester are as follows:

Trustee Scholarship	\$30,000 per year
Presidential Scholarship	\$28,000 per year

Dean Scholarship	\$24,000 per year
Leadership Award	\$20,000 per year
Achievement Award	\$15,000 per year

The new scholarship structure for Transfer students entering in the fall 2023 semester are as follows:

Presidential Scholarship	\$28,000 per year
Dean Scholarship	\$24,000 per year
Leadership Award	\$20,000 per year

Chair of the Board Scholarship

This highly prestigious scholarship provides four new full-tuition awards to academically superior students in each entering class (full-time, first-year students). To be considered for this scholarship, candidates will be invited to attend Scholars' Day, which will include a scholarship interview.

Stackable Awards

FAFSA Incentive Grant - awarded to students who enroll full-time annually for filing the Free Application for Federal Student Aid (FAFSA).

Family Discount - awarded when two or more members of the same family are enrolled. The award amount is \$2,000 and awarded to the second member of the family (must be an undergraduate student).

Family is defined as parent, dependent child, and/or dependent child's sibling. Both members of the family must be enrolled full-time.

Honors - awarded to incoming full-time, first-year students and new transfer students who have been admitted to the Honors Program. Amount is \$2,000.

Legacy - awarded to full-time, first-year and new transfer students whose parent, sibling or grandparent received a Hood bachelor's or master's degree. Amount is \$1,000.

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. Amount is \$2,000.

Teacher Academy of Maryland Scholarship - awarded to incoming full-time, first-year students majoring in education who have successfully fulfilled required criteria for TAM program completion. In addition to the monetary scholarship, three (3) credits will be awarded to fulfill EDUC 204, a prerequisite education course. Amount is \$3,000.

Hood Grants

Awarded to full-time undergraduates who demonstrate financial need. Funding is limited. Students must be pursuing their first baccalaureate degree. Hood Grants may be replaced with named funds. See Scholarships and Awards (p. 42) for a list of endowed and annual undergraduate scholarships.

Financial Aid Programs Campus Employment

This institutionally funded employment program enables eligible undergraduate students (who are not eligible for federal work-study) to earn money for miscellaneous expenses while gaining practical experience. Limited number of positions are available.

Employee Educational Benefits

Tuition remission benefit. Please see staff manual for policy details and program rules.

Federal Aid

To be eligible for federal aid programs students must be citizens, nationals of the United States, or permanent residents and have a valid FAFSA on file. All eligibility criteria are available at <https://studentaid.ed.gov/sa/>. Funding depends on federal approval and subject to change.

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 and be a Pell Grant recipient. Limited funding available.

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. Limited funding available.

Federal Direct Subsidized Loan

A need-based student loan program offered to undergraduate 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 the student's enrollment status drops below half-time. For more details, visit

<https://studentaid.ed.gov/sa/>.

Federal Direct Unsubsidized Loan

A non-need-based student loan program offered to undergraduate 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 sent quarterly interest statements by their Loan Servicer and may elect to pay the interest. For more details, visit

<https://studentaid.ed.gov/sa/>.

Federal Direct PLUS Loan

Parents may borrow a loan (if approved based on credit check) up to the cost of education, minus any financial aid received. The interest rate is fixed. Repayment of principal and interest begins when the loan is disbursed, however deferment options are available. For more details, visit <https://studentaid.ed.gov/sa/>.

Maryland State Scholarship Program

The Maryland Higher Education Commission offers several need-based grants, scholarships, and loan repayment programs for Maryland residents. The scholarships and grants most frequently awarded to Hood students include, but are not limited to, the Howard P. Rawlings Educational Assistance Grant, the Howard P. Rawlings Guaranteed Access Grant, Senatorial Scholarships, and Delegate Scholarships. In order to be considered for Maryland State aid, students must file the FAFSA by March 1. In addition, some state scholarships may require a separate application. For more information regarding the State aid

programs, please contact the Maryland Higher Education Commission-Office of Student Financial Assistance at 800-974-0203 or <https://mhec.state.md.us>.

Veterans' Educational Benefits

Hood College serves as a liaison/informational resource to veterans by providing Veterans Administration forms and certifying military students for benefits. Hood College Office of Financial Aid provides services to veterans and dependents of veterans eligible for education benefits. To initiate or continue benefits, veterans must contact the Office of Financial Aid, 301-696-3411, at the beginning of each semester to complete the required paperwork, in compliance with the policies and procedures established by the Office of Financial Aid and the Department of Veterans Affairs. Information and application forms may be obtained from the Office of Financial Aid or via the Hood College Financial Aid web page, under Forms. Educational benefit programs include:

- Chapter 30, Montgomery GI Bill
- Chapter 31, Vocational Rehabilitation
- Chapter 33, Post-9/11 GI Bill [Forever GI Bill]
- Chapter 35, Survivors' and Dependents' Educational Assistance
- Chapter 1606, Selected Reserve

Hood College participates in the Department of Veterans Affairs Yellow Ribbon Program. The Yellow Ribbon GI Educational Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Participating students remain in the Yellow Ribbon program throughout their enrollment at Hood College and remain eligible for Yellow Ribbon program scholarship as long as each of the following applies: Hood College continues to participate in the Yellow Ribbon Program, the students remain in good academic standing, and the students have remaining VA Educational Benefits entitlement.

For information on each of these programs, current payment rates, availability of benefits, or approvals, call the local Regional VA Office at 1-888-442-4551.

VETERAN ENROLLMENT

Per Public Law 115-407 (Section 103), veterans who have submitted and been approved for education benefits may enroll in, attend, and participate in courses while payment for those courses is still pending.

Satisfactory Academic Progress Requirements for Financial Aid (SAP)

Process Overview and Responsibilities

In accordance with the U.S. Department of Education, the Office of Financial Aid at Hood College monitors undergraduate students after the spring semester each academic year for successful completion of satisfactory academic progress (SAP) standards. For financial aid eligibility, terms are defined as fall, winter, spring and summer. All students are measured on qualitative (grade-based) and quantitative (time-based) standards. Students who fail to meet SAP standards are not eligible for any financial aid unless an appeal is approved. Students are not limited to one appeal.

Programs affected by the SAP standards include: Federal Pell Grant, Federal Direct Loans (Subsidized and Unsubsidized), Parent PLUS

Loans, Federal SEOG, Federal Work-Study, state aid, institutional aid, and outside/private financial assistance.

Students who are not meeting the SAP standards at the end of the spring semester are notified in writing via email to their Hood College email address.

Cumulative Grade Point Average

The qualitative standard measures a student's quality of performance in terms of GPA, including basic skills courses (reading, writing, mathematics).

Each semester a student must meet the following cumulative GPA standard:

Total Hours Attempted	Minimum GPA Requirement
1-25	1.50 GPA
26-38	1.60 GPA
39-50	1.70 GPA
51-63	1.90 GPA
64-124	2.00 GPA

In order to graduate, a student must have a minimum GPA of 2.0. If a student fails to meet the above cumulative GPA requirements, the student will be suspended from financial aid but will have the opportunity to submit an appeal.

Cumulative Completion Rate (PACE)

This quantitative standard is measured by comparing attempted credits to successfully completed credits. In order to maintain financial aid eligibility, the U.S. Department of Education requires a student to successfully complete 67 percent of the credits attempted as shown in the example below:

Hood College Office of Financial Aid calculates the pace at which a student is progressing by dividing the cumulative number of credits successfully completed by the cumulative number of credits attempted. All periods of enrollment count when assessing quantitative standards, even periods in which the student did not receive financial aid.

Pace = Cumulative number of credits successfully completed

Cumulative number of credits attempted

Grades of W, F, INC, and U do not count as completed courses and are not included in the GPA but will count as attempted credits. A satisfactory grade (S) grade is treated as attempted credits earned but is not included in the GPA calculation. An audit (AU) grade is not considered attempted coursework, is not included in the GPA calculation or pace, and is not counted in enrollment status for financial aid eligibility.

Repeated courses are counted as attempted hours for financial aid eligibility. The highest grade received will be included in the GPA calculation. Students can only receive financial aid for a repeated, previously passed course one additional time. If the student registers for a previously passed course the third time, the course is ineligible for financial aid.

Students are eligible up to 30 attempted hours for basic skills courses (reading, writing, mathematics) which are not counted in the quantitative standards (but are counted qualitatively). If a student exceeds 30 attempted hours without successful completion, the student becomes ineligible for financial aid and must pay for those courses prior to continuing at Hood College.

Transfer credits that count toward the student's current program count as attempted and completed for financial aid eligibility. Transfer credits are not included in the GPA calculation.

Due to flexibility provided through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), attempted courses will be excluded from the qualitative component if the credits not completed was a result of the COVID-19 national emergency.

Maximum Timeframe

Students must be making progress toward a degree. To quantify academic progress, Hood College must set a maximum timeframe in which you are expected to finish a program. A student must complete their program of study within 150% of the length of the program. If a student needs additional time to complete the degree, the student may submit an appeal for financial aid. Students at Hood College are expected to complete 124 credit hours to earn an undergraduate degree. Students are eligible to receive financial aid up to 186 attempted hours at Hood College (not including 30 credit hours for basic skills courses). If additional time is needed, students can submit an appeal to the Office of Financial Aid.

Financial Aid Suspension

Students are placed on financial aid suspension if they do not meet the SAP standards. Hood College monitors SAP annually at the end of the spring semester and students are notified accordingly with an email to their Hood College email account. Students are not given a warning period since the process is monitored once per academic year. Students have the option to appeal for financial aid once they are on suspension.

Re-Establishing Financial Aid Eligibility

Reinstatement of financial aid after a student is placed in financial aid suspension status is achieved in one of the following ways:

1. The student submits a written appeal via fax, email, or in person, and the Financial Aid Appeals Committee grants the appeal. The student is placed on Probation for one semester of enrollment, or on an Academic Plan for a specified number of semesters.
2. The student registers for coursework, pays tuition and fees etc. without the help of student financial aid, and does well enough in the coursework to satisfy all of the SAP standards.

Appeals Process

Students on financial aid suspension may appeal in writing to the Office of Financial Aid. Appeals must be submitted by August 1 in order to review for the upcoming fall semester. The written appeal must include the following:

1. A description of the extenuating circumstances that prevented the student from meeting the SAP standards. The student must demonstrate that they understand the reason behind the failure to meet the SAP standards.
2. A description of the course of action and/or change in situation that will allow the student to meet the SAP standards by the end of the next semester or at the next SAP evaluation period. Include specific plans to rectify the SAP suspension status.
3. Documentation which supports the statements made in the appeal.

The Financial Aid Appeals Committee may request that the student submit an academic plan signed by the student's academic advisor if the student will not be able to meet the SAP standards by the end of the

next semester of enrollment. The Office of Financial Aid will notify the student by email if such documentation is needed for the appeal.

The Financial Aid Appeals Committee will review the appeal and notify the student by email within ten business days of the decision. All decisions made by the Financial Aid Appeals Committee are final.

If the appeal is granted, students will be placed on financial aid probation for one semester and are expected to meet SAP standards by the end of the semester. If, at that time, the student does not meet SAP standards, the student will be suspended from financial aid and may appeal based on extenuating circumstances. If the student is successful, the student will be removed from probation and placed in good standing for financial aid eligibility. In order to be successful, the student must meet all of the SAP standards by the end of the probation period.

If the student is placed on an academic plan as a condition of the appeal and is following the plan, the student shall remain eligible for financial aid during the time period indicated in the terms and conditions of the academic plan. The academic plan may only be modified with prior approval of the academic advisor and/or relevant student services office.

Appeals should be delivered to the Office of Financial Aid in person, or by:

Email: finaid@hood.edu

Fax: 301-696-3812

If students are unable to fax or email appeals, they may submit all required documentation by postal mail to:

Office of Financial Aid
Hood College
401 Rosemont Avenue
Frederick, MD 21701

SCHOLARSHIPS AND AWARDS

Endowed and annual scholarships are awarded according to the criteria of each scholarship. These funds may replace previously awarded Hood institutional aid.

Endowed Undergraduate Scholarships

The Office of Financial Aid evaluates students on an annual basis for these scholarships. Students are evaluated based upon academic interest and academic progress. In order to be considered for an endowed scholarship, students must complete the Free Application for Federal Student Aid (FAFSA).

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 Bertha McCall, Class of 1906, Alumnae Scholarship

The Anderson Family Social Work Scholarship

The Marycatherine Anthony '74 Scholarship

The Sheila Seigal Asher '53 Scholarship

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 Muriel Binder '33 and Mildred K. Binder '40 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 William H. Browning, Jr. Community Scholarship

Laura Eaton Butler '47 Scholarship

The Chug Scholarship

The Andrea Chapdelaine Endowed Scholarship*

The Martha E. Church H'95 Scholarship Fund for International Students

The Walter and Eleanor Church Endowed Scholarship

The Rhea Robinson Claggett '36 and Mariamne Claggett Vickery '80 Scholarship

The Class of 1932 Scholarship

The Class of 1948 Endowed Scholarship

The Class of 1957 Endowed Scholarship

The Class of 1962 Endowed Scholarship

The Class of 1967 Memorial Scholarship

The Class of 1968 Diversity 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 Ann Holler Cone '38 and Frances L. Fuller '39 Scholarship

The Edison H. and Daphne B. Cramer Scholarship

The Father Alphonse Crispo 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 Ann Marie Roulette Downey '77 Early Childhood Education Scholarship*

The Carolyn Embree Drake '66 Scholarship*

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

The Nancy Hill Drew '58 Scholarship*

The Dyer Work Award

The Elfin-Kawecki Scholarship Fund

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 Jennifer Frantz '97 Scholarship Fund
 The Frederick Female Seminary Scholarship
 The Lois W. Geib 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 Anne Keet Hanson '34 Scholarship
 The Virginia Shaver Harshman '41 Scholarship Fund
 The William Randolph Hearst Endowed Scholarship
 The Lizzie S. Heckle Scholarship
 The Carole King Heine '84 and Stephen K. Heine Scholarship*
 The Albert & Ethel Herzstein Scholarship in recognition of President Ronald J. Volpe
 The Carol Schulthess Hires '68 Scholarship
 The M. Beth Costello Hobby '67 Scholarship
 The Hodson Scholarship Foundation Endowment Fund
 The Hodson Trust Academic Excellence Scholarship
 The Hodson-Gilliam Scholarship
 The Nettie McCarell Hoffmeier Scholarship
 The H.G. and Lula K. Hoke 1906 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 Judith M. Howe and Jane B. Olsen Scholarship*
 The Richard Hudnut Scholarship
 The Josephine Thompson Hunger '40 Scholarship
 The Huttle Scholarship
 The Janice R. Hylen '78 Memorial Scholarship
 The Mary Rife James '70 English Scholarship*
 The Mary Rife James '70 Nursing Scholarship*
 The Lynne Reagan Johnson '65 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 Marion Young and Roland "Bill" Klisch Scholarship*
 The Drs. Klisch and Simonsen Scholarship
 The Kurbyweit Scholarship
 The Christine Lundt Lambertus '69 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 Margaret Loudon Lewis Scholarship
 The Lewis & Snyder Scholarship Fund
 The Charles J. Little Scholarship
 The Arthur H. Long, Sr. and Lois Long Harley '45 Family Scholarship
 The Lonza Bioscience Scholarship
 The Janet B. Loudon Scholarship Fund
 The Mary and Daniel Loughran Scholarship
 The Lowe-Butler Scholarship
 The Evelyn Barrick Mahoney '34 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 Merrick/Vosti Scholarship
 The John D. Meyer Scholarship
 The Joyce Michaud Endowed Scholarship
 The Middendorf Foundation Endowed Scholarship in Nursing
 The Nettie Morton Miller Scholarship
 The Lorie Harris Morrell '84 Scholarship
 The Margaret J. and John C. Motter Scholarship
 The Mullison Scholarship Fund
 The Kathleen A. and Charles F. Murphy Scholarship
 The Margaret S. Neely Hood Scholarship
 The Wayne C. Neely Hood Scholarship
 The Eleanor MacMillan Nelson '32 Scholarship
 The Elisabeth Farber Neubauer '45 Scholarship
 The New York Times Scholarship
 The Charles and Kathryn Nicodemus Scholarship Fund
 The Kathryn Zimmerman Nicodemus H'05 Music Scholarship
 The Stephanie Lundy Normann '56 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 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 Philip S. Renaud II M.S. '83 Scholarship*
 The Nora Roberts Foundation Scholarship
 The Andy Rooney Scholarship in Writing
 The Harry A. Rosenfeld Scholarship
 The Charlotte Snyder Rupner '18 Scholarship
 The Margaret Russell '42 Scholarship
 The Gretchen Howe Russo '63 Scholarship*

The Tom Samet H'00 Memorial Scholarship
 The Patricia Feiser Sanner '38 Science Scholarship Fund
 The Myrtle Annis Scott Scholarship
 The Kimberly Ann Servedio '99 Memorial Scholarship
 The Elizabeth Ann Seton Education Scholarship
 The Helen Burton Shelton '40 Scholarship
 The Kozo and Martha Hearn Shimano '86 Scholarship Fund
 The Lori A. G. Shipley '97 Endowed Scholarship Fund
 The Alfred P. and Patricia A. Shockley Scholarship
 The Alice Smith '33 Scholarship
 The Jewel K. Smith '96 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 Lorene Myers Southworth '48 Scholarship
 The William H. Sprigg Applied Music Scholarship
 The Henry I. Stahr Scholarship
 The Glenna May and John Hedges Staley Scholarship
 The Eleanor C. Stanley and Kenneth N. Stanley Scholarship Fund
 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 Honorable John H. and Donna Tisdale Scholarship for Nursing
 The Mary Frances Gaver Trunk '64 and Charles F. Trunk III Endowed Scholarship Fund
 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 Shirley Gaver Viviano '57 Endowed Scholarship*
 The Pearl Walker '32 Scholarship in Mathematics
 The Oliver C. and Carrie E. Warehime and the Alexander D. and Dorothy Warehime Lewis '17 Scholarship
 The Louise A. Weagly '30 Scholarship Fund
 The Wehler Family Scholarship
 The Sarah Patton Weinberger '32 Scholarship
 The Philip and Janis Miller Wertheimer '29 Scholarship Fund
 The Dr. Olivia G. White Scholarship Fund
 The Charlotte Sizoo Whitenight '68 Scholarship*
 The Olive Wagner Wilt '26 Memorial Scholarship
 The Women's Guild Scholarship
 The Nora E. Yost '17 Scholarship
 The Marlene B. Grossnickle Young '76, H'14, P'09 Scholarship
 The W. Meredith and Helen Brown Young '35 Scholarship
 The Dr. Carol Ann Zehnacker M.S. '84 Scholarship
 * Not currently available for award

Annual Undergraduate Scholarships

The H.K. Alwine Scholarship
 The Asian American Center of Frederick Scholarship
 The Barnes & Noble Textbook Scholarship
 The Dr. Regena C. Beck '17 Scholarship
 The Board of Associates Leadership Fund
 The Boyd Foundation Scholarship
 The Chair of the Board Scholarships
 The CoLAB Digital Tech Credential Scholarship
 The Martha DeNeen Cotten Scholarship
 The Alden E. and Harriet K. Fisher Scholarship
 The Stuart A. Freudberg Scholarship
 The Jamey E. George Memorial Scholarship
 The Ardine and Phyllis Gorden Applied Music Scholarship
 The Hood College Ring Scholarship
 The Karin Ninesling Infuso '70 Scholarship Fund
 The Marguerite Jaar Applied Music Fund
 The Hilda C. Landers Scholarship
 The Loats Foundation Scholarships
 The Stephen T. Mahaffey '15 and Naomi Parker Ballard '49 Scholarship*
 The Maryland Society for Disabled Children and Adults Scholarship
 The McCardell Family Scholarship Fund
 The William Edward and Mary Cockram Morse '64 Scholarship
 The Col. Jim and Sarah Olson Sustainability Scholarship
 The George L. Shields Foundation, Inc. Scholarship for Nursing
 The Dr. Nancy E. Taylor '62 Scholarship
 The Hood College Waltersdorf Henson Scholarship
 The Raymond R. and Margaret M. Zimmerman '22 Music Scholarship
 * Not currently available for award

OTHER PRIZES, AWARDS, FUNDS, CHAIRS AND PROFESSORSHIPS

The following lists include other established named prizes, awards, funds, and chairs/professorships that are not offered by the Office of Financial Aid but are administered by the College in support of students, faculty, and campus facilities.

Undergraduate Prizes and Awards

The Accreditation Council for Business Schools and Programs Leadership Award
 The Leah B. Allen Award
 The Alumni Award for Social Work Excellence
 The American Institute of Chemists Foundation Award
 The Elizabeth Yourtee Anderson '82 History Prize
 The ArachnidWorks Integrated Marketing Communication Award
 The Art and Archaeology Department Alumnae Award
 The Art and Archaeology Department Faculty Award
 The Association for Women in Mathematics Book Prize
 The Award in Nonprofit and Civic Engagement Studies
 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 Robert W. Boyle Outstanding Achievement in Statistics Award in Psychology
 The Dr. Martha M. Briney '35, H'78 Honor Scholarship
 The Bromer Peace Award
 The Grace N. Brown '25 Prize in Mathematics
 The Patricia Buchheimer Piano Prize
 The Dana Cable Community Service Award in Psychology
 The Larry T. Campbell Memorial Prize
 The Julia Holzapfel Carhart '30 Prizes in Mathematics
 The Catherine Filene Shouse Center for Career Development and Experiential Education Distinguished Intern Award
 The Chemistry Achievement Award
 The Class of 1988 Volunteer Behind the Scenes Award
 The Janice E. Cole Scholarship
 The Janice E. Cole Writing Prize
 The Computer Science Chair's Prize
 The Computer Science Faculty Prize
 The Computer Science Undergraduate Achievement Award
 The Frances C. Cutujian Prize
 The Joseph E. Dahms Community Service Award
 The Emily Myers Davis '43 Prize
 The Delaplaine School of Business Book Prize
 The Delaplaine School of Business Leadership Prize
 The Department of Chemistry and Physics Faculty Award
 The Eric Devan Outstanding Accounting Student Award
 The Johanna Chait Essex '53 Prize in Early Childhood Education
 The Exceptional Achievement Award in Psychology
 The Margaret P. Ford Honor Scholarship
 The Norm Gary Award
 The Elaine Adrienne Gates Memorial Prize in Studio Art
 The German Embassy Prize
 The Bernard Gerrard Prize for "Mature" Students
 The Raymond L. and Louise K. Gillard Prize
 The Godman Prize in French
 The Ardine and Phyllis Gorden Music Scholar Prize
 The Ardine and Phyllis Gorden Musical Talent Prize
 The Suzanne Gottert '68 Prize in Art
 The Dr. Ruth Esther Griffith Biology Award
 The "Grit" Award in Psychology
 The Christopher J. Guidry '18 Excellence in Finance Prize
 The Edenia Guillermo Award
 The Martha Chandler Gurzick Clinical Excellence Prize
 The Kathryn E. Hale '04, M.S. '13 History Teaching Prize
 The Shirley Conner Hardinge '44 Prize
 The Margaret Anne Jones Hayes '62 Award in Mathematics
 The Maureen Kelly Hess '81 Prize
 The Hood College Choir Award
 The Hood College Prize in Ethics
 The Hood College Retailing Club 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 Linda J. Kennedy Outstanding Nursing Student Award
 The Mary Ann Kerins Humanitarian Award
 The James N. Khoury '15 Memorial Prize in English
 The George G. Kleinspehn Honor Scholarship
 The Margaret Louise Kleist Prize
 The Dr. Leonard Latkovski Memorial Prize in History
 The Dr. Henry P. and M. Page Laughlin Student Award
 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 Dr. Christine McHenry '73 Corde et Mente et Manu Award
 The Jeanne Marie Jacobsen Medalis '89 Memorial Award
 The Charlotte A. Moran '57 Prize
 The Wayne C. Neely Prize
 The Kathryn Zimmerman Nicodemus H'05 Music Award
 The Jack and Janet Spaulding Nunn '61 Award for Best Elementary Arabic Student
 The Jack and Janet Spaulding Nunn '61 Award for Best Intermediate Arabic Student
 The Jack and Janet Spaulding Nunn '61 French Prize
 The Vesta Hoffman Osler '30 Chemistry Award
 The Outstanding Research Contribution Award in Psychology
 The Park-Dorff Award
 The Florence A. Pastore Memorial Prize
 The George C. Pearson Prize
 The Pi Mu Epsilon Book Prize
 The Hildegarde Pilgram '31 Prize
 The Political Engagement Award
 The James B. Ranck Book Prize in American History
 The Mary Ellen Randolph Prize
 The Anna Louise Remsen '33 Prize in Art
 The Mary Margaret Rose Award
 The Rouse Graduate Scholarship
 The Wanda Ruffin Treasured Wisdom Award in Psychology
 The Linda Scott Outstanding Mentorship Award in Psychology
 The SGA Student Leader of the Year Award
 The Esther E. Shaw Award
 The Sidney Silverman Award
 The Linda Mae Snapp Memorial Award in Nursing
 The Social Work Program Award for Social Work Excellence
 The Margaret Condron Sterner '39 Scholarship
 The Tischer Honors Prize
 The Charles E. Tressler Outstanding Student Award
 The Hans Wagner Memorial Achievement Award
 The Aldan T. Weinberg '75 Communication Arts Prize
 The Alyce T. Weinberg Honor Scholarship
 The White Blazer Award
 The Elizabeth Leiby Wood '38 Prize
 The Linda Wyatt '68 and Marleen Spriggs '69 Award in African American Studies

Other Prizes and Awards

The Adviser of the Year Award
 The Martha E. Church H'95 Prize for Leadership and Service

The Excellence in Teaching Award
 The Hood College Graduate School Adjunct Excellence in Teaching Award
 The Hood College Graduate School Excellence in Teaching Award
 The Dr. Henry P. and Page Laughlin Distinguished Administrative Achievement Award
 The Dr. Henry P. and Page Laughlin Faculty Professional Achievement Award
 The Rose Award
 The Lynda R. Sowbel Social Work Field Instructor of the Year Award
 The Charles E. Tressler Distinguished Teacher Award

Lecture and Performance Funds

The Homer W. Carhart H'07 and Noel K. Lester Guest Pianist Fund
 The Ceramic Arts Visiting Artist Fund
 The John C. and Janet Hobbs Cotton '59 Cybersecurity Lecture Series
 The James M. Etchison Summer Chamber Music Trust
 The Ardine and Phyllis Gorden Concert Fund
 The William J. and Wilma M. Haines Lecture Fund in Biomedical Ethics at Hood College
 The Hanson Lecture Series
 The Jean Royer Kohr '62 Memorial Lectureship
 The La Fleur Management Lecture Series
 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

Research and Support Funds

The Barrett Advertising Child Development Center Scholarship Fund
 The Alvin Bober Chemistry Fund*
 The Dr. Ann L. Boyd Endowed Graduate School BMS Fund*
 The Cynthia Shafer Campbell '69 Endowed Book Fund for Hood Advantage Students*
 The Andrea E. Chapdelaine Professional Development Fund
 The Chemistry Travel Fund
 The Chisholm-Landauer Experiential Learning Endowed Fund*
 The Martha E. Church H'95 Center for Leadership and Service Endowed Fund
 The Class of 1983 Child Development Lab Fund
 The Class of 1986 Endowed Fund
 The Class of 1991 Film Series
 The Beth Darroch Coggins '81 and Kristina Coggins Heck '11 Memorial Travel Fund
 The Computer Science Enhancement Fund
 The George B. Delaplaine Jr. School of Business
 The Anne Derbes Art Outreach Fund*
 The Nancy Salzman Ebert '57 Education Technical Learning Laboratory

The First Generation Student Center
 The Stella Elizabeth Ziegler Foley '28 and Marylouise Herrmann Foley '64 International Travel Fund
 The Ardine and Phyllis Gorden Capital Projects Fund
 The Virginia Munson Hammell '67 Historic Preservation and Campus Maintenance Fund
 The Virginia Munson Hammell '67 Trading Room Fund
 The Shirley Conner Hardinge '44 Center for Global Studies
 The Hoffberger Endowed Honors Program
 The Edith Howard Hogan '59 Fund for Nutrition
 The Dr. Ruth W. Holmes School of Behavioral and Health Sciences
 The Huntsinger Art History Travel Fund
 The E. Louise Leonard Language Lab Fund
 The McCardell Professional Development Grants Endowed Fund
 The Miller Greenhouse Endowment
 The Nancy Miller Moorhouse '55 Memorial Fund for the Care & Upkeep of the College Grounds
 The Grace Lampe Morrison '25 Endowment
 The Margaret R. Motter '13 Fund for Future Teachers
 The National Endowment for the Humanities Challenge
 The Sally Bauman Palic '81 Endowed Emergency Student Fund*
 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 Mary Hansbrough Sneedenberger '64 International Travel Award
 The John M. Stadlbauer Chemistry Department Instrument Fund
 The Summer Research Institute Grants
 The Cherian Thomas MBA '12, H '17 Fund for Entrepreneurial Excellence*
 The Tidball Center Endowment Fund
 The Tischer Endowed Funds*
 The Ronald J. Volpe Scholars
 The Jacqueline Ann Wakeling '52 High-Impact Learning Endowed Fund
 The Susan Whaley '74 Study and Travel Abroad Fund
 The Jeanne LeRoy Williams '69 Endowed Fund for Art History*
 The Williams Observatory Fund
 The Dr. Mary L. Wood '67 Faculty Development Endowed Fund
 The Michael S. P'09 & Marlene Grossnickle Young '76, H'14, P'09 Data Driven Frederick Center
 The Helen G. and Alfred G. Zimmerman Hood College Campus Ground Beautification Fund
 The Phebe Zimmerman Endowment Fund
 *Not currently available for use

Chairs and Professorships

The Aramark/Maryland Endowed Chair in Sustainability Studies
 The Delaplaine/Maryland Endowed Chair in Project Management
 The Executive Director of the Biomedical Research and Training Center*

The Endowed Dean of the Delaplaine School of Business
 The Endowed Dean of the School of Behavioral and Health Sciences
 The Giles Chair in Early Childhood Education
 The Hodson Trust Professorship in Nursing
 The Hodson/Maryland Endowed Chair in Advanced Bioproducts Research and Education
 The KBE Head Tennis Coach Fund
 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 Hildegarde Pilgram Chair in History
 The Andrew G. Truxal Chair of Economics and Sociology
 The Whitaker Chair in Chemistry

*Not currently available for use

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.

Renewal Not Retirement

Hood's Renewal Not Retirement (RNR) program offers persons 60 years of age or older the opportunity to audit undergraduate or graduate courses. Studio and lab courses, practicums, and self-directed study courses are not available for audit. The cost is \$100 per course.

UNDERGRADUATE SPECIAL ACADEMIC OPPORTUNITIES

CENTER FOR COMPUTER SECURITY AND INFORMATION ASSURANCE

The Center for Computer Security and Information Assurance, housed within the Department of Computer Science and Information Technology, coordinates disciplinary research, education, and service projects in computer security and information assurance. Center activities bring together faculty, students, researchers, government and industry computer security experts, and law enforcement practitioners to share information and develop new ways to protect users, information systems, and information infrastructures. The Center is recognized as a Center of Academic Excellence in Cyber Defense by the National Security Agency (NSA) and the Department of Homeland Security. The Center currently offers a Master of Science in Cybersecurity and a graduate Certificate in Cybersecurity. The Center's website is located at: <https://www.hood.edu/node/10181>.

4PLUS - UNDERGRADUATE/GRADUATE DUAL DEGREE PROGRAMS

The 4PLUS undergraduate/graduate dual degree programs allow students in most cases to complete both the bachelor's and master's degrees in an accelerated format. The Cybersecurity, Information Technology and MBA pathways are available to students from any major.

Some master's degree programs allow undergraduate students to complete master's degrees in a shortened time by permitting up to nine (9) credits of graduate coursework to be applied towards both degrees (bachelor's and master's). A minimum grade of B in graduate coursework is required for transfer to a graduate program. In special circumstances, students may request to apply more than 9 credits of graduate coursework towards both degrees with approval from the academic department (chair and/or program director), graduate dean and registrar's office. Current programs available for this option are:

- B.A./M.S. in Environmental Science (p. 86)/Environmental Biology (p. 248)
- B.A./M.S. in Biology (p. 72) or Biochemistry (p. 71)/Biomedical Science (p. 234)
- B.A./M.S. in Psychology (p. 98)/Counseling (p. 237)
- B.A./M.S. in Art Therapy (p. 70)/Counseling (p. 237)
- B.S./M.S. in Computer Science (p. 78)/Information Technology (p. 251)
- B.A./M.S. in any major/Information Technology (p. 251)
- B.S./M.S. in Computer Science (p. 78)/Cybersecurity (p. 245)
- B.A./M.S. in any major/Cybersecurity (p. 245)

Students should consult with their academic advisor and the graduate program director by their sophomore year for more information and accurate schedule planning. A minimum undergraduate cumulative GPA of 3.0 is required for consideration into most of the 4PLUS program paths.

COASTAL STUDIES SEMESTER

See Coastal Studies Semester (p. 77) for more information.

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 advisors. The course number 499 (A and B) designates this type of study. Students writing Departmental Honors Papers are designated Christine P. Tischer Scholars.

See About Course Offerings (p. 120) for more information.

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. See Course Offerings (p. 120) (p. 120) for more information.

STUDY ABROAD PROGRAMS

Hood students may study abroad in approved programs in virtually every part of the world. All students intending overseas study should make an application at least one year in advance of the proposed study.

Students should consult with Dr. Scott Pincikowski as soon as they determine they wish to study abroad.

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

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 CIEE, CAPA, CCIS, CIS, and the University of Mainz, among others.

Students may also study abroad in short-term summer programs organized by Hood faculty.

Grades received through Hood-affiliated semester or year abroad programs are calculated in the Hood GPA. Students participating in non-Hood affiliated semester or year abroad programs will earn transfer credit only for all courses completed with a grade of C- or above.

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 (p. 23).

OFF-CAMPUS PROGRAMS AND COURSES

For information about these and other experiential learning opportunities, contact the Center for Career Development and Experiential Education at careers@hood.edu.

PLEN

Hood College encourages our female students to participate in 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. To learn more about this program, visit <https://plen.org>.

The Washington Center

Hood College partners with The Washington Center, which is an independent, nonprofit organization serving hundreds of colleges and universities in the United States and other countries by providing selected students challenging opportunities to work and learn in Washington, D.C. for academic credit. The Washington Center offers two types of programs: Internships and academic seminars. Internships

are semester- or summer-long integrated academic and work experiences in government, corporate, and nonprofit organizations. Each internship is tailored to provide meaningful work experiences that will enhance students' resumes and help launch their careers. This is a "study away" opportunity where students may live in The Washington Center residence apartments. Additionally, students take academic courses and attend special programming during their time at The Washington Center. Academic seminars serve as intensive learning experiences with focus on specific topics, such as National Security, the Presidency, and the Middle East Peace Process. Past seminars have included visits to such locations as Capitol Hill, CNN, the Newseum, embassies, and many others. Seminar events have featured such respected speakers as Ted Koppel, Andrea Mitchell, Howard Dean, and others. Students pay Hood tuition and receive Hood financial aid for The Washington Center Program. Credits and grades earned are calculated in the Hood GPA. Learn more about this program at <https://twc.edu>.

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 advisor 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. Learn more about this program at <https://wids.org>.

The Washington Internship Institute

The mission of the Washington Internship Institute is to foster students' intellectual, personal, and professional development through individually tailored, quality internships and challenging academic coursework that take full advantage of the opportunities available in the nation's capital and reflect the best practices of experiential learning and liberal education. Founded more than 25 years ago to provide students with unparalleled experiential learning opportunities, a vision we carry forward today. The Washington Internship Institute is a 501(c)(3) nonprofit organization. Faculty meet with students on a weekly basis in the internship seminar and core courses. Faculty are accomplished professionals and credentialed academics who provide unparalleled access and attention to students. Programs are open to sophomores, juniors, seniors, and recent graduates of accredited undergraduate college or university in the United States. Students must have a minimum 2.75 GPA. It is recommended that interested students discuss finances and credits with a faculty advisor, Washington Internship

Institute campus liaison, before applying and receiving campus approval. Learn more about this program at <https://wiidc.org/>.

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 Transfer Policy and Attending Other Institutions (p. 63) for more information on this program.

UNDERGRADUATE DEGREE REQUIREMENTS

Degrees

Hood offers three undergraduate degrees: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Science in Nursing. 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. *Note: GPA requirements may vary by major.*
- 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. *Note: GPA requirements may vary by major.*
- A minimum of 12 credits of course work in the major discipline must be completed at Hood.
- A minimum of 15 credits of course work in the major discipline must be completed at the 300-level or above.

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. 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 Office of the Registrar.

THE HOOD COLLEGE CORE CURRICULUM

The Core Curriculum is required of all students and consists of Foundations and Methods of Inquiry areas. Students entering with an A.A., A.S., or AAT degree from an accredited institution in the State of Maryland are exempt from the Foundation and Methods of Inquiry areas of the Core with the exception of the Global Perspectives requirement which may be fulfilled with appropriate transfer courses. Students without the associate degrees mentioned but entering with at least 56 credits may be eligible for the A.A. equivalency noted later in this section. Any students transferring fewer than 56 credits or those students with A.A., A.S., or AAT degrees will follow the regular requirements for the Core and should refer to the requirements listed for their major.

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 promote critical reflection about global perspectives.

Two parts comprise the Core Curriculum: Foundation (p. 50) and Methods of Inquiry (p. 51).

FOUNDATION (19-22 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.

English Composition (3-4 credits):

English composition courses at Hood College give students a strong foundation in the writing skills they will need for future success. In these courses, students respond to a variety of reading and writing assignments, all designed to expand their critical reading skills and their ability to communicate ideas in clear, coherent, and persuasive writing. Composition courses emphasize frequent writing and rewriting; courses may include classroom discussions, writing laboratories, and small group and individual conferences between students and instructors. Students will explore various writing contexts, purposes, and audiences. Students will learn grammar, sentence structure, and effective paragraph and essay development. Students will demonstrate fluency in language, style, and source conventions.

ENGL 100	Elements of Composition	4.0
ENGL 110-	Writing About Literature	3.0

A grade of C- or above is required to fulfill the Composition requirement.

First-Year Seminar (3 credits)

The ability to communicate well on a college level is crucial to success at Hood. With that in mind, the First-Year Seminar program offers students an opportunity to sharpen academic reading and writing skills in small classroom settings. All first-year seminars are reading and writing intensive and will help students refine their abilities in these areas as well as in critical thinking, information literacy and class discussion.

Each seminar is limited to 15 students, which will allow class members to work closely with their professor and peers. The seminar topics have broad appeal while reflecting the varied interests and expertise of the faculty who teach them.

Incoming first-year students are required to take a first-year seminar course during their first semester at Hood as a Core requirement.

Students admitted to Hood prior to Fall 2015 and students admitted as transfers are exempt from the First Year Seminar core requirement.

Students who withdraw or receive an F in a first-year seminar during the fall semester must take the first-year seminar in the spring in order to satisfy the Core requirement. Students who fail or withdraw from the course in the spring will repeat the course again each spring until they pass the course.

FYS 101 First-Year Seminar 3.0

Quantitative Literacy (3-4 credits)

(QL) is a habit of mind. It involves using elementary mathematical tools to interpret and manipulate quantitative data arising in a variety of contexts. It is marked by computational fluency, and by competence and comfort in working with numerical data. Those who are quantitatively literate can create arguments supported by data and can communicate those arguments in many ways – using tables, graphs, mathematical expressions, and words.

A course that satisfies the QL section of the Core Curriculum should have as its main focus the use of mathematics to solve real-world problems. In those courses, using data and appropriate technology, students will collaborate to solve multi-step problems and effectively communicate their reasoning to others

ECMG 212	Statistics for Economics & Management	3.0
ENSP 103	Intro to Geographic Information Systems	4.0
MATH 111	Mathematics Everywhere	3.0
MATH 112	Applied Statistics	3.0
MATH 201	Calculus I	4.0
MATH 213	Statistical Concepts and Methods	4.0
PH 202	Biostatistics in Public Health	3.0
PSY 211	Elementary Statistics	3.0
SOC 261	Quantitative Methods for the Social Sciences	3.0

Foreign Language (8 credits):

Completion of an elementary (101 and 102) Arabic, French, German or Spanish course sequence or exemption through a placement test.

Students are exempt from the Foreign Language Core requirement if placed by exam, but choose not to enroll, in a 201 or above foreign language course. No credit is earned. Foreign language courses (101 and 102) completed at Hood College are offered at 4 credits each, however, we may accept these courses as transfer credit if completed at 3 credits each.

Note: American Sign Language will not satisfy this requirement.

International students for whom English is a foreign language may meet the requirement by completing ENGL 100. If, however, English is the official language of the country, a foreign language is required.

Health and Wellness (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

or complete one 3-credit course from the following:

PE 227	Women's Health Issues	3.0
PE 229	Military Fitness	3.0
PE 250	Introduction to Exercise Physiology	3.0

Athletes who participate in intercollegiate sports may be exempted from all or part of the 2-credit physical education activity option. A 1/2 credit of exemption will be granted for each season of participation, regardless of the season length. No credit is earned for these exemptions. For additional questions about credit exemptions and season length, please contact the associate director of athletics.

Students who participate in the United States Army Reserve Officers Training Program (ROTC) may be exempted from all or part of the 2-credit physical education activity option. A 1/2 credit of exemption will be granted for completing each of the following courses: MSCI 101, MSCI 102, MSCI 201, MSCI 202.

METHODS OF INQUIRY (25-28 CREDITS)

There are seven areas within Methods of Inquiry. These include:

Literary Analysis (p. 52), Visual and Performing Arts (p. 53), Scientific Thought (p. 53), Historical Analysis (p. 52), Social and Behavioral Analysis (p. 53), Philosophical Inquiry (p. 52), and Global Perspectives (p. 51).

Courses designated as GP fulfill both Global Perspectives and the Methods of Inquiry area under which they are listed.

The seven Methods of Inquiry categories are:

Global Perspectives (3 credits)

Students will take one 3- or 4-credit course designated as GP and these courses may fulfill other core or major requirements.

Courses that fulfill the Global Perspectives portion of the core promote critical reflection about global perspectives in one of the following ways:

1. Critically examining a work, discourse or institution of global significance in its historical context and suggesting ways it has influenced world cultures, ideas or issues or
2. Describing the cultural, ideological or institutional structures that transcend two or more national, cultural or continental boundaries and critically considering how two or more different communities divergently experience the world shaped by such global structures.
3. Study abroad for at least one full semester would fulfill this requirement.

Students admitted to Hood prior to Fall 2014 are exempt from the Global Perspectives core requirement.

AFPS 353	Contemporary African Political Thought	3.0
ART 219	Art of Three Faiths	3.0
ART 231	Archaeology of Native North America	3.0
ART 250	Art of Asia	3.0
ARLS 354	Mesoamerican Art and Archaeology	3.0
CMA 209	Mass Media and Revolution	3.0
CSIT 302	Impact of Computers on Society	3.0
ECON 317	Economics of Development	3.0

ECON 320	The Economics of Gender	3.0	AFPS 301	African-American Political Autobiography	3.0	
ECON 324	International Trade	3.0	CMA 204	Media History	3.0	
ENGL 463/HON 463	International Currents in Modern Fiction	3.0	HIST 202	Medieval Europe	3.0	
FREN 207	Cultural Perspectives on French Literature I	3.0	HIST 217	History of the United States to 1877	3.0	
FREN 208	Cultural Perspectives on French Literature II	3.0	HIST 218	History of the United States since 1877	3.0	
FREN 314	Refinement, Politeness and Social Behavior	3.0	HIST 264	Ancient and Medieval World to 1200	3.0	
FREN 320	Francophone Women Writers	3.0	HIST 265	Medieval and Early Modern World, 1200-1800	3.0	
FREN 323	Modern Family in France	3.0	HIST 266	The Modern World, 1750 to Present	3.0	
GEOG 101	Cultural Geography	3.0	HIST 268	Latin America	3.0	
GER 207	Cultural Perspectives on German Literature I	3.0	HIST 269	Women and Gender in U.S. History	3.0	
GER 208	Cultural Perspectives on German Literature II	3.0	Meets Global Perspectives Requirement:			
GLBS 200	Introduction to Global Studies	3.0	HIST 264	Ancient and Medieval World to 1200	3.0	
GLBS 300	Challenges and Opportunities of Globalization	3.0	HIST 265	Medieval and Early Modern World, 1200-1800	3.0	
GLBS 301	Human Migrations: Refugees and IDPs	3.0	HIST 266	The Modern World, 1750 to Present	3.0	
GLBS 345	Global Perspectives on Women, Power and Politics	3.0	HIST 268	Latin America	3.0	
HIST 246	Modern Africa, 1400-Present	3.0	Literary Analysis (3 credits)			
HIST 264	Ancient and Medieval World to 1200	3.0	Upon satisfactory completion of the Literary Analysis 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.			
HIST 265	Medieval and Early Modern World, 1200-1800	3.0	ENGL 221	World Literature	3.0	
HIST 266	The Modern World, 1750 to Present	3.0	ENGL 229	History of Drama Theatre I	3.0	
HIST 268	Latin America	3.0	ENGL 230	History of Drama and Theatre II	3.0	
HIST 347	The Indigenous World	3.0	ENGL 232	(Re)Writing the Popular	3.0	
HIST 353	US Foreign Relations since World War II	3.0	ENGL 250-269	Thematic Studies	3.0	
HIST 356	Global Empires I	3.0	AFEN 265	Thematic Studies: African American Voices before the 20th Century	3.0	
HIST 357	Global Empires II	3.0	AFEN 266	Thematic Studies: The Harlem Renaissance and Beyond: 20th Century African American Literature	3.0	
HON 201	Honors Colloquium III	3.0	ENGL 270-289	Genre Studies	3.0	
MATH 470	Seminar: The History of Mathematics	3.0	FREN 207	Cultural Perspectives on French Literature I	3.0	
MEST 300	Cultures of the Middle East	3.0	FREN 208	Cultural Perspectives on French Literature II	3.0	
MGMT 314	International Business	3.0	GER 207	Cultural Perspectives on German Literature I	3.0	
MUSC 302	World Music	3.0	GER 208	Cultural Perspectives on German Literature II	3.0	
NUR 300	Global Learning Experience in Healthcare and Nursing	3.0	SPAN 207	Cultural Perspectives on Spanish Literature I	3.0	
PHIL	Perspectives in Global Health	3.0	SPAN 208	Cultural Perspectives on Spanish Literature II	3.0	
316/HON 316			Meets Global Perspectives Requirement:			
PSCI 210	Comparative Politics	3.0	FREN 207	Cultural Perspectives on French Literature I	3.0	
PSCI 215	International Relations	3.0	FREN 208	Cultural Perspectives on French Literature II	3.0	
PSCI 323	Politics of the Developing World	3.0	GER 207	Cultural Perspectives on German Literature I	3.0	
PSCI 354	African Political Autobiography	3.0	GER 208	Cultural Perspectives on German Literature II	3.0	
REL 342	From Abolitionism to Human Rights	3.0	SPAN 207	Cultural Perspectives on Spanish Literature I	3.0	
SOC 318	Global Social Problems	3.0	SPAN 208	Cultural Perspectives on Spanish Literature II	3.0	
SPAN 207	Cultural Perspectives on Spanish Literature I	3.0	Philosophical Inquiry (3 credits)			
SPAN 208	Cultural Perspectives on Spanish Literature II	3.0	Upon satisfactory completion of the Philosophical Inquiry requirement, students will be able 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			
SPAN 323	Spanish Cinema	3.0				
SPAN 333	Latin American Poetry	3.0				
Historical Analysis (3 credits)						
Historical Analysis 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.						
AFHS 257	The African American Experience	3.0				

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.

AFRL 311	Black Theology	3.0
PHIL 200	Contemporary Philosophical Topics	3.0
PHIL 203	Philosophical Issues in Feminism	3.0
PLRL 205	Classical Religion & Philosophy	3.0
PHIL 211	Philosophy Through Film	3.0
PHIL 212	Human Nature and Society	3.0
PLRL 219	Ethics & Leadership	3.0
PHIL 220	Professional Ethics	3.0
PHIL 221	Ethics	3.0
PHIL	Biomedical Ethics	3.0
319/HON 329		
PHIL 323	Philosophy of Race	3.0
PSCI 304	Philanthropy and Civic Life	3.0
PSCI 331	US Democracy in Crisis-How We Got Here	3.0
REL 200	What is Religion? Introduction to Religious Studies	3.0
REL 203	Old Testament	3.0
REL 204	The New Testament	3.0
REL 211	American Religious History	3.0
REL 233	Eastern Religions	3.0

Some PHIL 397 coursework may fulfill Philosophical Inquiry. Check the schedule in Self Service for individual topics coursework.

Scientific Thought (7-8 credits)

Scientific Thought courses promote the student's understanding and appreciation of science, the scientific approach to problem solving, and the importance of science in our society. Students are required to take two courses in this category, at least one of which must be a natural science lab course. Thus, students may take one lab science and one non-lab science course, or they may take two lab science courses to fulfill this requirement.

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

- Complete one Non-laboratory and one Laboratory course
- Complete two Laboratory courses

Non-laboratory Courses (3 credits):

Non-Lab courses cover basic content in the natural sciences, computer science, or mathematics, without including a laboratory component. In addition to introducing students to the methods and content of the discipline, courses will include a substantial (>25%) focus on the impact of the material on society, including current political, moral, environmental, technological, and/or ethical issues raised. Upon satisfactory completion of this requirement, students will be able to understand, from a nonprofessional perspective, the scientific concepts, laws, and principles that affect current societal issues and assess the impact of scientific or technological matters on society and the environment.

BIOL 130-149	Biological Inquiry	3.0
CHEM 105	Molecular Basis of Nutrition	3.0
CS 100	Applied Computing I	3.0
CS 110	Programming Art	3.0
CS 112	Introduction to Computer Music	3.0
CS 200	Applied Computing II	3.0
ENSP 101	Environmental Problems	3.0
ENSP 110	Environmental Science II	3.0
IT 180	Unraveling the Web	3.0
SUS 101	Introduction to Sustainability	3.0

Laboratory Courses (4 credits):

Lab courses introduce students to the scientific method of understanding the natural world. These courses include a hands-on laboratory experience where students use scientific tools and techniques to measure and analyze the systems under study. These courses include an introduction to how scientific information is reported.

BIOL 110-129	Biological Inquiry	4.0
CHEM 100	The Chemical World	4.0
CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
ENSP 101	Environmental Problems and Environmental Science Laboratory	3.0
ENSP 102		1.0
PHYS 101	General Physics	4.0
PHYS 102	General Physics	4.0
PHYS 203	Introductory Physics I	4.0
PHYS 204	Introductory Physics II	4.0

Social and Behavioral Analysis (3 credits)

Social and Behavioral Analysis courses introduce 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; analyze the structures or functions of some major social institution or the effect of social structures on human attitudes and behavior; and identify the methods used to address questions related to structures of society and/or human behavior.

AFPS 251	The African Diaspora	3.0
AFPS 240	African American Politics	3.0
ANTH 201	Introduction to Anthropology	3.0
CMA 200	Mass Media and Society	3.0
CMA 209	Mass Media and Revolution	3.0
CMA 222	The Art of Skepticism	3.0
ECON 205	Principles of Macroeconomics	3.0
LW 230	Introduction to Law	3.0
MGMT 205	Principles of Management: Introduction to Organizations	3.0
PSCI 202	Women & Politics	3.0
PSCI 203	Introduction to U.S. Politics	3.0
PSCI 210	Comparative Politics	3.0
PSY 101	Introduction to Psychology	3.0
PSY 103	Psychomythology: Psychology, Media, Science, and Pseudoscience	3.0
SOC 101	Principles of Sociology	3.0
SOC 215	Social Problems	3.0
SWAG 200	Introduction to Studies in Women's and Gender	3.0

Meets Global Perspectives Requirement:

CMA 209	Mass Media and Revolution	3.0
PSCI 210	Comparative Politics	3.0

Visual and Performing Arts (3-4 credits)

The arts engage both the mind and senses and are formative to human society and communication. Visual and Performing Arts courses allow students to explore the creation of art from a variety of perspectives. Courses focusing on the practice of the visual and performing arts, or on the history and analysis of these arts, satisfy this requirement.

ART 201	Meaning & Method in Art	3.0
ART 219	Art of Three Faiths	3.0
ART 220	Global Art and Architecture I	3.0
ART 221	Global Art and Architecture II	3.0

ART 250	Art of Asia	3.0
ART 275	The Art of Film: History & Technique	3.0
ARTS 101	Design	4.0
ARTS 203	Ceramics Handbuilding	3.0
ARTS 210	Color Theory	3.0
ARTS 243	Ceramic Wheel	3.0
CMA 270A	Alfred Hitchcock: Master of Suspense	3.0
CMA 270B	Reel Journalism	3.0
CMA 270C	America's Great Film Comedies	3.0
CMA 280	Screen Craft	3.0
CMA 282	History of American Film	3.0
MUSC 101	Beginning Music Theory & Musicianship	3.0
MUSC 103	Introduction to Western Classical Music	3.0
MUSC 299	Special Topics in Music	3.0
SPAN 215	Hispanic & Latino Film	3.0
SPAN 323	Spanish Cinema	3.0
THEA 101	The Elements of Acting	3.0
THEA 102	Improvisation	3.0
THEA 202	The Theatre and Films of Buster Keaton	3.0

Meets Global Perspectives Requirement:

ART 219	Art of Three Faiths	3.0
ART 250	Art of Asia	3.0
SPAN 215	Hispanic & Latino Film	3.0
SPAN 323	Spanish Cinema	3.0

CORE REQUIREMENTS - BACHELOR OF ARTS DEGREE AND BACHELOR OF SCIENCE DEGREE/ A.A. EQUIVALENCE

Entering students who have not earned an A.A., A.S., or AAT degree from an accredited institution in the state of Maryland 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) (completed with a grade of C- or better)
- Arts and Humanities (6 credits) (may be from the same discipline)
- Mathematics (3 credits) (100-level)
- Science (7-8 credits) (two courses; one must be a lab course)
- Social and Behavioral Science (6 credits) (may be from same discipline)

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

All students must satisfy the Global Perspectives category of the Core. Appropriate transfer courses may fulfill this requirement.

UNDERGRADUATE ACADEMIC POLICIES

Appeals to academic policy may be made to the Committee on Academic Standards and Policies. Petition forms are available on the Office of the Registrar website.

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 Academic Honor Code. As such, these offenses are treated seriously and may lead to severe disciplinary action, including dismissal from the College. For the full description of the policies and procedures of the Academic Honor Code, refer to Appendix B of the Student Handbook, and contact the dean of faculty, Chair of Academic Judicial Council with questions or concerns.

Students seeking advice on the proper use and acknowledgement of scholarly materials should consult their individual instructors, Writing Center, 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 available online that allow consumers to purchase copyrighted works, 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 (DMCA)

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

Commencement Honors are awarded to graduating seniors who 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* (p. 58)):

- Summa Cum Laude: 3.95–4.00
- Magna Cum Laude: 3.85–3.94
- Cum Laude: 3.70–3.84

Dean’s List

The Dean’s List recognizes degree-seeking students who have 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 GPA. Students who have outstanding incomplete grades for the semester are not eligible.

ACADEMIC STANDING AND CLASSIFICATION

Classification

Students are classified by class standing based on credits earned as defined below:

- 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 term and cumulative (overall) Grade Point Averages (GPAs) are at least 2.00. Good academic standing is required for graduation. Hood makes every effort to assist students in maintaining 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 that impede academic progress.

At the end of each fall and spring term, the Committee on Academic Standards and Policies examines the records of those students who have earned a term or cumulative GPA below 2.00 and also 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 also includes input from the offices of Residence Life, Accessibility Services, Student Life, the Student Success Center, and students' instructors and advisors regarding issues such as attendance, completion of assigned coursework, and matters from outside the classroom that may have affected students' academic success. Based on all of the information provided, students are placed on academic warning, academic probation, or are dismissed from the College. If students who were previously on warning or probation and are now in good academic standing based on their term and cumulative GPAs being a 2.00 or above, their records are updated accordingly.

While the Committee on Academic Standards and Policies examines students' term and cumulative grade point averages and determines academic standing for students, individual academic departments also review the GPAs of students in their majors at the end of each term. Based on their review, departments may take action concerning students' status within their majors if students do not meet the academic standards set for each program. Departmental reviews of students' status in their majors operate independently from the end-of-term records reviews conducted by the Committee of Academic Standards and Policies.

Academic Warning

Students are placed on academic warning if their semester Grade Point Average (GPA) falls below 2.00 and/or the end-of-term records review by the Committee on Academic Standards and Policies raises concern about a student's overall academic progress. Students placed on warning are informed of their status in a notification sent to the student with their academic advisor copied. Students are encouraged to meet with their advisor to determine how best to improve their future academic performance. Possible action steps to take may include, but are not limited to, taking GNST 101 the following semester, adjusting future schedules to ensure a manageable workload, contacting the Student Success Center to schedule ongoing student success coaching meetings, identifying helpful resources, developing better time-management and study strategies, and/or speaking with individual instructors about ways to succeed.

At the end of each term, the Committee on Academic Standards and Policies reviews the records of students on academic warning. On the basis of this review, the committee may recommend:

An end to the warning period; Students will come off academic warning if their semester GPA raises to a 2.00 or above.

Continued warning; Students will be placed on continued warning if their semester GPA falls below 2.00 for another consecutive fall or spring semester.

Academic probation; Failure to improve semester GPA may result in the student being placed on continued warning or academic probation. See below section for additional information on probation.

Academic Probation

Students are placed on academic probation if their cumulative Grade Point Average (GPA) falls below 2.00 and/or the end-of-term records review by the Committee on Academic Standards and Policies raises concerns about a student's overall academic progress. Students placed on academic probation are informed of their status in a notification sent to the student with their academic advisor copied. Students are encouraged to meet with their advisor to determine how best to improve their future academic performance. Students placed on academic probation are encouraged to participate in the Academic Success Program during the following academic term, which includes enrolling in GNST 101 (if they have not successfully passed the course) and meet regularly with a success coach. These coaching sessions are designed to help students improve their academic skills and academic standing. In addition, students should retake FYS 101 if they have not already successfully passed the course.

Students on academic probation are required to demonstrate significant academic improvement and to earn a semester Grade Point Average high enough to allow for a cumulative GPA of a 2.00 or above within two terms. Additionally, students on probation are limited to taking no more than 14 credits during a standard fall or spring semester. Twelve credits are required to be full-time; no more than 14 credits are permitted without the student petitioning for a credit increase to the Committee on Academic Standards and Policies.

At the end of each term, the Committee on Academic Standards and Policies reviews the records of students on academic probation, and their participation in the Academic Success Program is considered. On the basis of this review, the committee may recommend:

An end to the probationary period; Students will come off probation if their cumulative and semester GPA raise to a 2.00 or above.

Continued probation; Students will be placed on continued probation if their cumulative and/or semester GPA are still below 2.00 for another consecutive fall or spring semester.

Dismissal; Students will be dismissed from the College if they are on probation for at least two semesters, or if the Committee on Academic Standards and Policies determines that the student is not making satisfactory academic progress. See below section for additional information on dismissal.

Academic Dismissal

Students are academically dismissed from Hood College if the end-of-term records review by the Committee on Academic Standards and Policies raises concerns about a student's overall academic progress. The College may at any time dismiss a student who is not making satisfactory academic progress as described here. When dismissing students from the College, factors that the committee may consider include but are not limited to total credits attempted, term GPAs, cumulative GPA, academic standings after each fall and spring term, progression within their major and towards degree completion, and feedback from instructors, faculty advisors, and Student Success.

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

Students academically dismissed from the College are informed of their status in a notification sent to the student with their advisor copied. The notification also provides information for the student to appeal their dismissal, if they so choose, by a strict deadline. Guidance on dismissal appeals is described below.

Dismissal Appeals

If a student wishes to appeal their academic dismissal from Hood College, they may petition to the Committee on Academic Standards and Policies. Appeals for reinstatement following dismissal must be submitted by the deadline as outlined in the dismissal notification sent to the student. All dismissal appeals must include discussion of specific action steps that students will take to achieve academic success in the future. Students are encouraged to share any extenuating circumstances that may have impacted their academic progress, and how these circumstances have been addressed or will be addressed in future terms. The challenges of extenuating personal circumstances that students may be experiencing are factored into every decision on dismissal and appeal. If the committee approves the dismissal appeal, the student remains at Hood on academic probation. If the committee denies the dismissal appeal, the Provost reviews the petition and makes the final decision. Students whose dismissal appeals are approved remain at the College for at least one term on a probationary basis. Failure to comply with the conditions specified in the letter allowing students to remain at the College may result in their dismissal at the end of the probationary term.

Dismissal and Reinstatement

Students who are dismissed from Hood College for academic reasons may petition for reinstatement after completing a minimum of one full-time semester (12 credits or more) at another accredited institution and receiving no grade below a C.

The following is the procedure for possible reinstatement:

- 1) The student fills out the readmission request form online to request permission to return to Hood.
- 2) The student provides transcripts of coursework attempted elsewhere and any other pertinent information.
- 3) The Committee on Academic Standards and Policies reviews the request and makes a decision regarding reinstatement.

A student who is dismissed and then reinstated will be placed on academic probation as they return to Hood. Reinstatement does not automatically reinstate financial aid. The student must notify the Office of Financial Aid to determine eligibility as a returning student.

If a student is dismissed for nonacademic reasons, the student must request, in writing, permission to return to Hood to the dean of students. The dean of students will then decide 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.

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. 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, 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 (administrative withdrawal).
- 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. Instructors may have a student withdrawn from a class and a grade of WX recorded up until the deadline for course withdrawal. After the course withdrawal deadline has passed, the student receives a grade of F.
- 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 requests that instructors complete an alert for 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.
- Attendance modifications for students with disabilities must be approved by the Office of Accessibility Services and are always considered as a reasonable accommodation on a case-by-case basis and in consultation with course professors. Due to some course requirements, an attendance accommodation may not be possible. When this occurs, accessibility services will consult with faculty to provide other reasonable accommodations.

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 Tuition, Fees and Other Charges. (p. 37)

CREDITS

Following the guidelines of the United States Department of Education and using the Carnegie unit of measure for assigning credit to its undergraduate and graduate courses, Hood defines a credit hour as representing a total of 750 minutes of class meeting time per semester (PE and lab classes meet longer). Per Code of Maryland Regulations (COMAR), a class must meet for the required time based on the number of credits the course is and how many times it meets during a semester. For example, a 3-credit standard (non-lab, non-PE) course would need to meet for a total of 2,250 minutes during the semester.

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 the 400-level course and receive undergraduate credit. Graduate students enroll in the 500-level course and receive graduate credit. Syllabi for such courses will clearly outline different expectations for graduate and undergraduate students. 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.

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 and approved by the registrar, the advisor, 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 unless approved for a designated Dual Degree program.

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.

No student will be required to complete three exams in one day. Students will be directed to the department in which the third exam is scheduled to arrange for an alternate day and time. Arrangements must be made prior to the beginning of exam week.

FINANCIAL OBLIGATIONS

Grades, 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

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 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 and online, 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.
- 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.

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.

Final and Midterm Grades

Hood releases final and midterm grades electronically to the student and the student's advisor through Self-Service.

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 advisor'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.

GRADE POINT AVERAGES (GPA)

The average that appears on all transcripts and grade reports is the average of all grades earned at Hood or through Hood affiliated semester or year abroad programs. 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. Students participating in a non-Hood affiliated semester or year abroad/away will earn transfer credit for all courses completed with a grade of C- or above.

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, CR. 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 (GPA).

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. Grades of AU, S, U, INC, Z, W, IP, and CR are not included in the Composite Grade Point Average.

The Major Average

An academic department may refuse to accept as a major a student whose GPA 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 GPA falls below 2.0. *Note: GPA requirements may vary by major.*

GRADUATION AND COMMENCEMENT PARTICIPATION

GRADUATION

Students must take ultimate responsibility for academic planning—of each semester, of each academic year, and of degree completion. The Self-Service Degree Progress Report provides all students and advisors with an accurate list of core and major requirements required for the degree. The Registrar's Office begins monitoring degree progress in the spring of the student's junior year. Students must meet with their faculty advisors on a regular basis to review degree requirements and plan senior year registrations. Bachelor degrees are conferred January 15, June 5, and September 15.

Seniors must complete the Application for Graduation by the established deadlines posted to the College's academic calendar to ensure they appear as candidates for the graduation date intended. The College, however, reserves the right to confer a degree on a student who has completed all of the requirements for a degree even though the student has not petitioned to graduate; such an individual would then be subject to the College's usual rules and restrictions regarding future enrollment or registration. In such cases where the College confers a degree for a student who has not petitioned to graduate, the diploma will convey the legal name listed in the student record.

COMMENCEMENT PARTICIPATION

There is one commencement ceremony each year in May. Students earning degrees in January and June may participate in the May commencement ceremony for that year. Students earning degrees in September may participate in the May ceremony the following year. Commencement information is available online at www.hood.edu/commencement, which is updated regularly. Students who have completed all degree requirements by the date grades are due for the second semester may participate in the May commencement.

Students may not participate in commencement unless they have applied for graduation, have earned their degrees in that academic year, or are candidates for degrees in June of that ceremony year.

Students may only attend one commencement ceremony per degree earned. Additional majors that fall under the original degree do not make the student eligible to participate in an additional commencement ceremony. Failure to participate in the commencement ceremony where the degree was originally earned, does not qualify students to attend future ceremonies.

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. Forms can be found on the Registrar Office website.

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 of the work for the course.
3. The student's progress in the course must be passing (D- or above) at the time the incomplete is requested.

4. After the necessary paperwork and approvals are provided, the registrar's office will record the notation of an incomplete via an INC final grade 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 the fall semester, August 15 for winter and spring semesters, and October 15 for summer terms. Any request for extension of an incomplete grade must be submitted by the student, or by the faculty member and approved by the student, to the registrar's office in writing and sent to registrar@hood.edu.
6. Work not completed by the deadlines stated above will convert to a grade of zero unless an extension is approved.

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 advisor 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 advisor. 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 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 Self-directed Study and Teaching Assistantships.

One credit of independent study requires approximately two hours of work per week plus periodic conferences with the advising faculty.

INTERNSHIP PROGRAM

Requirements for 3- to 9-credit Internship

- Enrollment at Hood as a degree candidate (non-degree or non-matriculated students are ineligible for internships).
- A minimum 2.0 cumulative GPA and 2.5 GPA 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 (non-degree or non-matriculated students are ineligible for internships).

- A minimum 2.0 cumulative GPA and 2.5 GPA 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 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 Center for Career Development and Experiential Education to explore internship options and pick up appropriate paperwork, including an Application for Internship, Student Learning Agreement, Student Waiver Form, Photo and Media Release Form, and Time Sheet. Each of these documents will need appropriate signatures which includes a Career Development staff member, faculty advisor, and internship site supervisor. Upon completion of the paperwork, the student must turn in all documents to the Center for Career Development to receive the final signature to register for the 399 internship credits. The completed and signed time sheet should be turned into the Center for Career Development by the last day of classes for that semester.

Internship 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 Center for Career Development and Experiential Education 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. The completed and executed time sheet must be turned into the Center for Career Development by the last day of classes for that semester. Exceptions to this policy must be received prior approval.

Placement is not Guaranteed

Interns are not placed in sites, and it is the student's responsibility to find a site. The Center for Career Development and Experiential Education 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 advisor 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 Center for Career Development and Experiential Education 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 Center for Career Development and Experiential Education 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. The total hour requirement is as follows: a three-credit internship requires 120 hours; a six-credit internship requires 240 hours; a nine-credit internship requires 360 hours; a 12-credit internship requires 480 hours; a 15-credit internship requires 600 hours.

LEAVE OF ABSENCE

Students who need to be away from the College for up to two consecutive fall and/or spring semesters (excluding summer and winter) but wish to maintain ties to the College and resume their studies at a later time may take a leave of absence instead of withdrawing from the College. If a student's return is uncertain, or if they will be away for more than two consecutive standard semesters, the student should submit a Withdrawal from the College form to the Registrar's Office. A request for a leave of absence is due no later than the end of the drop/add period for fall and spring semesters. Forms for the Registrar's Office can be found online.

Students who do not return from a leave of absence after two consecutive semesters will be withdrawn from the College. Students who do not submit a leave of absence request and who do not enroll in coursework for fall and/or spring semesters will also be withdrawn from the College. *Please see Withdrawal from the College section for the procedure for readmission.*

Students returning from a leave of absence should meet with their advisor to get authorized, discuss their schedule, and register for classes by the end of the drop/add period. The student does not need to submit any additional paperwork to resume their studies.

Students should not file a leave of absence form in order to study abroad or at another institution in the United States. Instead, they must file a petition with the Office of the Registrar for approval to study elsewhere. Leave of absence forms and petitions to study away or abroad are available on the Office of the Registrar website.

Please note that a leave of absence may affect loans. Students that are on an institutionally approved leave of absence are reported as withdrawn to the National Student Clearinghouse as of the date the leave began to signify they are not currently enrolled in classes. Please contact the Office of Financial Aid at finaid@hood.edu or 301-696-3411 for additional information.

REGISTRATION, DROP/ADD AND COURSE WITHDRAWAL

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 advisors to select courses and review degree progress. The advisor authorizes the student for registration and, on the day indicated on the Academic Calendar, the student registers for classes via Self-Service.

Cancellation of Courses

A fall or spring semester course is subject to cancellation when fewer than eight students are enrolled. Winter and summer 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.

Course Schedules

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

Classes usually meet on a Monday-Wednesday-Friday, Monday-Friday afternoon or a Tuesday-Thursday schedule. Except for lab sessions, 3-credit Monday-Wednesday-Friday classes generally convene for 55 minutes and Tuesday-Thursday classes for 85 minutes. Four-credit classes meet for a total of 220 minutes per week. Most evening classes meet once a week for 2 hours and 45 minutes or twice a week for 85-minute periods.

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.

Course Repeat Policy

A student may repeat a course one time for which they earned a grade of C- or below.

A student may repeat a course more than once for the following reasons:

- Failure to pass MATH 098, MATH 099, ENGL 099, and/or GNST 101.
- Failure to pass FYS 101 (course must be repeated during the following spring semester)
- Failure to earn a minimum grade of C- in ENGL 100 to fulfill the core requirement for English Composition.
- Enrollment in a course on a credit basis after previously auditing the course.

Students may submit an appeal to the Academic Standards and Policies (AS&P) committee for an exception to this policy.

Some coursework, such as teaching assistantships, internships, and independent studies, may be completed multiple times and within the credit limits established in that course type policy. These incidents do

not fall under the course repeat policy, and grades earned for all completed coursework will be calculated in the cumulative GPA.

All grades earned for a given course will remain on the academic record for historical purposes and will be included in the composite GPA. Only the highest grade earned at Hood for repeated coursework will be computed in the cumulative and major GPAs, and credit will be awarded only once. Coursework that is repeated at another institution and transferred to Hood will earn a grade of TR, which will not replace the original grade or calculation for the course taken at Hood.

The grade of W or WX does not replace a previously awarded grade as it is not computed in the GPA. Students may not repeat a course at Hood for which transfer credit has been awarded, however they may choose to audit such a course. See Audit (p. 57) section for further information.

Course Load 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.

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.

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.

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 (p. 2) for dates.

During this period, students may also change to or from the S/U (Satisfactory/Unsatisfactory) grading option, 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.

Hood College is obligated to record a Withdrawal when students attend courses beyond our stated drop/add deadline, no matter their reason for late dropping, to maintain accurate record keeping for federal aid regulations. We need to accurately maintain a record of attempted credits on the transcript for Satisfactory Academic Progress (SAP) rules and, per those regulations, because we cannot exclude courses where students attended beyond the drop/add period, our SAP calculations and our quantitative standards need to include those attempted credits. While a student may have myriad reasons for needing to leave a course,

the Withdrawal is not a value statement, is not punitive, and must remain on the transcript.

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

SELF-DIRECTED STUDY AND TEACHING ASSISTANTSHIPS

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 non-degree 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. Grading is on a Satisfactory/Unsatisfactory basis.

TRANSFER POLICY AND ATTENDING OTHER INSTITUTIONS

Transfer Policy

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. Courses that are clearly vocational or occupational in nature will not be accepted as credit towards the baccalaureate degree. A maximum of 62 credits may be awarded for freshman/sophomore (100-200 level) work completed elsewhere. Although there is no limit for

junior/senior (300-400 level) coursework, students will be awarded no more than a total of 94 credits for all college-level work completed.

Courses taken on a quarter credit system will be converted to semester hours of credit by multiplying the number of quarter hours by 0.67 to determine the semester hour equivalent.

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.

A student who wishes to appeal transfer credit equivalencies should notify the Office of the Registrar with the request as soon as possible after initial credit has been awarded. The Office of the Registrar will work with the student and relevant department Chair(s) to re-evaluate credits, and may request course descriptions, syllabi, or additional documentation as needed.

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 should submit their transcripts to the Office of Admission or Office of the Registrar prior to enrollment. Timely submission of these documents will ensure accuracy of degree progression and remaining requirements for the Hood degree.

All grades earned at Hood and those completed at other institutions, including repeated courses, 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.

Frederick County Public Schools High School Articulation Agreement

Hood College has agreed to grant college credits to students completing certain courses at a Frederick County high school. To be eligible, students must be admitted to Hood, have earned a grade of "B" or higher in the course, and have submitted an official high school transcript. The student must initiate the request for credit within two years of graduation from high school.

Transfer Articulation Agreements

Hood participates in the ARTSYS articulation program, which allows students and advisors to determine the transferability of each community college course. The ARTSYS program also outlines the recommended transfer courses for specific programs of study. In addition, Hood recognizes the associate of arts, associate of arts in teaching, and associate of science degrees of every community college in Maryland. Hood has established enrollment agreements with specific community and junior colleges, identifying particular benefits offered to students who transfer from those institutions.

Degree Students Attending Other Institutions

Students may receive credit for coursework completed at another accredited institution during the academic year or the summer with prior approval of the department and the registrar.

The following policies apply:

- Students must complete the Transfer Course Permission form to take a course from another college and receive transfer credit at Hood. Forms are available in the Office of the Registrar and online and must be submitted prior to the start of the course. Students who do not submit permission forms in advance of taking the course are not guaranteed approval.
- Transfer credit may be awarded for courses completed with a grade of C- or above. Official transcripts must be submitted to the Office of the Registrar upon completion of the course.
- The course may not be offered at Hood during the same academic semester/session.
- A maximum of 12 credits can be taken each summer.
- The final 30 credits of the degree must be taken at Hood College (see section on Undergraduate Degree Requirements).
- Petitions for exceptions to these policies must be made to the committee on Academic Standards and Policies. Petition forms are available in the Office of the Registrar and online.

Students who take and fail, or earn less than the minimum required grade in, a course at Hood are encouraged to retake that course at Hood rather than at another institution; this allows students to benefit from the Course Repeat Policy (p. 62), which states the highest grade earned at Hood will be computed in the cumulative Grade Point Average.

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 same academic semester. 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.

Transfer Course Permission forms are available on the Office of the Registrar website.

Transfer of Non-Traditional Credit

Hood awards up to 30 credits for prior learning through Advanced Placement exams (AP), College-Level Examination Program exams (CLEP), Defense Activity for Nontraditional Education Support (DANTES) exams, departmental challenge exams, International Baccalaureate (IB), GCE/General Certificate of Education A-Level and AS exams, and 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. If accepted, a grade of "CR" is awarded for non-traditional credit which is excluded from calculation in the composite and cumulative GPAs.

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 may not be attempted during the final 15 hours of credit.
- Credit through examination 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 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-Drawing, 3 credits for ARTS 123 (score of 3 is acceptable)
Studio Art-2D or 3D, 3 credits for ARTS 101 (score of 3 is acceptable)

Biology:

Biology, 4 credits for BIOL 110-129 with a score of 4 or 5

Chemistry:

Chemistry, 4 credits for CHEM 101 with a score of 4; 8 credits for CHEM 101 and CHEM 102 with a score of 5

Computer Science:

Computer Science Test A, 3 credits for CS 201
Computer Science Principles, 3 credits, no Hood equivalent

Economics:

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

English:

English Language/Composition, 3 credits for ENGL 100
English Literature/Composition, 3 credits for ENGL 221

Environmental Science and Policy:

Environmental Science, 3 credits for ENSP 101 for score of 4
Environmental Science, 3 credits for ENSP 101 and 1 credit for ENSP 102 for score of 5

Foreign Languages:

Chinese Language and Culture, 3 credits, No Hood equivalency
French Language and Culture, 3 credits, No Hood equivalency
German Language and Culture, 3 credits, No Hood equivalency
Italian Language and Culture, 3 credits, No Hood equivalency
Japanese Language and Culture, 3 credits, No Hood equivalency
Latin, 3 credits, No Hood equivalency
Spanish Language and Culture, 3 credits, No Hood equivalency

Geography:

Human Geography, 3 credits for GEOG 101

History:

European History, 3 credits, no Hood equivalent
United States History, 3 credits for HIST 218

World History: Modern, 3 credits for HIST 266

Mathematics:

Calculus AB, 4 credits for MATH 201
 Calculus BC, 4 credits each for MATH 201, MATH 202
 Calculus BC/AB Subscore of 4 or 5, 4 credits for MATH 201
 Statistics, 4 credits for MATH 213

Music:

Music Theory, 3 credits for MUSC 101

Physics:

Physics 1, 4 credits for PHYS 101 with score of 4
 Physics 2, 4 credits for PHYS 102 with a score of 4
 Physics C-Mechanics, 4 credits for PHYS 203 with a score of 4
 Physics C-Electricity/Magnetism, 4 credits for PHYS 204 with a score of 4

Political Science:

Comparative Government and Politics, 3 credits for PSCI 210
 United States Government and Politics, 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

Business Administration:

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

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

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 239 for a score of 52. Students who transfer credit for a similar human growth and development course must take the departmental test to qualify for course for which PSY 239 is a prerequisite. No additional credit is earned for this test.

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

\$200 per test for Hood students; administered through The Josephine Steiner Student Success Center, 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
 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
 MATH 253 – 3 credits
 MUSC 103 – 3 elective credits
 PHIL 207 – 3 credits
 PE 225 – 3 credits
 PHYS 101, PHYS 102 – 3 lecture credits each; may be used to fulfill Non-laboratory area of the Core
 PHYS 203, PHYS 204 – 3 lecture credits each; may be used to fulfill Non-laboratory area of the Core

Foreign Language Placement Examinations:

Additional credit 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 201-level French, German, or Spanish course during first semester at Hood; no credit for students awarded credit for AP/Foreign Language
6 credits – Placement in and completion of 203 or civilization course in French, German, or Spanish during first semester at Hood; 3 credits for students awarded credit for AP/Foreign Language

9 credits – Placement in and completion of 207 or a 300-level French, German, or Spanish course during first semester at Hood; 6 credits for students awarded credit for AP/Foreign Language

GCE General Certificate of Education ALevel

Upon receipt of the official Edexcel transcript, Hood will award 6 to 8 credits for each passing score on an Advanced Level examination and 3 to 4 credits for each passing score on an Advanced Subsidiary examination.

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 credit on a case-by-case basis for Higher Level examination results of 5, 6, or 7.

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 per guidelines established by the American Council on Education (ACE). Students must provide an official Joint Services Transcript (JST) as well as a copy of their DD214. JST is an academically accepted document approved by ACE to validate a service members military occupational experience and training along with the corresponding ACE college credit recommendations.

- All JST's include credit evaluations by ACE. This includes a notation for the type of credit: V (vocational), L (lower-level credit), or U (upper-level credit).
- Hood College accepts up to 30 credits of non-traditional credit.
- Hood College accepts Lower-level credits up to the credit maximum based on JST transcripts, as electives or potentially as satisfying specific requirements if approved by the appropriate Department Chair.
- Hood College also accepts Upper-level credits based on JST transcripts, as electives or potentially as satisfying specific requirements if approved by the appropriate Department Chair until the student has reached the maximum of 30 of non-traditional credits.
- Repeat credits and Vocational credits are not accepted.
- One credit in physical education is awarded for military basic training. First aid certification will receive elective credit for PE 214 (p. 188).

Teacher Academy of Maryland

EDUC 204, 3 credits awarded to students who have successfully completed all requirements of the Teacher Academy of Maryland

Early Childhood Education Program

EDUC 223 (p. 150), 3 credits awarded to students who have successfully completed the requirements of an Early Childhood Education program at a Maryland high school.

WITHDRAWAL FROM THE COLLEGE

A student may withdraw from the College at any time during the semester. See *Tuition and Financial Aid* (p. 37) for refund information. If

the withdrawal occurs after the drop/add period, a grade of W will be recorded for each course.

Withdrawal forms can be found in the registrar's office or online.

Readmission after Withdrawal

Students withdrawn from the College who wish to return to complete requirements for their bachelor's degree with no holds on future registration are eligible for readmission to the College. Readmission request must be sent to the Registrar, indicating the year and semester of return; if the student will return as a full or part-time student and as a resident or commuter. If accepted, the returning student will enter under the catalog in place at the time of readmission for their major. Forms are available online at www.hood.edu/registrar. Students who were dismissed from the College and wish to be readmitted must follow the policy indicated under the Dismissal and Reinstatement section.

If a student was not in good academic standing at the time of withdrawal and the student is readmitted at the College, they will return to the College on whatever academic standing was placed on their record previously when they last attended. For example, if after their last semester at Hood the student was on academic probation for Spring 2024, and they apply for reinstatement for Spring 2025, they will return on academic probation for Spring 2025. The same rules regarding academic standing apply for reinstatement requests as listed here (p. 55).

Readmission of Service Members

A school must promptly readmit a service member with the same academic status as he had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service.

UNDERGRADUATE MAJORS

Majors

Concentrations within a major are listed below the major.

**Secondary education certification is available in majors followed by an asterisk (*). PreK-12 education certification is available for art education, French and Spanish.*

Bachelor of Arts

Accounting (p. 68)

Arabic and Middle Eastern Studies (p. 68)

Art and Archaeology (p. 23)

archaeology (p. 69)

art education (preK-12) (p. 69)

art history (p. 70)

studio arts (p. 70)

Art Therapy (p. 70)

Biochemistry (p. 71)

Biology* (p. 72)

Business Administration (p. 75)

accounting (p. 75)

finance (p. 75)

human resource management (p. 75)

individual career interest (p. 75)

international economics and finance (p. 75)

marketing (p. 75)

Chemistry* (p. 76)

Communication Arts (p. 78)

Early Childhood Education (p. 81)

Economics (p. 79)

Elementary/Special Education (p. 82)

English* (p. 84)

creative writing (p. 84)

drama and theatre (p. 85)

literature (p. 85)

Environmental Science and Policy (p. 86)

coastal and watershed studies (p. 86)

environmental biology (p. 86)

environmental chemistry (p. 86)

environmental policy (p. 86)

Finance (p. 87)

French* (p. 88)

Global Studies (p. 88)

History* (p. 89)

public history (p. 90)

Integrated Marketing Communication (p. 91)

Law and Criminal Justice (p. 92)

Mathematics* (p. 92)

Political Science (p. 96)

Psychology (p. 98)

Public Health (p. 99)

Social Work (p. 100)

Sociology (p. 101)

Spanish: Iberian and Latin American Cultural Studies* (p. 101)

Sustainability Studies (p. 102)

Bachelor of Science

Computer Science (p. 78)

Nursing (p. 93)

Pre-Professional Preparation (p. 96)

Pre-Dental Studies (p. 97)

Pre-Law Studies (p. 97)

Pre-Medical Studies (p. 97)

Pre-Veterinary Studies (p. 97)

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.

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.

Students who double major in different degree areas (e.g., Bachelor of Arts and Bachelor of Science) must confer with their advisers and the registrar's office to determine which degree will be awarded. Unlike the double degree, which requires a minimum of 154 credits, students complete a minimum of 124 credits for the double major and earn one degree.

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 for a total of at least 30 credits, 15 of which must be at the 300- or 400-level. A 300- or 400-level capstone course is required. 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 advisor 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.

ACCOUNTING MAJOR, B.A.

REQUIREMENTS FOR THE MAJOR

Business Administration Core (24 credits):

MGMT 205	Principles of Management: Introduction to Organizations	3.0
MGMT 306	Principles of Marketing	3.0
MGMT 312	Analytical Methods of Management	3.0
MGMT 314	International Business	3.0
MGMT 411	Seminar in Strategic Management	3.0
MGMT 454	Legal Environment of Business	3.0
ECMG 303	Principles of Finance & Investment	3.0
ITMG 388	Management Information Systems	3.0

NOTE: MGMT 312, MGMT 314, MGMT 411, ECMG 303, ITMG 388 must be taken at Hood.

Support Core (12 credits):

ECON 205	Principles of Macroeconomics	3.0
ECON 206	Principles of Microeconomics	3.0
MATH 112	Applied Statistics or	3.0
ECMG 212	Statistics for Economics & Management	3.0
PHIL 220	Professional Ethics	3.0
PHIL 221	or Ethics	3.0

Accounting Courses (24 credits):

MGMT 281	Principles of Financial Accounting	3.0
MGMT 284	Principles of Managerial Accounting	3.0
MGMT 321	Intermediate Accounting I	3.0
MGMT 322	Intermediate Accounting II	3.0
MGMT 331	Auditing	3.0
MGMT 432	Advanced Accounting	3.0
MGMT 433	Cost Accounting	3.0
MGMT 434	Federal Tax Accounting	3.0

NOTE: MGMT 321, MGMT 322, MGMT 331, MGMT 432, MGMT 434 must be taken at Hood.

Accounting Practice (3 credits):

MGMT 399	Internship in Management	3.0
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Strongly Recommended Courses (9 credits):

For students who aspire to go to the graduate school and/or sit for professional certification exams such as the CPA or CMA, we would strongly recommend the following three courses:

CMA 306	Business Writing in the Digital Age	3.0
ECON 309	Monetary Policy & Financial Markets	3.0
MATH 201	Calculus I	4.0

ARABIC AND MIDDLE EASTERN STUDIES MAJOR, B.A.

Director: Donald Wright

The Arabic and 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 Arabic and 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:

ARAB 101	Elementary Arabic I	4.0
ARAB 102	Elementary Arabic II	4.0
ARAB 201	Intermediate Arabic I	3.0
ARAB 202	Intermediate Arabic II	3.0
MEST 300	Cultures of the Middle East	3.0
or		
GLBS 301	Human Migrations: Refugees and IDPs	3.0

In addition, students take a minimum of 15 credits from the following, at least 12 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	3.0
ARAB 203	Arabic Conversation & Composition	3.0
ART 319	Orientalism & Egyptomania: Rediscovering & Remaking the Ancient Middle East	3.0
ARRL 330	Archaeology of Ancient Israel	3.0
ART 349	Art of Egypt and Mesopotamia	3.0

HIST 309	Islam & the Crusades	3.0
PSCI 200	Political Violence and Terrorism	3.0
PSCI 210	Comparative Politics	3.0
PSCI 215	International Relations	3.0
PSCI 302	9/11 in Global Perspective	3.0
PSCI 305	U.S. Foreign Policy	3.0
PSCI 323	Politics of the Developing World	3.0
SOC 318	Global Social Problems	3.0

PLRL 205	Classical Religion & Philosophy	3.0
Subtotal: 31.0-43.0		

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

Art and Archaeology majors may also wish to obtain certification to teach in grades preK-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Education, Secondary Education Certification for more information.

The art education concentration develops broad-based knowledge and skills in the studio arts, including design, drawing, painting, photography, ceramics and printmaking, as well as in digital media and art history. Courses in art history 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.

REQUIREMENTS FOR THE MAJOR

Foundation courses

ART 220	Global Art and Architecture I	3.0
ART 306	Writing for Art and Archaeology	3.0
ART 312	Archaeology: Cultures, Technologies, Methods and Theories	3.0
ART 370	Archaeological Fieldwork or	3.0
ART 380	Archaeological Laboratory Analysis or	3.0
ART 399	Internship in Art	3.0 - 15.0
ART 399C	Archaeological Internship & Fieldwork Colloquium	1.0
ART 470	Seminar: Topics in Art History & Archaeology	3.0

ARTS 101	Design	4.0
ARTS 123	Drawing I	3.0
ART 201	Meaning & Method in Art	3.0
ARTS 224	Drawing II	3.0
ART 220	Global Art and Architecture I	3.0
ART 221	Global Art and Architecture II	3.0

ARTS 203	Ceramics Handbuilding or	3.0
ARTS 243	Ceramic Wheel	3.0
ARTS 211	Digital Photography or	3.0
ARTS 214	Darkroom Photography	3.0
ARTS 234	Relief Printmaking I or	3.0
ARTS 235	Monotype Printmaking I	3.0
ARTS 237	Painting I	3.0

Upper-level requirements

ART 306	Writing for Art and Archaeology	3.0
ARTS 304	Ceramics:Sculpture/Handbuilding or	3.0
ARTS 311	Photography II or	3.0
ARTS 314	Relief Printmaking II or	3.0
ARTS 315	Monotype Printmaking II or	3.0
ARCA 322	Photojournalism or	3.0
ARTS 343	Intermediate Wheel	3.0
ARTS 338	Painting II One additional 300-level or above art history course (ART) One additional 300 level studio course in any medium (ARTS)	3.0

In addition, students must meet the requirements specified under *Education, Secondary Education Certification* (p. 83).

Subtotal: 46.0

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 theories and 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, Mexico and England. U.S. sites include battlefields and historical sites in Pennsylvania, Maryland and Virginia. We also encourage students to seek internship opportunities locally and worldwide, as hands-on experience is vital to graduate studies and employment in archaeology.

Students 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

Required courses:

ART 220	Global Art and Architecture I	3.0
ART 306	Writing for Art and Archaeology	3.0
ART 312	Archaeology: Cultures, Technologies, Methods and Theories	3.0
ART 370	Archaeological Fieldwork or	3.0
ART 380	Archaeological Laboratory Analysis or	3.0
ART 399	Internship in Art	3.0 - 15.0
ART 399C	Archaeological Internship & Fieldwork Colloquium	1.0
ART 470	Seminar: Topics in Art History & Archaeology	3.0

Two of the following:

ART 231	Archaeology of Native North America	3.0
ARRL 330	Archaeology of Ancient Israel	3.0
ART 332	Aegean Archaeology	3.0
ART 340	Art of Prehistory	3.0
ART 349	Art of Egypt and Mesopotamia	3.0
ART 350	Classical Art and Archaeology	3.0
ARLS 354	Mesoamerican Art and Archaeology	3.0
ART 469	Advanced Topics in Archaeology	3.0

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

ART 201	Meaning & Method in Art	3.0
ART 250	Art of Asia	3.0
ART 331	Museums, Sites and Cities	3.0
ARTS 203	Ceramics Handbuilding	3.0
ARTS 211	Digital Photography	3.0
ARTS 243	Ceramic Wheel	3.0
ANTH 201	Introduction to Anthropology	3.0
ANTH 302	Cultural Anthropology	3.0
CL 202	Mythology	3.0
CL 302	Classical Mythology	3.0
HIST 365	The Ancient Near East and Greece	3.0
HIST 366	Ancient Rome	3.0

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. 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. Course work in studio art, as well as in art history and chemistry, is also essential for students considering a career in conservation.

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 Museum 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 and Whitaker Art Galleries, 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 following are required:

ART 220	Global Art and Architecture I	3.0
ART 221	Global Art and Architecture II	3.0
ART 306	Writing for Art and Archaeology	3.0
ART 470	Seminar: Topics in Art History & Archaeology	3.0
ARTS 101	Design	4.0
	One additional course in studio art (ARTS)	3.0
	Four additional courses in art history (ART)	12.0

NOTE: Three of the four additional courses in art history must be at the 300-level or above and cannot include the following: ART 300, ART 335, ART 370 and ART 399.

Subtotal: 31.0

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. 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 their capstone exhibition to the public in either the Hood College Whitaker or Hodson Art Galleries. 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 following are required:

ARTS 101	Design	4.0
ARTS 123	Drawing I	3.0
ART 220	Global Art and Architecture I	3.0
ART 221	Global Art and Architecture II	3.0
ART 300	Gallery Management	2.0
ART 306	Writing for Art and Archaeology	3.0
ART 361	Contemporary Art and Theory	3.0
ARTS 469	The Business of Art	2.0
ARTS 470	Senior Seminar	3.0

In addition, students are required to complete:

9 credits in one medium, including two 300- or 400-level courses, from the following selection of studio art courses:

ARTS 203	Ceramics Handbuilding	3.0
ARTS 211	Digital Photography	3.0
ARTS 224	Drawing II	3.0
ARTS 234	Relief Printmaking I	3.0
ARTS 235	Monotype Printmaking I	3.0
ARTS 237	Painting I	3.0
ARTS 243	Ceramic Wheel	3.0
ARTS 304	Ceramics:Sculpture/Handbuilding	3.0
ARTS 311	Photography II	3.0
ARTS 312	Photography III	3.0
ARTS 314	Relief Printmaking II	3.0
ARTS 315	Monotype Printmaking II	3.0
ARTS 316	Selected Topics in Studio Art	3.0
ARCA 322	Photojournalism	3.0
ARTS 324	Drawing III	3.0
ARTS 330	Skills for Surviving in Drawing & Painting	3.0
ARTS 334	Advanced Printmaking	3.0
ARTS 338	Painting II	3.0
ARTS 339	Painting III	3.0
ARTS 343	Intermediate Wheel	3.0
ARTS 344	Drawing IV	3.0
ARTS 345	Ceramic Sculpture	3.0
ARTS 375	Independent Study	1.0 - 3.0
ARTS 498	Advanced Topics in Studio Art	1.0

Additional Medium

One additional 3-credit studio course (ARTS) outside the focus medium	3.0
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Subtotal: 38.0

ART THERAPY, B.A.

Directors: Jacob Muldowney, Sangeeta Gupta

Art Therapy is a human-service profession that engages clients in using art media (drawings, paintings, sculpture, or other forms of artwork), as opposed to dominant verbal-based forms of therapy, as the key component to mental, physical, and emotional healing. Art therapists work in hospitals, rehabilitation centers, community mental health centers, senior communities, in- and out-patient settings, schools and

daycares, correctional facilities, hospices, and shelters. Common populations include children with disabilities, adults suffering from chronic stress or depression, patients with brain injuries, or individuals who are suffering from a traumatic event. The Art Therapy major prepares undergraduate students for both the Master's degree, a path to licensure in Art Therapy, while remaining within the liberal arts through a combination of humanities and social science offerings.

REQUIREMENTS FOR THE MAJOR

Art/Studio Art

ART 220	Global Art and Architecture I	3.0
ART 308	Myths, Saints and Symbols	3.0
	OR	
ART 340	Art of Prehistory	3.0
ARTS 101	Design	4.0
ARTS 123	Drawing I	3.0
	EITHER	
ARTS 203	Ceramics Handbuilding	3.0
	AND	
ARTS 304	Ceramics:Sculpture/Handbuilding	3.0
	OR	
ARTS 243	Ceramic Wheel	3.0
	AND	
ARTS 343	Intermediate Wheel	3.0
ARTS 224	Drawing II	3.0
ARTS 237	Painting I	3.0
ARTS 338	Painting II	3.0
ARTS 370	Portfolio Creation	1.0
Psychology		
PSY 101	Introduction to Psychology	3.0
PSY 211	Elementary Statistics	3.0
PSY 239	Developmental Psychology	3.0
PSY 312	Research Methods I	4.0
PSY 370A	Seminar: Introduction to Counseling	3.0
PSY 401	Theories of Personality	3.0
PSY 431	Psychological Disorders	3.0
Art Therapy		
ARTT 301	Art Therapy I	3.0
ARTT 302	Art Therapy II	3.0
ARTT 399	Art Therapy Internship	3.0

BA AND MS 4PLUS PROGRAM IN ART THERAPY AND COUNSELING

A dual degree (B.A./M.S.) for motivated, academically talented Art Therapy majors with a 3.25 major GPA and a 3.0 cumulative GPA is offered by the Art and Archaeology Department in partnership with the Psychology and Counseling Department at Hood. Dual-degree students will accelerate completion of the undergraduate Bachelor of Arts major in Art Therapy (p. 70) and the Master of Science in Counseling (p. 237) with a specialization in either Clinical Mental Health Counseling or in School Counseling. This program is appropriate for students who plan to use art therapy as part of their future counseling practice; it is not appropriate for students who solely wish to practice as art therapists, which requires graduate study in art therapy. Due to the condensed nature of the dual degree program, interested students will be expected to take courses over the summer and/or during January term. Students will plan their coursework with a faculty advisor during their first semester at the College (undergraduate students who transfer to Hood may be admitted into the accelerated program, but they may not be able to complete both degrees as quickly as a non-transfer student). Students are encouraged to enroll in PSY 370A (Introduction to Counseling),

meet with Counseling faculty about their interests, and pursue complementary experiences to solidify their own interest as well as enhance their application to the Counseling program. Admission to the M.S. in Counseling program is not automatic; dual-degree students will still need to apply to the Counseling program for admission.

BIOCHEMISTRY MAJOR, B.A.

The biochemistry major is a broadly based program built upon a foundation of chemistry and biology that is strengthened by the 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 biomedical sciences. Most students take advantage of research and internship opportunities available on campus or at many biomedical and biotechnology laboratories in the Frederick-Baltimore-Washington, D.C., area.

REQUIREMENTS FOR THE MAJOR

Required:

CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
CHEM 209	Organic Chemistry I	4.0
CHEM 210	Organic Chemistry II	4.0
CHEM 215	Quantitative Analysis	4.0
CHEM 270	Physical Science Literature	3.0
CHEM 301	Biological Chemistry I	4.0
CHEM 402	Biological Chemistry II	3.0
CHEM 403	Biological Chemistry Lab Techniques	1.0
CHEM 431	Quantum Mechanics	3.0
CHEM 433	Quantum Mechanics Laboratory	1.0
BIOL 110-129	Biological Inquiry	4.0
BIOL 203	Introduction to Cell Biology & Genetics	4.0
BIOL 331	Microbiology	4.0
BIOL 339	Cell Biology	4.0
MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
PHYS 101	General Physics and	4.0
PHYS 102	General Physics or	4.0
PHYS 203	Introductory Physics I and	4.0
PHYS 204	Introductory Physics II	4.0

Recommended Courses

CHEM 324	Instrumental Methods of Analysis	4.0
CHEM 410/CHEM 510	Advanced Organic Chemistry	3.0
CHEM 432	Thermodynamics & Statistical Mechanics	3.0
CHEM 434	Thermodynamics & Statistical Mechanics Laboratory	1.0
BIOL 316	Genetics	4.0
BIOL 494/BMS 594	Molecular Biology of Eukaryotic Cells	3.0

CUBICULAR DIRECTIONS IN BIOCHEMISTRY

Pre-Medical Studies

For students pursuing a career in medicine, dentistry, veterinary medicine, pharmacology, or any 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 or more credits in biology at the 200-level (BIOL 202 and BIOL 203 are recommended)

CHEM 101, CHEM 102 General Chemistry I, II

CHEM 209, CHEM 210 Organic Chemistry I, II

CHEM 301 Biochemistry I

PHYS 101, PHYS 102 General Physics I, II or PHYS 203, PHYS 204

Introductory Physics I, II (requires calculus)

PSY 101 Introduction to Psychology

SOC 101 Principles of Sociology

In addition, some schools will recommend or require additional courses, which most frequently include anatomy and physiology, genetics, microbiology, biochemistry II, a year of English, some calculus and philosophy or ethics. The Health Professions Advisory Committee works closely with the Center for Career Development and Experiential Education 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 424/524 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

CHEM 324 Instrumental Methods of Analysis

CMA 207 Principles of Speech Communication

LWPS 230 Introduction to Law

PSY 101 Introduction to Psychology

PSY 302 Psychology and Law

BA AND MS 4PLUS PROGRAM IN BIOCHEMISTRY AND BIOMEDICAL SCIENCE

The Department of Biology offers a dual degree program for motivated, academically talented students to complete the undergraduate Bachelor of Arts major in Biochemistry (p. 71) and the Master of Science in

Biomedical Science (p. 234). Students must have a declared major in Biochemistry and apply to the Biomedical Science master's program via the graduate school online application. Ideally applicants, including transfer students, should apply during the spring semester of their junior year.

The Department of Biology offers numerous Biology electives which are cross-listed with the Biomedical Science program, listed below. Students accepted into the dual degree program are given permission to take up to three of these cross-listed courses (9 credits) at the graduate level which may be applied toward the degree requirements for both degrees.

BIOL 411/BMS 511* Protein Biochemistry	3.0
BIOL 412/BMS 512 Intermediary Metabolism	3.0
BIOL 424/BMS 524* Molecular Genetics	3.0
BIOL 425/BMS 525 Virology	3.0
BIOL 428/BMS 528 Immunology	3.0
BIOL 434/BMS 534 Molecular Methods	3.0
BIOL 437/BMS 537* Intro Bioinformatics	3.0

*Core requirement for Biomedical Science program, all other courses are program electives.

Students pursuing the thesis track in Biomedical Science are encouraged to pursue undergraduate independent research in a lab that can support their thesis work beyond completion of the undergraduate degree. Due to the condensed nature of this dual degree program students are strongly encouraged to plan their coursework with their faculty advisor during their first year at the College.

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

Basic Courses

BIOL 110-129	Biological Inquiry	4.0
CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
CHEM 209	Organic Chemistry I	4.0
MATH 112	Applied Statistics	3.0
	or	
MATH 201	Calculus I	4.0
	or	
MATH 213	Statistical Concepts and Methods	4.0

Biology Core

BIOL 201	Evolution and Ecology	4.0
BIOL 202	Physiology of Plants & Animals	4.0
BIOL 203	Introduction to Cell Biology & Genetics	4.0

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. Biology majors may count ENSP 403, ENSP 407 and ENSP 411 as 3-credit biology electives toward the major. Not included among the elective courses are BIOL 335; BIOL 375; BIOL 399; and BIOL 499).

Capstone

Students with senior standing or second semester juniors with a gpa of 2.00 or higher in biology who have completed the three biology core classes (BIOL 201, BIOL 202, BIOL 203) and three elective classes in biology at the 300 level or above or with permission of the department may enroll in capstone experiences.

As part of the capstone requirement, students must complete the ETS Major Field Test in Biology and regularly attend departmental seminars. 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

CHEM 210	Organic Chemistry II	4.0
MATH 112	Applied Statistics	3.0
MATH 202	Calculus II	4.0
MATH 213	Statistical Concepts and Methods	4.0
PHYS 203	Introductory Physics I and	4.0
PHYS 204	Introductory Physics II or	4.0
PHYS 101	General Physics and	4.0
PHYS 102	General Physics	4.0

MATH 112, MATH 201, MATH 213: (if not taken for math requirement in major)

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 • advanced ecology
- vertebrate zoology • invertebrate zoology • field biology

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 strongly encouraged to meet with the Pre-Health Professions adviser, Dr. Susan Ensel, in their first year. Recommended elective courses include:

- human anatomy and physiology • microbiology
- cell biology • genetics• immunology

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 • microbiology • protein biochemistry
- genetics • immunology
- principles and methods in molecular genetics • 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 • genetics • immunology
- cell biology • virology • 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 • field biology • plant ecology
- aquatic biology • ornithology • conservation biology
- invertebrate zoology • vertebrate zoology

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 • field biology
- plant form and function • microbiology
- vertebrate zoology • 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, how cells communicate with each other, how animals control their locomotion, directed evolution of enzymes, or optimization of biofuel production, 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.

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 Conservation Biology and Policy

Barrier Island Ecology Environmental Biochemistry

Beach and Island Geological Processes Marine Ecology

Biochemistry of Marine Animals Marine Fisheries Policy

Biological Oceanography Marine Invertebrate Zoology

Coastal Ecosystem Processes Marine Mammals

Coastal Ecotoxicology and Pollution Physiology of Marine Animals

BA AND MS 4PLUS PROGRAM IN BIOLOGY AND BIOMEDICAL SCIENCE

The Department of Biology offers a dual degree program for motivated, academically talented students to complete the undergraduate Bachelor of Arts major in Biology (p. 72) and the Master of Science in Biomedical Science (p. 234). Students must have a declared major in Biology and apply to the Biomedical Science master's program via the graduate school online application. Ideally applicants, including transfer students, should apply during the spring semester of their junior year.

The Department of Biology offers numerous Biology electives which are cross-listed with the Biomedical Science program, listed below. Students accepted into the dual degree program are given permission to take up to three of these cross-listed courses (9 credits) at the graduate level which may be applied toward the degree requirements for both degrees.

BIOL 411/BMS 511* Protein Biochemistry	3.0
BIOL 412/BMS 512 Intermediary Metabolism	3.0
BIOL 424/BMS 524* Molecular Genetics	3.0
BIOL 425/BMS 525 Virology	3.0
BIOL 428/BMS 528 Immunology	3.0
BIOL 434/BMS 534 Molecular Methods	3.0
BIOL 437/BMS 537* Intro Bioinformatics	3.0

*Core requirement for Biomedical Science program, all other courses are program electives.

Students pursuing the thesis track in Biomedical Science are encouraged to complete a capstone experience for the Biology major in a research lab that can support their thesis work beyond completion of the undergraduate degree.

BIOLOGY SECONDARY EDUCATION CERTIFICATION

Biology majors may also wish to obtain certification to teach in grades 7-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Education, Secondary Education Certification for more information.

Students must complete the requirements for the biology major and take PHYS 101 or PHYS 203.

BUSINESS ADMINISTRATION MAJOR, B.A.

The business administration 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 business administration program provides a curriculum that builds core competencies and embeds that core curriculum in a liberal arts program. The business administration 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 business administration on at least one research project.

All business administration degrees, B.A. and MBA, and minors are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

COMMON BODY OF KNOWLEDGE

Business Administration Core

Business administration 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 business administration core, which consists of 15 courses, enables students to achieve these competencies. Every business administration major has to fulfill the business administration core requirement.

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

MGMT 205	Principles of Management: Introduction to Organizations	3.0
MGMT 281	Principles of Financial Accounting	3.0
MGMT 284	Principles of Managerial Accounting	3.0
MGMT 301	Organizational Theory and Behavior	3.0
ECMG 303	Principles of Finance & Investment	3.0
MGMT 306	Principles of Marketing	3.0
MGMT 312	Analytical Methods of Management	3.0
MGMT 314	International Business	3.0
ITMG 388	Management Information Systems	3.0
MGMT 411	Seminar in Strategic Management	3.0
MGMT 454	Legal Environment of Business	3.0

NOTE: MGMT 301, ECMG 303, MGMT 312, MGMT 314, MGMT 411 must be taken at Hood.

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

ECON 205	Principles of Macroeconomics and	3.0
ECON 206	Principles of Microeconomics	3.0
ECMG 212	Statistics for Economics & Management or	3.0
MATH 112	Applied Statistics	3.0
ECON 306	Microeconomic Analysis	3.0

Majors are also required to participate in a study abroad semester, year or summer or an internship

MGMT 399	Internship in Management	3.0
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(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. All depth of knowledge courses must be taken at Hood.

Business Administration Concentrations

Students may choose any three 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.

Accounting (9 credits)

MGMT 321	Intermediate Accounting I	3.0
MGMT 322	Intermediate Accounting II	3.0
MGMT 433	Cost Accounting	3.0

Finance (9 credits)

MGMT 324	ESG Investing and Sustainable Portfolios	3.0
MGMT 402	Business Finance	3.0
MGMT 410	Investment Analysis	3.0
ECMG 478/ECMG 578	International Financial Management	3.0

Human Resource Management (9 credits)

ECON 328	Labor Economics	3.0
MGMT 307	Personnel Management	3.0
MGMT 313	Employment and Labor Law	3.0

International Economics and Finance (9 credits)

ECON 324	International Trade	3.0
ECON 460	International Finance & Open Economy	3.0
	Macroeconomics	
ECMG 478/ECMG 578	International Financial Management	3.0

Individual Interest Concentration

Business administration majors may develop, in consultation with their business administration 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.

Marketing (9 credits)

MGMT 406	Consumer Behavior and Analysis or	3.0
CMA 310	Public Relations	3.0
MGMT 423	Marketing Research Methods	3.0
MGMT 424	Marketing Communications Strategy	3.0

Strongly Recommended Courses

CMA 306	Business Writing in the Digital Age	3.0
MATH 201	Calculus I	4.0
PHIL 220	Professional Ethics	3.0

Students planning to pursue a graduate degree in business administration should take:

ECON 480	Econometrics	3.0
MATH 201	Calculus I	4.0
MATH 351	Probability	3.0

BA (ANY MAJOR) AND MBA 4PLUS PROGRAM

Students electing to complete either (1) a major in Business Administration or (2) a minor in Business Administration with electives of MGMT 312: Analytical Methods of Management and MGMT 454 Legal Environment of Business are eligible to enter a 1-year fast track MBA graduate program following completion of their undergraduate studies.

Students from all majors are eligible to participate in the dual-degree B.A./MBA. Certain programs have course guides and designated faculty coordinators. These programs and coordinators are listed below:

Program Contact

Business Administration, B.A./Business Administration, MBA	Dr. David Gurzick	gurzick@hood.edu	x3857
English, B.A./Business Administration, MBA	Dr. Heather Mitchell-Buck	mitchellbuck@hood.edu	x3741
Global Studies, B.A./Business Administration, MBA	Dr. Paige Eager	eager@hood.edu	x3699
History, B.A./Business Administration, MBA	Dr. Jay Harrison	harrison@hood.edu	x3286
Sociology, B.A./Business Administration, MBA	Dr. Jolene Sanders	sandersj@hood.edu	x3753

For all other majors please contact Dr. David Gurzick, gurzick@hood.edu or x3857.

Note: to ensure a 1-year fast track completion of graduate studies, B.A./MBA students must complete all Business Administration undergraduate courses with grades of C- or better and complete their undergraduate studies with an overall GPA of 3.0 or better.

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 research opportunities and internship positions available on campus or at professional laboratories in the Frederick and Baltimore-Washington, D.C. area.

REQUIREMENTS FOR THE MAJOR**Required:**

CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
CHEM 209	Organic Chemistry I	4.0
CHEM 210	Organic Chemistry II	4.0
CHEM 215	Quantitative Analysis	4.0
CHEM 270	Physical Science Literature	3.0
CHEM 301	Biological Chemistry I	4.0
CHEM 324	Instrumental Methods of Analysis	4.0
CHEM 405/CHEM 505	Inorganic Chemistry	3.0
CHEM 431	Quantum Mechanics	3.0
CHEM 432	Thermodynamics & Statistical Mechanics	3.0
CHEM 433	Quantum Mechanics Laboratory	1.0
CHEM 434	Thermodynamics & Statistical Mechanics Laboratory	1.0
MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
PHYS 101	General Physics and	4.0
PHYS 102	General Physics or	4.0
PHYS 203	Introductory Physics I and	4.0
PHYS 204	Introductory Physics II	4.0

Additional courses in mathematics, computer science and intermediate-level physics are recommended for all chemistry majors. MATH 253 Multivariable Calculus; MATH 304 Differential Equations; and MATH 339 Linear Algebra are especially useful courses. Students interested in physical or theoretical chemistry should consider taking at least two of these courses.

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, or any 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, CHEM 102 General Chemistry I, II

CHEM 209, CHEM 210 Organic Chemistry I, II

PHYS 101, PHYS 102 General Physics I, II **or** PHYS 203, PHYS 204

Introductory Physics I, II (requires calculus)

CHEM 301 Biochemistry I

PSY 101 Introduction to Psychology

SOC 101 Principles of Sociology

Some schools will recommend or require additional courses, which most frequently include anatomy and physiology, genetics, microbiology, biochemistry II, a year of English, some calculus and philosophy or ethics. The Health Professions Advisory Committee works closely with the Center for Career Development and Experiential Education 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, CHEM 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 Quantum Mechanics

CHEM 433 Thermodynamics & Statistical Mechanics

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

CHEM 402 Biological Chemistry II

CHEM 403 Biological Chemistry Lab Techniques

CMA 207 Principles of Speech Communication

LWPS 230 Introduction to Law

PSY 101 Introduction to Psychology

PSY 302 Psychology and Law

CHEMISTRY SECONDARY EDUCATION CERTIFICATION

Chemistry majors may also wish to obtain certification to teach in grades 7-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Education, Secondary Education Certification (p. 83) for more information.

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.

REQUIREMENTS FOR THE CERTIFICATION

At this time, in addition to the courses required for the chemistry major and the education coursework, in order to earn certification eligibility, the state of Maryland requires that students complete:

Required:

BIOL 110-129	Biological Inquiry	4.0
BIOL 202	Physiology of Plants & Animals	4.0

Completing the teacher education requirements may require time beyond the four years of a B.A. program.

COASTAL STUDIES SEMESTER

Academic Coordinator: Katie Huy

Hood's Coastal Studies Semester takes place during every other 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.

REQUIREMENTS

The following list represents a sample of possible course offerings:

ENSP 210	Coastal Oceanography	4.0
ENSP 212	Coastal Community Ecology	4.0
ENSP	The Chesapeake Bay: Human Impact on a Natural System	3.0
307/HON 307		
ENSP 370	Coastal Studies Practicum	2.0

During 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 Patuxent Environmental and Aquatic Research Laboratory, southern 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, 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 the summer semester. 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.

Director: Liz Atwood

Housed in the Department of English and Communication Arts, the 50-credit CMA major is designed to prepare students with a broad-based skill set adaptable to all facets of converging media, including print, graphics, video and audio. Students interested in particular specialties, such as journalism, public relations and digital media, are guided to choose history, theory and skills courses that address those fields.

Internships are required and integral to the program. Students have worked at public relations firms, non-profit agencies, digital and print publications, television and radio stations, museums and other locations.

REQUIREMENTS FOR THE MAJOR

A minimum of 50 credits in communication arts at or above the 200 level (excluding independent study) is required.

Required Courses

CMA 200	Mass Media and Society	3.0
CMA 201	Media Writing I	3.0
CMA 207	Principles of Speech Communication	3.0
CMA 208	Principles of Editing	3.0
CMA 226	Visual Media Production	3.0
CMA 246	Graphic Design I	3.0
CMA 260	Media Writing II	3.0
CMA 305	Communications Law	3.0
CMA 310	Public Relations	3.0
CMA 370	Student Media Practicum	2.0
CMA 399	Internship in Communications	3.0 - 9.0
CMA 470/IMC 470	Seminar in Communication Ethics	3.0
CMA 490	Senior Multimedia Project	3.0

History/Theory Courses (choose two)

CMA 204	Media History	3.0
CMA 209	Mass Media and Revolution	3.0
CMA 222	The Art of Skepticism	3.0

CMA 280	Screen Craft	3.0
CMA 282	History of American Film	3.0
CMA 312	Introduction to Communication Research	3.0
CMA 350	Television in America	3.0

Skills Courses (choose two)

ARCA 322	Photojournalism	3.0
CMA 227	Podcasting	3.0
CMA 281	Introduction to Screenwriting	3.0
CMA 302	Visual Media Production II	3.0
CMA 303	Reporting for the Media	3.0
CMA 313	Writing for Public Relations	3.0
CMA 316	Event Planning	3.0
CMA 320	Broadcast Writing and Reporting	3.0
CMA 336	Graphic Design II	3.0
CMA 337	Graphic Design III	3.0
CMA 402	Visual Media Production III	3.0
CMA 410	Crisis Communication	3.0
CMA 411	Public Relations Campaigns	3.0

Electives

Depending on the topic, CMA 299 may count toward the History/Theory or Skills requirement for the major. Please see the program director for more information.

CMA 227	Podcasting	3.0
CMA 299	Special Topics in Communication Arts	1.0 - 3.0
CMA 375	Independent Study	1.0 - 3.0

COMPUTER SCIENCE MAJOR, B.S.

The major in computer science is accredited by the Computing Accreditation Commission of ABET. The major 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:

REQUIREMENTS FOR THE MAJOR

Required:

All candidates for the degree must earn at least 50 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 201	Computer Science I	4.0
CS 202	Computer Science II	4.0
CS 219	Advanced Data Structures	3.0
CS 226	Computer Organization and Design	3.0
CS 319	Algorithm Analysis	3.0
CS 324	Principles of Software Engineering	3.0
CS 329	Introduction to Database Management Systems	3.0
CS 453	Data Communications & Networking	3.0
CS 464	Operating Systems	3.0
CS 471	Programming Languages: Their Design and Compilation	3.0
CS 474	Capstone Proseminar	3.0
CS 475	Senior Project	3.0
CSIT 302	Impact of Computers on Society	3.0

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 independent study.

Mathematics (15 credits minimum):

MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
MATH 207	Discrete Math	3.0

At least 4 additional credits in math at the 200-level or above and must be letter-graded. MATH 213, Statistical Concepts and Methods is strongly recommended for the student who has not yet taken statistics.

Science (8 credits minimum)

Two courses in laboratory science 8.0

Science courses must have a laboratory component and be acceptable for major or minor credit in the disciplines of biology (BIOL), chemistry (CHEM) or physics (PHYS). May not include BIOL 104 or CHEM 100.

BS AND MS 4PLUS PROGRAM IN COMPUTER SCIENCE/CYBERSECURITY

Hood College students from all majors are eligible to participate in the dual degree program that allows for an accelerated master's degree in Cybersecurity (p. 245) in approximately one year after the completion of their undergraduate program. Students interested in this option would need to incorporate graduate foundation courses, IT 510 and CSIT 512 within their undergraduate program to prepare for the graduate requirements. For more information, please contact the Cybersecurity program director, Dr. George Dimitoglou (dimitoglou@hood.edu).

BS AND MS 4PLUS PROGRAM IN COMPUTER SCIENCE/INFORMATION TECHNOLOGY

Hood College students from all majors are eligible to participate in the dual degree program that allows for an accelerated master's degree in Information Technology (p. 251) in approximately one year after the completion of their undergraduate program. Students interested in this option would need to incorporate graduate foundation courses, IT 510 and CSIT 512 within their undergraduate program to prepare for the graduate requirements. For more information, please contact the Information Technology program director, Dr. Ahmed Salem (salem@hood.edu).

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 36-39 credits in economics at the 200 level or above.

All majors must take the following core economics courses:

ECON 205	Principles of Macroeconomics	3.0
ECON 206	Principles of Microeconomics	3.0
ECON 305	Macroeconomic Analysis	3.0

ECON 306	Microeconomic Analysis	3.0
ECON 452	History of Economic Thought	3.0
ECON 470	Seminar	3.0
ECON 480	Econometrics	3.0

All majors must also take:

ECMG 212	Statistics for Economics & Management	3.0
	or	
MATH 112	Applied Statistics	3.0

MATH 201	Calculus I	4.0
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An internship (ECON 399—3 credits) is recommended. All majors are strongly encouraged to participate in a study abroad semester, year or summer.

Focus Areas

All Economics majors focus in either International Economics, Political Economy, Financial Economics, or a General Specialization. Economics major may also create an individualized interest focus in economics.

Economics (General)

Majors with a focus in Economics (General) are required to take all of the courses required of all majors listed above plus five courses from the following courses (15 credits):

ECMG 303	Principles of Finance & Investment	3.0
ECON 304	International Political Economy	3.0
ECON 307	Economics and Finance of Sports	3.0
ECON 309	Monetary Policy & Financial Markets	3.0
ECON 310	Environmental Economics	3.0
ECON 316	Game Theory	3.0
ECON 317	Economics of Development	3.0
ECON 320	The Economics of Gender	3.0
ECON 324	International Trade	3.0
ECON 326	Industrial Organization	3.0
ECON 328	Labor Economics	3.0
ECON 410	Public Economics	3.0
ECPS	Environmental Policy	3.0
414/ECPS 514		
ECON 460	International Finance & Open Economy	3.0
	Macroeconomics	
ECMG 478/ECMG 578	International Financial Management	3.0
PSCI 303	Public Policy Analysis	3.0

Financial Economics

Majors with a focus in International Economics are required to take all of the courses required of all majors listed above plus the following courses (9 credits):

ECMG 303	Principles of Finance & Investment	3.0
ECON 309	Monetary Policy & Financial Markets	3.0
ECMG 478/ECMG 578	International Financial Management	3.0

In addition, the Financial Economics focus requires two additional courses from the Elective Requirement list that are *different* from the required courses listed above.

Individualized Interest - 15 credits

Economics majors may develop, in consultation with their economics faculty adviser, an individual interest focus that specializes on a particular career interest. Examples of include international economic development and the economics of gender.

International Economics

Majors with a focus in International Economics are required to take all of the courses required of all majors listed above plus three of the following courses (9 credits):

ECON 304	International Political Economy	3.0
ECON 324	International Trade	3.0
ECON 460	International Finance & Open Economy	3.0
	Macroeconomics	
MGMT 314	International Business	3.0

In addition, the International Economics focus requires two additional courses from the Elective Requirement list that are *different* from the required courses listed above.

Political Economy

Majors with a focus in Political Economy are required to take all of the courses required of all majors listed above plus three of the following courses (9 credits):

ECON 304	International Political Economy	3.0
ECON 326	Industrial Organization	3.0
ECON 410	Public Economics	3.0
PSCI 303	Public Policy Analysis	3.0

In addition, the Political Economics focus requires two additional courses from the Elective Requirement list that are *different* from the required courses listed above.

Elective Requirements

International Economics, Political Economy, and Financial Economics require 6 credits from the list of courses below that are *different* from the required courses taken for the focus area:

ECMG 303	Principles of Finance & Investment	3.0
ECON 304	International Political Economy	3.0
ECON 307	Economics and Finance of Sports	3.0
ECON 309	Monetary Policy & Financial Markets	3.0
ECON 310	Environmental Economics	3.0
ECON 316	Game Theory	3.0
ECON 317	Economics of Development	3.0
ECON 320	The Economics of Gender	3.0
ECON 324	International Trade	3.0
ECON 326	Industrial Organization	3.0
ECON 328	Labor Economics	3.0
ECON 410	Public Economics	3.0
ECPS	Environmental Policy	3.0
414/ECPS 514		
ECON 460	International Finance & Open Economy	3.0
	Macroeconomics	
ECMG	International Financial Management	3.0
478/ECMG 578		
PSCI 303	Public Policy Analysis	3.0

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

ECON 480	Econometrics	3.0
MATH 202	Calculus II	4.0
MATH 253	Multivariable Calculus	4.0
MATH 304	Differential Equations	3.0
MATH 339	Linear Algebra	3.0
MATH 351	Probability	3.0
MATH 453	Real Analysis	3.0

EDUCATION MAJORS AND CERTIFICATION PROGRAMS

Students may enter certification programs as undergraduates majoring in early childhood education (ECE) or elementary/special education (ELSP). Secondary, world languages, and art education are not education majors. Rather, students seeking secondary certification major in an academic field and concurrently complete the secondary program requirements leading to certification eligibility. Multidisciplinary breadth for all students is demonstrated through completion of

additional general education courses beyond Hood College's Core Curriculum.

Hood College's Department of Education also offers teacher certification programs for holders of a baccalaureate degree. Post-Baccalaureate students may become eligible for certification to teach in early childhood education, elementary/special education or secondary education in the subject areas of art (preK-12), biology, chemistry, English, French (preK-12), history, mathematics and Spanish (preK-12). Students who select this option must meet certification requirements through satisfactory completion of their program's required content and professional education courses.

Program Advisory Councils

All education programs at Hood College have a Program Advisory Council (PAC) that reviews each student's progress each semester. The Early Childhood Education and Elementary/Special Education PACs are comprised of education department faculty and staff. The Secondary Education PAC is comprised of education faculty and the department chairs of our partner departments (Art, English, History, Math, Biology, Chemistry, World Languages). The department chairs are able to supply important information about candidates' performance, dispositions, and accomplishments within their majors.

The PACs meet each semester to review quantitative (grades, GPA) and qualitative (mentor evaluations, academic alerts, instructor feedback, etc.) for every education candidate enrolled in the program (Phase I, II, or II) or entering the program (moving from pre-requisite to Phase I). The guiding criteria for PAC decisions are outlined in the catalog.

The PAC decide whether each student will *continue with no concerns, continue with concerns, or be dismissed from the program*. This decision is communicated to students via email letters.

Certification Eligibility

Upon successful completion of one of the teacher education programs and attainment of the minimum scores on all Maryland State Department of Education required exams, teacher candidates are eligible for certification to teach in Maryland with reciprocal certification to teach in nearly all other states. It is the teacher candidate'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.

Internships are essential components of teacher education programs. Background checks are required for internships and are conducted by local school systems. If you are concerned about your ability to pass a background check, please consult with the Chair of the Education Department. Inability to pass a background check may result in dismissal from the program. 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 system calendars. It is strongly advised that interns not have outside employment during Phases II and III. Teaching interns have one year from the completion of the Phase III teaching internship to pass the MSDE Subject and Pedagogy Assessments and to complete all other certification requirements in order to be designated an official program completer. It is the responsibility of the intern to inform the Hood College Education Department upon completion of all requirements and to apply for certification through the Maryland State Department of Education.

EARLY CHILDHOOD EDUCATION MAJOR, B.A.

The Early Childhood Education (ECE) program is designed to prepare and certify teacher candidates to teach young children in preschool, kindergarten and grades 1-3. The yearlong internship during the final two semesters takes place in two settings: one in prekindergarten or kindergarten and one in a primary classroom. Beginning in the prerequisite phase, students have the unique opportunity to observe in the Georgetown Hill at Hood College Lab School on campus, which offers preschool for children ages 2-4. The ECE program includes many field experiences and is based conceptually on the InTASC Standards and the National Association for the Education of Young Children (NAEYC) Standards as well as on the Maryland State Department of Education's "Redesign of Teacher Education".

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. The minimum requirement for a major in early childhood education is the successful completion of Phase II coursework and field experiences. Completion of the certification program is contingent upon completion of Phase III and upon meeting all Maryland State Department of Education (MSDE) certification requirements including Maryland's minimum passing score on the MSDE Subject and Pedagogy Assessments specific to early childhood education.

COURSE REQUIREMENTS FOR THE PROGRAM

The ECE certification program requires students to demonstrate multidisciplinary breadth by completing:

- 9 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 106; MATH 107; MATH 108; and MATH 112 or PSY 211)
- 9 credits in social studies to include U.S. History and Introduction to Psychology

Some Core Curriculum courses may satisfy the requirements for multidisciplinary breadth.

Prerequisite Phase:

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, students must complete field experiences in designated Professional Development Schools (PDSs) and at the Georgetown Hill at Hood College Lab School. While completing prerequisite courses, students must obtain Maryland's minimum passing score on Praxis Core or MSDE equivalent.

EDUC 204	Foundations of Education in a Diverse Society	3.0
EDUC 223	Child Development	3.0
EDUC 224	Processes and Acquisition of Literacy	3.0
EDUC 236	Children & Youth with Exceptionalities	3.0

Phase I:

Entry to Phase I is contingent upon (1) successful completion of prerequisite courses with no grade lower than a "C" and an Education GPA of at least 2.75, (2) a Composite GPA and Hood Overall GPA of at

least 3.0* or a Hood Overall GPA of 2.75 and a qualifying score on Maryland's Basic Skills Assessment, (3) successful performance in all prerequisite field experiences, (4) submission of the Phase I application, and (5) endorsement by the ECE Program Advisory Council.

* If a student elects to meet Maryland's Basic Skills requirement via a 3.0 GPA, the student must maintain a *Composite GPA* and an *Overall GPA* of at least 3.0 at all times. If either GPA drops below 3.0, the student will need to submit qualifying test scores before the student may advance to the next phase of the program. Furthermore, it is the student's responsibility to monitor the GPA.

EDUC 302	Differentiating Instruction in the Primary Classroom (K-3)	3.0
EDUC 306	Principles of Lesson Planning	1.0
EDUC 316	Instruction in Literacy	3.0
EDUC 320	Science Curriculum, Methods, Materials, and Assessment	3.0
EDUC 324	Theory & Practice in Early Childhood Education	3.0
EDUC 330	Social Studies Curriculum, Methods, Materials, and Assessment	3.0

Phase I Internship Requirement:

Additionally, 2.0 credits of EDUC 399 are required.

Phase II:

Entry to Phase II is contingent upon (1) successful completion of Phase I courses with no grade lower than a "C", (2) successful performance in all Phase I field experiences, (3) minimum 2.75 G.P.A. overall and in education courses, (4) submission of the Phase II application, and (5) endorsement by the ECE 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. Upon the completion of Phase II, students are encouraged to take their MSDE Subject and Pedagogy Assessments specific to early childhood education certification.

EDUC 417	Materials for Teaching Literacy	3.0
EDUC 421	Mathematics Curriculum, Methods, Materials, Assessment	3.0
EDUC 440	Assessment of Literacy	3.0
EDUC 447	Classroom Organization and Management	3.0
EDUC 448A	Phase II Internship in Pre-K/Kindergarten	2.0
	or	
EDUC 448B	Phase II Internship in Primary Grades	2.0
EDUC 450	Introduction to Teaching Internship	1.0

Phase III:

Entry into Phase III is contingent upon (1) successful completion of Phase II courses with no grade below a "C", (2) successful performance in Phase II internship, (3) minimum 2.75 G.P.A. overall and in education courses, (4) submission of the Phase III application, and (5) endorsement by the ECE Program Advisory Council. The student will be engaged in a full-time teaching internship in a designated PDS. 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 edTPA which must be passed according to department and state requirements. Completion of Phase III and the certification program is contingent upon meeting Maryland's minimum passing score

on the MSDE Subject and Pedagogy Assessments specific to early childhood education certification.

EDUC 459A	Phase III Internship in PreK/Kindergarten or	12.0
EDUC 459B	Phase III Internship in Primary Grades	12.0
EDUC 460	Professional Development Seminar	3.0

REQUIREMENTS FOR MAJOR WITH OPTIONAL SPECIAL EDUCATION FOCUS

The Early Childhood Education (ECE) major with the special education focus prepares ECE teacher candidates to work with students with disabilities within the early childhood classroom environment. This focus does not lead to special education certification, however, it is intended to provide ECE teacher candidates with the skills, knowledge, and dispositions needed to fully include students with disabilities in the general early childhood classroom. Teacher candidates completing the ECE major with the special education focus will successfully (with no grade lower than a "C") complete all of the ECE major requirements plus the following three special education courses:

Requirements List

EDUC 353	Assistive Technology for Students with Disabilities	3.0
EDUC 354	Special Education: Curriculum, Methods and Materials	3.0
EDUC 373	Assessment Diagnosis & Prescription in Special Education	3.0

Additional Special Education Internship

In addition to these courses, the ECE major with the special education focus requires an additional special education internship requirement during the second semester of Phase I. This special education internship may be completed in one of the following ways:

1. Complete the EDUC 399 internship in an inclusive ECE classroom in a pre-K, Kindergarten, Grade 1, Grade 2, or Grade 3 classroom in a Professional Development School. Phase I internships require 3 ½ hours per week, however, additional time may be necessary to complete all of the requirements of the ECE and special education courses.
2. Participate in two separate internships, one in the Georgetown Hill at Hood College Lab School and one in a special education classroom in a Professional Development School (grades pre-K -grade 3). This would require the teacher candidate to attend each placement for 3 ½ hours per week. Teacher candidates who choose this option may register for 2 credits of EDUC 399 in a single semester.

ELEMENTARY/SPECIAL EDUCATION MAJOR, B.A.

The Elementary/Special Education (ELSP) program is designed to prepare and certify teachers for dual certification in elementary and special education. Successful completion of the elementary/special education program leads to Maryland initial teaching certification in elementary (grades 1-6) and special education (grades 1-8). Program completers are prepared to teach children with and without disabilities in regular and inclusion classrooms. The focus within special education is on teaching students with mild and moderate disabilities who have learning disabilities, intellectual disabilities, and/or emotional disturbance. The elementary/special education major includes many

field experiences and is based conceptually on InTASC, Council for Exceptional Children (CEC), and Association for Childhood Education International (ACEI) standards, as well as on the Maryland State Department of Education's "Redesign of Teacher Education." The yearlong internship during the final two semesters takes place in two settings: one in an elementary classroom and the other in a special education program.

The Elementary/Special Education major is divided into sequential steps consisting of Prerequisites, 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. The minimum requirement for a major in elementary/special education is the successful completion of Phase II coursework and field experiences. Completion of the certification program is contingent upon completion of Phase III and upon meeting all Maryland State Department of Education (MSDE) certification requirements including Maryland's minimum passing score on the MSDE Subject and Pedagogy Assessments specific to elementary and special education.

COURSE REQUIREMENTS FOR THE PROGRAM

The ELSP certification program requires students to demonstrate multidisciplinary breadth by completing:

- 9 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 106; MATH 107; MATH 108; and MATH 112 or PSY 211)
- 9 credits in social studies to include U.S. History and Introduction to Psychology

Some Core Curriculum courses may satisfy the requirements for multidisciplinary breadth.

Prerequisite Phase:

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 (PDSs). While completing prerequisite courses, dual certification in elementary/special education students must obtain Maryland's minimum passing score on Praxis Core or MSDE equivalent.

EDUC 204	Foundations of Education in a Diverse Society	3.0
EDUC 223	Child Development	3.0
EDUC 224	Processes and Acquisition of Literacy	3.0
EDUC 236	Children & Youth with Exceptionalities	3.0

Phase I:

Entry to Phase I is contingent upon (1) successful completion of prerequisite courses with no grade lower than a "C" and an Education GPA of at least 2.75, (2) a Composite GPA and Hood Overall GPA of at least 3.0* or a Hood Overall GPA of 2.75 and a qualifying score on Maryland's Basic Skills Assessment, (3) successful performance in all prerequisite field experiences, (4) submission of the Phase I application, and (5) endorsement by the ELSP Program Advisory Council.

* If a student elects to meet Maryland's Basic Skills requirement via a 3.0 GPA, the student must maintain a *Composite GPA* and an *Overall GPA* of at least 3.0 at all times. If either GPA drops below 3.0, the

student will need to submit qualifying test scores before the student may advance to the next phase of the program. Furthermore, it is the student's responsibility to monitor the GPA.

EDUC 306	Principles of Lesson Planning	1.0
EDUC 316	Instruction in Literacy	3.0
EDUC 320	Science Curriculum, Methods, Materials, and Assessment	3.0
EDUC 330	Social Studies Curriculum, Methods, Materials, and Assessment	3.0
EDUC 353	Assistive Technology for Students with Disabilities	3.0
EDUC 354	Special Education: Curriculum, Methods and Materials	3.0
EDUC 373	Assessment Diagnosis & Prescription in Special Education	3.0

Phase I Internship Requirement:

Additionally, 2.0 credits of EDUC 399 are required.

Phase II:

Entry to Phase II is contingent upon (1) successful completion of Phase I courses with no grade below a "C", (2) successful performance in all Phase I field placements, (3) minimum 2.75 G.P.A. overall and in education courses, (4) submission of the Phase II application, and (5) endorsement by the ELSP 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. Upon the completion of Phase II, students are encouraged to take their MSDE Subject and Pedagogy Assessments specific to elementary education and special education certification.

EDUC 417	Materials for Teaching Literacy	3.0
EDUC 421	Mathematics Curriculum, Methods, Materials, Assessment	3.0
EDUC 440	Assessment of Literacy	3.0
EDUC 447	Classroom Organization and Management	3.0
EDUC 448C	Phase II Internship in Elementary Grades or	2.0
EDUC 448D	Phase II Internship in Special Education	2.0
EDUC 450	Introduction to Teaching Internship	1.0

Phase III:

Entry into Phase III is contingent upon (1) successful completion of Phase II courses with no grade below a "C", (2) successful performance in Phase II internship, (3) minimum 2.75 G.P.A. overall and in education courses and (4) submission of the Phase III application, and (5) endorsement by the ELSP Program Advisory Council. The dual certification program in elementary/special education student will be engaged in a full-time teaching internship in designated PDSs. Phase III courses are only open to students who have successfully completed Phase II and have been approved to continue in the yearlong internship. During Phase III and in partial fulfillment of program requirements, the student submits edTPA, which must be passed according to department and state requirements. Completion of Phase III and the certification program is contingent upon meeting Maryland's minimum passing score on MSDE Subject and Pedagogy Assessments specific to elementary education and special education certification.

EDUC 449A	Phase III Internship in Elementary Grades or	12.0
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EDUC 449B	Phase III Internship in Special Education	12.0
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EDUC 460	Professional Development Seminar	3.0
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SECONDARY EDUCATION CERTIFICATION

To become eligible for Maryland teaching certification at the secondary level, grades 7-12, undergraduate students major in one of the following academic fields: art (preK-12), biology, chemistry, English, French (preK-12), history, mathematics or Spanish (preK-12). Post-baccalaureate students must have or take the requisite content coursework for the desired certification area. Three phases comprise the teacher certification program in secondary education, each of which has specific course requirements and field experiences based on the content area standards, the Maryland State Department of Education's "Redesign of Teacher Education", and InTASC Standards.

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 PHYS 203, and English majors must also take specified communication arts courses.)
- All Phase I, II and III courses (see below) must be taken at Hood unless prior approval is received to take them elsewhere.

Prerequisite Phase:

All candidates seeking secondary, world language, or art certification must have an introductory psychology course (PSY 101 or its equivalent). This can be taken prior to or concurrently with the education courses in the prerequisite portion of the secondary education program. Concurrent with the EDUC 204 prerequisite course, secondary education students must complete one-half day per week of field experiences in a designated professional development school (PDS).

PSY 101	Introduction to Psychology	3.0
EDUC 204	Foundations of Education in a Diverse Society	3.0
EDUC 308	Student Development, Differences and Learning	3.0

Post-baccalaureate teacher candidates must pass Praxis Core or MSDE accepted equivalent (e.g., SAT, ACT, GPA) 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:

Entry to Phase I is contingent upon (1) successful completion of prerequisite courses with no grade lower than a "C" and an Education GPA of at least 2.75, (2) a Major GPA of at least 2.75 (any content course grade lower than a C will be reviewed), (3) a Composite GPA and Hood Overall GPA of at least 3.0* **or** a Hood Overall GPA of 2.75 and a qualifying score on Maryland's Basic Skills Assessment, (4) successful performance in prerequisite field experiences, (5) submission of the Phase I application, and (6) endorsement by the Program Advisory Council.

* If a student elects to meet Maryland's Basic Skills requirement via a 3.0 GPA, the student must maintain a *Composite GPA* and an *Overall GPA* of at least 3.0 at all times. If either GPA drops below 3.0, the student will need to submit qualifying test scores before the student may advance to the next phase of the program. Furthermore, it is the student's responsibility to monitor the GPA.

EDUC 409	Literacy in the Content Areas Part I	3.0
EDUC 412	Literacy in the Content Areas Part II	3.0
EDUC 413	Teaching and Learning in Content	3.0
EDUC 469	Inclusion & Instruction	3.0

Phase II:

Entry into Phase II is contingent upon (1) successful completion of the Phase I courses with no grade below a "C", (2) successful performance in the Phase II 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 area. Any grade lower than a "C" in a content area course will be reviewed by the Program Advisory Council and may result in the candidate not advancing to the next phase, (6) submission of the Phase II/III application, and (7) endorsement by the Program Advisory 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 PDS. Secondary Education interns may not enroll in the following courses until officially accepted into Phase II.

EDUC 400A	Phase II Seminar on Classroom Management	1.0
EDUC 411	Educational Methods in Student's Teaching Field	3.0
EDUC 445	Secondary Instructional Assessment	3.0
EDUC 448E	Phase II Internship in Secondary Grades	2.0

Phase III:

Entry into Phase III is contingent upon (1) successful completion of the Phase II courses with no grade below a C, (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 area. Any grade lower than a "C" in a content area course will be reviewed by the Program Advisory Council and may result in the candidate not advancing to the next phase, and (6) endorsement by the Program Advisory Council. The secondary education candidate will be engaged in a full-time teaching internship in a designated PDS. During Phase III and in partial fulfillment of program requirements, the candidate submits edTPA, which must be passed according to department and state requirements. Completion of Phase III and the certification program is contingent upon meeting all Maryland State Department of Education certification requirements, including Maryland's minimum passing scores on the MSDE Subject and Pedagogy Assessments. Candidates in the secondary education program

have one year from the completion of the Phase III internship to pass the MSDE Subject and Pedagogy Assessments and to complete all other program requirements in order to be designated an official program completer. It is the responsibility of the candidate to inform the education department upon completion of all requirements. Secondary education candidates may not enroll in the following courses until official acceptance into Phase III.

EDUC 401	Phase III Seminar on Becoming a Teacher	3.0
EDUC 419	Teaching Internship	9.0

ENGLISH MAJOR, B.A.

The Department of English 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. As a department, we encourage our students to think critically about the world around them and to consider the ways that race, gender, identity, sexuality, ability, class, ethnicity, and other intersectional aspects of identity shape the human experience, both in the classroom and beyond.

REQUIREMENTS FOR THE MAJOR

Students will choose one of three concentrations: Literature (p. 85), Creative Writing (p. 84) or Drama and Theatre (p. 85). In each concentration, the student must fulfill requirements that involve historical breadth, literary genre, literary theory and criticism, and writers of significance; all concentrations culminate in the Senior Seminar (ENGL 470).

ENGLISH MAJOR, B.A. WITH CREATIVE WRITING CONCENTRATION

English majors with a concentration in Creative Writing must take a minimum of 33 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.

REQUIREMENTS FOR THE MAJOR WITH CONCENTRATION**Historical Breadth (6 to 12 credits):**

Students must take either ENGL 222 or two courses in literature before 1800. The English and Communication Arts Department, through the advising process, will determine which courses fulfill the pre-1800 requirement. **Noted as H1 after course description.**

Students must take either ENGL 223 or two courses in literature after 1800. The English and Communication Arts Department, through the advising process, will determine which courses fulfill the post-1800 requirement. **Noted as H2 after course description.**

Genre (6 credits) noted as "G" after course description:

Students must take two courses in two different genres from courses numbered:

ENGL 229	History of Drama Theatre I	3.0
ENGL 230	History of Drama and Theatre II	3.0
ENGL 270-289	Genre Studies	3.0

Creative Writing (9 credits):

Students must take:

ENGL 219	Creative Writing	3.0
and two of the following courses:		
CMA 281	Introduction to Screenwriting	3.0
ENGL 319	Creative Nonfiction	3.0
ENGL 326	Intermediate Fiction Writing	3.0
ENGL 327	Intermediate Poetry Writing	3.0
ENGL 420	Advanced Fiction Writing	3.0
ENGL 421	Advanced Poetry Writing	3.0
ENTH 303	Playwriting	3.0

Approaches to Literature (3 credits)

Students must take Approaches to Literature, a course in literary theory and criticism.

ENGL 311	Approaches to Literature	3.0
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Writers of Significance (3 credits) noted as "WS" after course description:

Students must take at least one course from the following:

ENGL 313	Shakespeare	3.0
ENGL 318	Chaucer	3.0
ENGL 340-359	Writers of Significance	3.0
ENGL 441	Faulkner and Morrison	3.0

Senior Seminar (3 credits):

Students must take the Senior Seminar, a capstone course in literary theory and criticism

ENGL 470	Seminar	3.0
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ENGLISH MAJOR, B.A. WITH DRAMA AND THEATRE CONCENTRATION

English majors with a concentration in Drama and Theatre must take a minimum of 33 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.

REQUIREMENTS FOR THE MAJOR WITH CONCENTRATION**Historical Breadth (6 to 12 credits):**

Students must take either ENGL 222 or two courses in literature before 1800. The English and Communication Arts Department, through the advising process, will determine which courses fulfill the pre-1800 requirement. **Noted as H1 after course description.**

Students must take either ENGL 223 or two courses in literature after 1800. The English and Communication Arts Department, through the advising process, will determine which courses fulfill the post-1800 requirement. **Noted as H2 after course description.**

Genre (9 credits):

Students must take:

ENGL 229	History of Drama Theatre I	3.0
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ENGL 230	History of Drama and Theatre II	3.0
ENGL 313	Shakespeare	3.0

Theatre Practice (9 credits):

Students must take:

THEA 101	The Elements of Acting	3.0
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and two of the following courses in theatre practice:

THEA 102	Improvisation	3.0
THEA 210	Acting II	3.0
THEA 254	Directing	3.0
ENTH 303	Playwriting	3.0

Approaches to Literature (3 credits)

Students must take Approaches to Literature, a course in literary theory and criticism.

ENGL 311	Approaches to Literature	3.0
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Senior Seminar (3 credits):

Students must take the Senior Seminar, a capstone course in literary theory and criticism:

ENGL 470	Seminar	3.0
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ENGLISH MAJOR, B.A. WITH LITERATURE CONCENTRATION

English majors with a concentration in Literature must take a minimum of 30 credits in English at or above the 200 level, at least 27 of these credits of which must be in literature, and 15 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.

REQUIREMENTS FOR THE MAJOR WITH 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. **Noted as H1 after course description.**

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. **Noted as H2 after course description.**

Genre (3 credits) notes as "G" after course description:

Students must take at least one course that focuses on a specific genre (ENGL 270-289 (p. 156); ENTH 229, ENTH 230)—fiction, drama or poetry.

Comparative Topic (3 credits) noted as "CT" after course description:

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.

Approaches to Literature (3 credits)

Students must take Approaches to Literature, a course in literary theory and criticism.

ENGL 311	Approaches to Literature	3.0
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Writers of Significance (3 credits) noted as "WS" after course description:

Students must take at least one course from the following:

ENGL 340-359	Writers of Significance	3.0
ENGL 313	Shakespeare	3.0
ENGL 318	Chaucer	3.0
ENGL 441	Faulkner and Morrison	3.0

Senior Seminar (3 credits):

Students must take the Senior Seminar, a capstone course in literary theory and criticism

ENGL 470	Seminar	3.0
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ENGLISH SECONDARY EDUCATION CERTIFICATION

English majors may also wish to obtain certification to teach in grades 7-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Secondary Education Certification (p. 83) for more information. Students seeking Secondary Education Certification should choose the Literature concentration (p. 85).

REQUIREMENTS FOR THE CERTIFICATION WITH LITERATURE CONCENTRATION

Courses required of all secondary education certification students are:

ENGL 237	Young Adult Literature	3.0
ENGL 311	Approaches to Literature	3.0
or		
One additional 300- or 400-level literature course		
ENGL 313	Shakespeare	3.0
ENGL 405	The English Language	3.0

3 credits in effective communication:

CMA 207	Principles of Speech Communication	3.0
THEA 101	The Elements of Acting	3.0
THEA 102	Improvisation	3.0

3 credits of a literature of diversity course from among the following:

(or equivalent approved for content by the Chair of the English and Communication Arts Department and the secondary education program coordinator)

AFEN 265	Thematic Studies: African American Voices before the 20th Century	3.0
AFEN 266	Thematic Studies: The Harlem Renaissance and Beyond: 20th Century African American Literature	3.0
ENGL 280	Genre Studies: 20th Century Ethnic Narratives	3.0
ENGL 286	Genre Studies: African American Poetry	3.0
ENGL 311	Approaches to Literature	3.0
ENGL 346	Writers of Significance: Erdrich,Silko,Alexie	3.0
ENGL 463/HON 463	International Currents in Modern Fiction	3.0

ENVIRONMENTAL SCIENCE AND POLICY MAJOR, B.A.

Program Director: Eric Kindahl

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 four fields: coastal and watershed studies, 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, National Park Service, U.S. Department of State, Stream Link Education Network, Owl Moon Raptor Center, and the Maryland Governor's Office.

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

Required Courses

BIOL 201	Evolution and Ecology	4.0
BIOL 202	Physiology of Plants & Animals	4.0
CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
ECON 205	Principles of Macroeconomics	3.0
ECPS 414/ECPS 514	Environmental Policy	3.0
ENSP 101	Environmental Problems	3.0
ENSP 102	Environmental Science Laboratory	1.0
ENSP 470	Seminar: Environmental Impact Analysis	3.0
PSCI 203	Introduction to U.S. Politics	3.0
or		
PSCI 210	Comparative Politics	3.0
or		
PSCI 215	International Relations	3.0

Coastal and Watershed Studies Concentration*Requires participation in the Coastal Studies Semester*

ENSP 103	Intro to Geographic Information Systems	4.0
ENSP 210	Coastal Oceanography	4.0
ENSP 212	Coastal Community Ecology	4.0
ENSP 300	Environmental Geoscience	4.0
ENSP 307/HON 307	The Chesapeake Bay: Human Impact on a Natural System	3.0
ENSP 400	Watershed Hydrology	3.0
MATH 112	Applied Statistics	3.0

12 credits of electives from the following:

BIOL 309	Aquatic Ecology	4.0
BIOL 331	Microbiology	4.0
BIOL 345-349	Field Ecology & Natural History	3.0
BIOL 451/ENV 551	Plant Ecology	3.0

CHEM 401/CHEM 501	Environmental Chemistry	3.0	ENSP 399	Internship	3.0 - 15.0
ENSP 403/ENV 503	Pollution Biology	3.0	PSCI 203	Introduction to U.S. Politics or Comparative Politics	3.0
ENSP 407/ENV 507	Natural Resource Management	3.0	PSCI 210	Comparative Politics or International Relations	3.0
ENSP 411/ENV 511	Conservation Biology	3.0	PSCI 215	International Relations	3.0
Environmental Biology Concentration			PSCI 317	Urban Politics	3.0
BIOL 203	Introduction to Cell Biology & Genetics	4.0	PSCI 320	The American Presidency	3.0
CHEM 209	Organic Chemistry I	4.0	PSCI 323	Politics of the Developing World	3.0
ENSP 403/ENV 503	Pollution Biology	3.0	PSCI 203, PSCI 210, PSCI 215: if not taken as part of the requirement for the major		
ENSP 407/ENV 507	Natural Resource Management	3.0	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.		
MATH 112	Applied Statistics	3.0			
8 credits of electives from the following:					
BIOL 309	Aquatic Ecology	4.0			
BIOL 316	Genetics	4.0			
BIOL 331	Microbiology	4.0			
BIOL 336	Vertebrate Zoology	4.0			
BIOL 337	Invertebrate Zoology	4.0			
BIOL 338	Advanced Ecology	4.0			
BIOL 344	Ornithology	4.0			
BIOL 345-349	Field Ecology & Natural History	3.0			
BIOL 451/ENV 551	Plant Ecology	3.0			
CHEM 401/CHEM 501	Environmental Chemistry	3.0			
ENSP 210	Coastal Oceanography	4.0			
ENSP 212	Coastal Community Ecology	4.0			
ENSP 307/HON 307	The Chesapeake Bay: Human Impact on a Natural System	3.0			
ENSP 411/ENV 511	Conservation Biology	3.0			
Environmental Chemistry Concentration					
CHEM 209	Organic Chemistry I	4.0			
CHEM 210	Organic Chemistry II	4.0			
CHEM 215	Quantitative Analysis	4.0			
CHEM 324	Instrumental Methods of Analysis	4.0			
CHEM 401/CHEM 501	Environmental Chemistry	3.0			
MATH 201	Calculus I	4.0			
Recommended courses:					
CHEM 431	Quantum Mechanics	3.0			
ENSP 403/ENV 503	Pollution Biology	3.0			
MATH 202	Calculus II	4.0			
Environmental Policy Concentration					
ECON 206	Principles of Microeconomics	3.0			
ECON 310	Environmental Economics	3.0			
MATH 112	Applied Statistics	3.0			
PSCI 203	Introduction to U.S. Politics or Comparative Politics	3.0			
PSCI 210	International Relations	3.0			
PSCI 203 or PSCI 210 or PSCI 215: if not taken as part of the requirement for the major					
12 credits of electives from the following:					
ECON 306	Microeconomic Analysis	3.0			
ECON 317	Economics of Development	3.0			
ECON 324	International Trade	3.0			

ECMG 212	Statistics for Economics & Management	3.0
Business Administration Upper Core (21 credits):		
ECMG 303	Principles of Finance & Investment	3.0
MGMT 306	Principles of Marketing	3.0
MGMT 312	Analytical Methods of Management	3.0
MGMT 314	International Business	3.0
MGMT 399	Internship in Management	3.0
MGMT 411	Seminar in Strategic Management	3.0
MGMT 454	Legal Environment of Business	3.0

NOTE: ECMG 303, MGMT 312, MGMT 314, MGMT 411 must be taken at Hood.

Finance Major Requirements (22 credits):

Required courses (13 credits):

ITMG 388	Management Information Systems	3.0
MGMT 370	Investment Practicum	1.0
MGMT 402	Business Finance	3.0
MGMT 410	Investment Analysis	3.0
ECMG	International Financial Management	3.0
478/ECMG		
578		

Strongly Recommended Courses (9 credits):

CMA 306	Business Writing in the Digital Age	3.0
MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
ECON 305	Macroeconomic Analysis	3.0
ECON 306	Microeconomic Analysis	3.0
MATH 351	Probability	3.0

Elective Courses (9 credits, must choose 3):

ECON 309	Monetary Policy & Financial Markets	3.0
ECMG 300	Financial Economics	3.0
MGMT 323	Personal Financial Planning	3.0
MGMT 324	ESG Investing and Sustainable Portfolios	3.0
MGMT 426	Fixed Income Securities	3.0
MGMT 427	Financial Derivative Securities	3.0
ECON 480	Econometrics	3.0
MGMT	Financial Statement Analysis	3.0
481/MGMT		
581		

FRENCH MAJOR, B.A.

The Department of Global Languages and Cultures 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 201 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 & Composition	3.0
FREN 204	French Culture and Civilization	3.0
FREN 207	Cultural Perspectives on French	3.0
	Literature I	
FREN 208	Cultural Perspectives on French	3.0
	Literature II	
FREN 230	Phonetics and Diction	3.0
FREN 318	Advanced Composition and Translation	3.0
	12 additional credits in French at the 300 level or above to include 9 credits of French or Francophone literature	12.0

FRENCH EDUCATION CERTIFICATION

French majors may also wish to obtain certification to teach in grades preK-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Education, Secondary Education Certification (p. 83) for more information.

GLOBAL STUDIES, B.A.

Program Director: Paige Eager

By its very definition, the Global Studies major is interdisciplinary and draws upon both the humanities and social sciences for its relevant course work. The Global Studies major is the place within Hood College where disciplines merge, the realities of the world are confronted, and where knowledgeable, engaged citizens of that world come of age.

Working in partnership with many academic units of the College, the core purpose of the Global Studies major is fostering a greater understanding of the interrelationships between countries and cultures. In keeping with the traditions of a liberal arts education at Hood College, we expect our majors: To acquire an understanding of cultures that is multi-disciplinary and diachronic; to comprehend the interconnected socio-economic, political and cultural dimensions of global transformation; to obtain competency in a foreign language; and to be exposed to the complexity of global relations through a study abroad experience or relevant internship experience.

The Global Studies major curriculum includes: a minimum of 37-46 credit hours. Students must take a minimum of 15 credit hours at the 300 level or above for successful completion of the major.

REQUIRED FOR ALL MAJORS:

Study Abroad or Internship Experience

GLBS 399	Internship in Global Studies	3.0 - 6.0
or		
	Semester of study abroad	

Required:

ECON 205	Principles of Macroeconomics	3.0
GLBS 200	Introduction to Global Studies	3.0
GLBS 300	Challenges and Opportunities of Globalization	3.0
GLBS 470	Senior Seminar in Global Studies	3.0
PSCI 215	International Relations	3.0

Language Requirement:

Completion of one of the following:

ARAB 101 through 202

FREN 101 through 202

GER 101 through 202

SPAN 101 through 202

NOTE: Latin or Greek do not fulfill this requirement

Students who place at the 207-level in FREN, GER, or SPAN are exempt from the requirement.

THEMATIC FOCUS GROUPS

Select one of the following thematic focus groups:

Global Cultures and Society

Minimum of 12 credits

AFPS 251	The African Diaspora	3.0
ANTH 302	Cultural Anthropology	3.0
ART 250	Art of Asia	3.0
ART 372C	Arts of the Non-Western World: Islamic Art	3.0
HIST 246	Modern Africa, 1400-Present	3.0
HIST 268	Latin America	3.0
HIST 347	The Indigenous World	3.0
HIST 356	Global Empires I	3.0
HIST 357	Global Empires II	3.0
HIST 371D	Topics in World History	3.0
HIST 380	The Native American Experience	3.0
MEST 300	Cultures of the Middle East	3.0
PHIL	Perspectives in Global Health	3.0
316/HON 316		
SOC 318	Global Social Problems	3.0
	Any 300- or 400-level FREN, GER, LSSP or SPAN course	

Global Governance and Conflict

Minimum of 12 credits

CMA 209	Mass Media and Revolution	3.0
ENSP 101	Environmental Problems	3.0
GLBS 345	Global Perspectives on Women, Power and Politics	3.0
HIST 266	The Modern World, 1750 to Present	3.0
HIST 349	Europe in the Age Total War	3.0
HIST 356	Global Empires I	3.0
HIST 357	Global Empires II	3.0
LWPS 406	International Law	3.0
PSCI 200	Political Violence and Terrorism	3.0
PSCI 219	Model United Nations	1.0
PSCI 302	9/11 in Global Perspective	3.0

PSCI 305	U.S. Foreign Policy	3.0
PSCI 323	Politics of the Developing World	3.0
PSCI 331	US Democracy in Crisis-How We Got Here	3.0

HISTORY MAJOR, B.A.

The major in history addresses the diverse needs and interests of Hood College students by offering a choice of three different programs of study: 1) the major in history, 2) the major in history with public history concentration and 3) the major in history with secondary education certification. The department also offers minors in history and public history. In addition, students majoring in history may tailor their program to include 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 39 credits in history, at least 15 credits of which must be at the 300-level or above, including HIST 373 Research and Writing in History, an internship, and HIST 470 Seminar. HIST 373 must be taken before HIST 470.

When selecting their 200-level introductory courses, students should choose the courses that are prerequisites for the upper-level courses they are interested in taking later.

This major is also available with a concentration in Public History. See *History Major, B.A. with Optional Public History Concentration* (p. 90).

REQUIREMENTS FOR THE MAJOR:

Both of the following introductory U.S. History courses (6 credits)

HIST 217	History of the United States to 1877	3.0
HIST 218	History of the United States since 1877	3.0

Two of the following survey courses (6 credits)

AFHS 257	The African American Experience	3.0
HIST 268	Latin America	3.0
HIST 269	Women and Gender in U.S. History	3.0

Two of the following introductory World History courses (6 credits)

HIST 264	Ancient and Medieval World to 1200	3.0
HIST 265	Medieval and Early Modern World, 1200-1800	3.0
HIST 266	The Modern World, 1750 to Present	3.0

Three required Methodology Courses (at least 9 credits)

HIST 373	Research and Writing in History	3.0
HIST 399	Internship in History	3.0 -
HIST 470	Seminar: Topics in History	15.0

Four more courses, distributed as follows (12 credits)

- At least one course must be from each of the following four areas,
- At least two courses must be 300-level history courses,
- Of the 300-level history courses, one course must focus mainly on a time period before 1500 (i.e., an ancient or medieval period); the ancient/medieval courses are: HIST 202, HIST 300, HIST 309, HIST 312, HIST 314, HIST 347, HIST 354, HIST 365, HIST 366, HIST 371A and are noted as (E) for "Early" after course description.

One course in American History (3 credits)

HIST 318	Colonial and Revolutionary America	3.0
HIST 319	The Civil War and Reconstruction	3.0
HIST 320	America in the Sixties	3.0
HIST 338	The Gilded Age and Progressive Era, 1877-1929	3.0
HIST 339	New Deal America, 1929-2000	3.0

HIST 353	US Foreign Relations since World War II	3.0
HIST 358	African Americans and Sports	3.0
HIST 359	Black Women in America	3.0
HIST 371B	Topics in American History	3.0
HIST 376	American Frontiers	3.0
HIST 377	Civil Rights and Black Power	3.0
HIST 378	Blacks and American Law	3.0
HIST 379	Making of the American City	3.0
HIST 380	The Native American Experience	3.0

One course in European History (3 credits)

HIST 202	Medieval Europe	3.0
HIST 300	From Celts to Vikings 400-1000	3.0
HIST 306	Heresy and Society in Europe, 1400-1800	3.0
HIST 312	Women in Medieval Europe	3.0
HIST 314	Medieval and Tudor England	3.0
HIST 349	Europe in the Age Total War	3.0
HIST 354	Medieval Warfare	3.0
HIST 365	The Ancient Near East and Greece	3.0
HIST 366	Ancient Rome	3.0
HIST 371A	Topics in Early History	3.0
HIST 371C	Topics in Modern European History	3.0

One course in Global History (3 credits)

HIST 246	Modern Africa, 1400-Present	3.0
HIST 309	Islam & the Crusades	3.0
HIST 330	Cultural Encounters in LatAm Hist	3.0
HIST 347	The Indigenous World	3.0
HIST 356	Global Empires I	3.0
HIST 357	Global Empires II	3.0
HIST 371D	Topics in World History	3.0

One course in Public History (3 credits)

HIST 208	Introduction to Public History	3.0
HIST 371E	Topics in Public History	3.0
HIST 381	Collections: Museums and Archives	3.0
HIST 382	Exhibiting History	3.0

Students interested in pursuing History secondary education certification may use EDUC 411, Educational Methods in Student's Teaching Field to fulfill the Public History requirement.

HISTORY MAJOR, B.A. WITH OPTIONAL PUBLIC HISTORY CONCENTRATION

REQUIREMENTS FOR THE MAJOR WITH 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 30 credits.

Required courses (9 credits):

HIST 208	Introduction to Public History	3.0
HIST 217	History of the United States to 1877	3.0
HIST 218	History of the United States since 1877	3.0

Two of the following (6 credits):

AFHS 257	The African American Experience	3.0
HIST 268	Latin America	3.0
HIST 269	Women and Gender in U.S. History	3.0

Three of the following courses (9-10 credits):

ENSP 103	Intro to Geographic Information Systems	4.0
HIST 371E	Topics in Public History	3.0
HIST 381	Collections: Museums and Archives	3.0
HIST 382	Exhibiting History	3.0
MGMT 315	Managing Nonprofit Organizations	3.0

HIST 371E: (may be taken more than once)

Two of the following introductory World History courses (6 credits)

HIST 264	Ancient and Medieval World to 1200	3.0
HIST 265	Medieval and Early Modern World, 1200-1800	3.0
HIST 266	The Modern World, 1750 to Present	3.0

Three required Methodology Courses (9 credits)

HIST 373	Research and Writing in History	3.0
HIST 399	Internship in History	3.0 - 15.0
HIST 470	Seminar: Topics in History	3.0

Three more courses, distributed as follows (9 credits)

- At least one course must be from each of the following three areas,
- At least two courses must be 300-level history courses, and
- at least one course must focus mainly on a time period before 1500 (i.e., an ancient or medieval period); the ancient/medieval courses are: HIST 202, HIST 300, HIST 309, HIST 312, HIST 314, HIST 347, HIST 354, HIST 365, HIST 366, HIST 371A and are noted as (E) for "Early" after course description:

One course in American History (3 credits)

HIST 318	Colonial and Revolutionary America	3.0
HIST 319	The Civil War and Reconstruction	3.0
HIST 320	America in the Sixties	3.0
HIST 338	The Gilded Age and Progressive Era, 1877-1929	3.0
HIST 339	New Deal America, 1929-2000	3.0
HIST 353	US Foreign Relations since World War II	3.0
HIST 358	African Americans and Sports	3.0
HIST 359	Black Women in America	3.0
HIST 371B	Topics in American History	3.0
HIST 376	American Frontiers	3.0
HIST 377	Civil Rights and Black Power	3.0
HIST 378	Blacks and American Law	3.0
HIST 379	Making of the American City	3.0
HIST 380	The Native American Experience	3.0

One course in European History (3 credits)

HIST 202	Medieval Europe	3.0
HIST 300	From Celts to Vikings 400-1000	3.0
HIST 306	Heresy and Society in Europe, 1400-1800	3.0
HIST 312	Women in Medieval Europe	3.0
HIST 314	Medieval and Tudor England	3.0
HIST 349	Europe in the Age Total War	3.0
HIST 354	Medieval Warfare	3.0
HIST 365	The Ancient Near East and Greece	3.0
HIST 366	Ancient Rome	3.0
HIST 371A	Topics in Early History	3.0
HIST 371C	Topics in Modern European History	3.0

One course in Global History (3 credits)

HIST 246	Modern Africa, 1400-Present	3.0
HIST 309	Islam & the Crusades	3.0
HIST 330	Cultural Encounters in LatAm Hist	3.0
HIST 347	The Indigenous World	3.0
HIST 356	Global Empires I	3.0
HIST 357	Global Empires II	3.0

HIST 371D Topics in World History 3.0

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 40 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.

HISTORY SECONDARY EDUCATION CERTIFICATION

History majors may also wish to obtain certification to teach in grades 7-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Education, Secondary Education Certification (p. 83) for more information.

REQUIREMENTS FOR CERTIFICATION

Social Science Requirements (12 credits):

ECON 205	Principles of Macroeconomics	3.0
GEOG 101	Cultural Geography	3.0
PSCI 203	Introduction to U.S. Politics	3.0
SOC 101	Principles of Sociology	3.0

Introductory U.S. History and World History Requirements (15 credits)

HIST 217	History of the United States to 1877	3.0
HIST 218	History of the United States since 1877	3.0
HIST 264	Ancient and Medieval World to 1200	3.0
HIST 265	Medieval and Early Modern World, 1200-1800	3.0
HIST 266	The Modern World, 1750 to Present	3.0

Diversity Requirements (6 credits)

AFHS 257	The African American Experience	3.0
HIST 269	Women and Gender in U.S. History or	3.0
HIST 268	Latin America	3.0

Methodology Requirements (6 credits)

HIST 373	Research and Writing in History	3.0
HIST 470	Seminar: Topics in History	3.0

EDUC 411 fulfills the History major internship requirement.

Three more courses, distributed as follows (9 credits)

- At least one course must be from each of the following three areas,
- At least two courses must be 300-level history courses, and
- at least one course must focus mainly on a time period before 1500 (i.e., an ancient or medieval period); the ancient/medieval courses are: HIST 202, HIST 300, HIST 309, HIST 312, HIST 314, HIST 347, HIST 354, HIST 365, HIST 366, HIST 371A and are noted as

(E) for "Early" after course description:

One course in American History (3 credits)

HIST 318	Colonial and Revolutionary America	3.0
HIST 319	The Civil War and Reconstruction	3.0
HIST 320	America in the Sixties	3.0
HIST 338	The Gilded Age and Progressive Era, 1877-1929	3.0
HIST 339	New Deal America, 1929-2000	3.0
HIST 353	US Foreign Relations since World War II	3.0
HIST 358	African Americans and Sports	3.0
HIST 359	Black Women in America	3.0
HIST 371B	Topics in American History	3.0
HIST 376	American Frontiers	3.0
HIST 377	Civil Rights and Black Power	3.0
HIST 378	Blacks and American Law	3.0
HIST 379	Making of the American City	3.0
HIST 380	The Native American Experience	3.0

One course in European History (3 credits)

HIST 202	Medieval Europe	3.0
HIST 300	From Celts to Vikings 400-1000	3.0
HIST 306	Heresy and Society in Europe, 1400-1800	3.0
HIST 312	Women in Medieval Europe	3.0
HIST 314	Medieval and Tudor England	3.0
HIST 349	Europe in the Age Total War	3.0
HIST 354	Medieval Warfare	3.0
HIST 365	The Ancient Near East and Greece	3.0
HIST 366	Ancient Rome	3.0
HIST 371A	Topics in Early History	3.0
HIST 371C	Topics in Modern European History	3.0

One course in Global History (3 credits)

HIST 246	Modern Africa, 1400-Present	3.0
HIST 309	Islam & the Crusades	3.0
HIST 330	Cultural Encounters in LatAm Hist	3.0
HIST 347	The Indigenous World	3.0
HIST 356	Global Empires I	3.0
HIST 357	Global Empires II	3.0
HIST 371D	Topics in World History	3.0

INTEGRATED MARKETING COMMUNICATION, B.A.

Directors: Brooke Witherow and Jerrold Van Winter

Integrated Marketing Communication combines both management courses and communications courses in a way that students can understand the theory of organizations; the process of communicating information about a product, service or organization; the role of the marketing and public relations professional within an organization; and the central importance of the consumer in making decisions.

The major focuses on both the management function of public relations and marketing professionals, and the communication functions of developing a brand identity and marketing it across a variety of media to a target audience. With an increasingly diverse society, it is no longer enough to develop an advertising campaign that aims at the broadest possible audience. Strategic marketing communication that integrates the message of an organization and targets it across both traditional and emerging social media is the wave of the future.

REQUIREMENTS FOR THE MAJOR

Requirements for the Major - 48 credits

CMA 201	Media Writing I or	3.0
CMA 306	Business Writing in the Digital Age	3.0

CMA 226	Visual Media Production	3.0	PHIL 221	Ethics	3.0
CMA 305	Communications Law	3.0	PSCI 307	American Constitutional Law	3.0
CMA 310	Public Relations	3.0	Law:		
CMA 312	Introduction to Communication Research	3.0	LW 300	Legal Research and Writing	3.0
	or		LW 470	Seminar in Law	3.0
MGMT 423	Marketing Research Methods	3.0	PHIL 207	Logic	3.0
CMA 313	Writing for Public Relations	3.0	PHIL 308	History of Philosophy: The Early Modern Era to the 20th Century	3.0
CAMG 330	Social Media Marketing	3.0	PSCI 333	or Modern Political Thought	3.0
CAMG 399	Internship in Integrated Marketing Comm	3.0	PSCI 336	Gender and the Law	3.0
CMA 411	Public Relations Campaigns	3.0	PSCI 405/PSCI 505	Civil Liberties	3.0
CMA 470/IMC 470	Seminar in Communication Ethics	3.0	Two courses from the following:		
MGMT 205	Principles of Management: Introduction to Organizations	3.0	CMA 305	Communications Law	3.0
MGMT 281	Principles of Financial Accounting	3.0	ECON 205	Principles of Macroeconomics	3.0
MGMT 301	Organizational Theory and Behavior	3.0	HON 304	Censorship in America	3.0
MGMT 306	Principles of Marketing	3.0	LWCJ 308	Criminal Law	3.0
MGMT 406	Consumer Behavior and Analysis	3.0	REL 342	From Abolitionism to Human Rights	3.0
MGMT 424	Marketing Communications Strategy	3.0	Criminal Justice:		

Recommended to complete Quantitative Literacy section of core:

One of the following:

MATH 112	Applied Statistics	3.0
PSY 211	Elementary Statistics	3.0
ECMG 212	Statistics for Economics & Management	3.0

Recommended electives:

CMA 207	Principles of Speech Communication	3.0
CMA 246	Graphic Design I	3.0
ECON 205	Principles of Macroeconomics	3.0

LAW AND CRIMINAL JUSTICE MAJOR, B.A.

The Law and Criminal Justice major at Hood College is a unique and distinctive program. The major offers two areas of study with separate objectives and goals.

The Law component offers students a rigorous curriculum that prepares students for law school and careers in the legal profession. The Criminal Justice component provides students with a challenging curriculum that examines the nexus between law enforcement, the judicial process, and the correctional system. Both focus areas are grounded in an interdisciplinary approach that is central to the liberal arts tradition.

An internship is recommended for the Law component and is required for Criminal Justice. Past internship sites for both areas have included the American Civil Liberties Union (ACLU), Children's Defense Fund, Maryland State's Attorney's Office, the Public Defender's Office, Frederick County Sheriff's Office, State of Maryland Division for Parole and Probation, and private attorney offices.

REQUIRED FOR ALL MAJORS:**Courses:**

CJ 230	Introduction to Criminal Justice	3.0
LW 230	Introduction to Law	3.0
MATH 112	Applied Statistics	3.0
PSY 211	or Elementary Statistics	3.0
PSCI 205	or Methods of Political Inquiry	3.0

PHIL 221	Ethics	3.0
PSCI 307	American Constitutional Law	3.0
Law:		
LW 300	Legal Research and Writing	3.0
LW 470	Seminar in Law	3.0
PHIL 207	Logic	3.0
PHIL 308	History of Philosophy: The Early Modern Era to the 20th Century	3.0
PSCI 333	or Modern Political Thought	3.0
PSCI 336	Gender and the Law	3.0
PSCI 405/PSCI 505	Civil Liberties	3.0
Two courses from the following:		
CMA 305	Communications Law	3.0
ECON 205	Principles of Macroeconomics	3.0
HON 304	Censorship in America	3.0
LWCJ 308	Criminal Law	3.0
REL 342	From Abolitionism to Human Rights	3.0
Criminal Justice:		
CJ 300	Criminalistics	3.0
CJ 399	Internship in Criminal Justice	3.0 - 15.0
LWCJ 401A	or Pre-Law Clinic Seminar and	3.0
LWCJ 401B	Pre-Law Clinic	3.0
CJ 470	Sr Seminar in Criminal Justice	3.0
PSCI 302	9/11 in Global Perspective	3.0
PSCI 200	or Political Violence and Terrorism	3.0
SOC 215	Social Problems	3.0
Two courses from the following:		
PSCI 336	Gender and the Law	3.0
PSY 319	Drugs & Behavior	3.0
PSY 370I	Seminar: Psychological Bases of Criminal Behavior	3.0
SOC 216	Criminology	3.0
SOC 300	Social Inequality	3.0
SOC 310	Topics in Sociology	3.0
SOC 323	Ethnicity in the United States	3.0
SOC 353	Deviance and Social Control	3.0
SOSW 217	Juvenile Delinquency and Juvenile Justice	3.0
SOSW 312	Addictions	3.0

MATHEMATICS MAJOR, B.A.

The mathematics major is composed of courses in both pure and applied mathematics. Class sizes are small, and courses are taught with an emphasis on active learning, collaboration, and the use of technology. Students are encouraged to participate in undergraduate research, to attend regional and national conferences, and to apply for internships. Mathematics graduates are prepared for a wide variety of careers in industry, in government, and in education, as well as for graduate study in mathematics and related fields.

REQUIREMENTS FOR THE MAJOR

(Majors pursuing Secondary Education Certification should see *Mathematics Secondary Education Certification* (p. 93).)

The following courses comprise the mathematics major:

CS 201	Computer Science I or	4.0
CS 100	Applied Computing I AND	3.0
CS 200	Applied Computing II	3.0
MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
MATH 207	Discrete Math	3.0
MATH 213	Statistical Concepts and Methods	4.0
MATH 253	Multivariable Calculus	4.0
MATH 333	Introduction to Abstract Mathematics	3.0
MATH 339	Linear Algebra	3.0
MATH 440	Introduction to Abstract Algebra	3.0
MATH 453	Real Analysis	3.0
MATH 470	Seminar: The History of Mathematics	3.0

Choose two of the following

MATH 304	Differential Equations	3.0
MATH 320	Modeling and Simulation	3.0
MATH 351	Probability	3.0
MATH 456	Numerical Analysis	3.0

Students are also encouraged to take PHIL 207 Logic and several computer science electives.

The mathematics major can be combined with other disciplines (such as biology, business administration, chemistry, computer science or economics) 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.

MATHEMATICS SECONDARY EDUCATION CERTIFICATION

Mathematics majors may also wish to obtain certification to teach in grades 7-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Education, Secondary Education Certification (p. 83) for more information.

REQUIREMENTS FOR THE MAJOR WITH CERTIFICATION

Required:

CS 201	Computer Science I	4.0
MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
MATH 207	Discrete Math	3.0
MATH 213	Statistical Concepts and Methods	4.0
MATH 253	Multivariable Calculus	4.0
MATH 320	Modeling and Simulation or	3.0
MATH 351	Probability	3.0
MATH 333	Introduction to Abstract Mathematics	3.0
MATH 336	Introduction to Modern Geometry	3.0
MATH 339	Linear Algebra	3.0
MATH 440	Introduction to Abstract Algebra	3.0
MATH 453	Real Analysis	3.0
MATH 470	Seminar: The History of Mathematics	3.0

MATH 440, MATH 453: Students need to consult with the adviser for the appropriate course.

Subtotal: 44.0

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

Students who are considering seeking secondary education certification in mathematics should consult with the Departments of Mathematics and Education as soon as possible.

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

The music history and literature concentration is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

MUSIC MAJOR WITH MUSIC PERFORMANCE CONCENTRATION, B.A.

The music performance concentration is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

MUSIC MAJOR WITH PIANO PEDAGOGY CONCENTRATION, B.A.

The piano pedagogy concentration is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

NURSING MAJOR, BSN

Director: Jennifer Cooper

BACHELOR OF SCIENCE IN NURSING

Hood College offers a Bachelor of Science in Nursing designed to educate students to become safe nurses and to prepare them to take the NCLEX examination. The program provides basic nursing education along with the required competencies for nursing in today's health care environment. With a curriculum grounded in the liberal arts, natural sciences, and nursing courses focusing on leadership, research and evidence-based practice, critical thinking, and nursing theory and communication, students are well prepared to enter the field of nursing. Nursing students must also meet all requirements of the Hood College Core Curriculum.

Nursing Required Courses:

Prior to beginning the nursing courses, students must complete 24 credits of core courses or courses required for the nursing major. A composite grade point average of 2.75 and a grade of C or higher in all required courses must be maintained. BIOL 104 (p. 130), Anatomy and Physiology for Nurses I, BIOL 204 (p. 131), Anatomy and Physiology for Nurses II, CHEM 100 (p. 138), The Chemical World or CHEM 101 (p. 138), General Chemistry I, and PSY 101 (p. 196), Introduction to Psychology must be completed prior to beginning the nursing courses. Students who extend their program, for academic or other reasons, will be required to validate basic skills and assessment competencies, complete any required remediation, and submit a written action plan for success to the BSN Program Director, all prior to resuming coursework. Students who have more than 1 semester of leave from the program may be required to complete a standardized written assessment to determine if the minimum knowledge competency has been maintained. If the student does not meet the benchmark on the written assessment, a

course/courses may need to be repeated to achieve the minimum competency needed to progress in the program.

Students who need to repeat a nursing course which necessitates them waiting until the course is offered after the next semester, will resume their program of study under the most current curriculum.

BIOL 104	Anatomy & Physiology for Nurses I	4.0
BIOL 204	Anatomy & Physiology for Nurses II	4.0
BIOL 232	Microbiology for Nurses	4.0
CHEM 100	The Chemical World	4.0
	or	
CHEM 101	General Chemistry I	4.0
CHEM 105	Molecular Basis of Nutrition	3.0
MATH 112	Applied Statistics	3.0
	or	
ECMG 212	Statistics for Economics & Management	3.0
	or	
PSY 211	Elementary Statistics	3.0
PHIL 221	Ethics	3.0
PSY 101	Introduction to Psychology	3.0
PSY 239	Developmental Psychology	3.0
SOC 101	Principles of Sociology	3.0

The requirement for PHIL 221 can also be satisfied by an approved substitute. Please see the department chair for more information.

Nursing Requirements: For students who entered Level 2 of major in Fall 2019 or prior

5.0

NUR 201 Fundamentals of Professional Nursing

5.0
NUR 203 Concepts of Pharmacology and Pathophysiology

6.0
NUR 205* Adult Health I

3.0
NUR 303 Health Assessment

3.0
NUR 304 Informatics and Health Care Technology

5.0
NUR 305* Adult Health II

5.0
NUR 306* Mental Health Nursing

5.0
NUR 307* Pediatric Nursing

5.0
NUR 308* Maternity Nursing

3.0
NUR 401 Nursing Research & Evidenced-Based Practice

		4.0
NUR 403	Community Health Nursing	
		3.0
NUR 404	Leadership in Nursing Practice	
		6.0
NUR 470	Senior Seminar & Practicum	

* Students who entered Level 2 of major in Fall 2019 or prior should refer to 2019-2020 academic catalog course description.

Nursing Requirements: For students entering Level 2 of major in Fall 2020 or later

NUR 200	Foundations of Professional Nursing	3.0
NUR 201	Fundamentals of Professional Nursing	5.0
NUR 203	Concepts of Pharmacology and Pathophysiology	5.0
NUR 206	Health Assessment	
NUR 306	Mental Health Nursing	4.0
NUR 310	Adult Health I	
NUR 311	Adult Health II	
NUR 312	Leadership in Nursing Practice	
NUR 315	Maternity Nursing	
NUR 321	Nursing Research and Evidence-Based Practice	
NUR 397	Special Topics	3.0
NUR 403	Community Health Nursing	4.0
NUR 406	Pediatric Nursing	
NUR 407	Informatics and Health Care Informatics	
NUR 470	Transition to Practice/Senior Practicum	6.0

PHILOSOPHY MAJOR, B.A.

The Philosophy Major was discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

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 business administration, economics, history, 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 required 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 strongly 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 Maryland state 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, 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 a minimum of 36 credits of political science courses comprised of required and elective courses; 15 credits must be at the 300 level or above.

Required:

PSCI 203	Introduction to U.S. Politics	3.0
PSCI 205	Methods of Political Inquiry	3.0
PSCI 210	Comparative Politics or PSCI 215 International Relations	3.0
PSCI 303	Public Policy Analysis	3.0
PSCI 333	Modern Political Thought or PSCI 332 Ancient Medieval Political Thought	3.0
PSCI 470	Seminar on Politics	3.0

Students are required to take one of the following courses:

AFPS 240	African American Politics	3.0
GLBS 345	Global Perspectives on Women, Power and Politics	3.0
PSCI 202	Women & Politics	3.0
PSCI 336	Gender and the Law	3.0

Students must complete a minimum of 15 additional PSCI credits to meet the 36 credit minimum required for the major.

It is recommended that political science majors take ECON 205 Principles of Macroeconomics. In addition, competency in a foreign language is recommended.

PRE-PROFESSIONAL STUDIES

Programs Offered:

- Pre-Law Studies (p. 97)
- Pre-Medical and Pre-Dental Studies
- Pre-Veterinary Studies (p. 98)
- Pre-Physician Assistant and Pre-Physical Therapy Studies (p. 97)

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 Center for Department of Law and Criminal Justice to receive assistance with program planning and with the law school application process.

PRE-MEDICAL AND PRE-DENTAL STUDIES

Pre-Health Professions Adviser: Susan Ensel, Whitaker Professor of Chemistry

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.

Biology

8 credits of biology at the 200 level. Recommended:

BIOL 202	Physiology of Plants & Animals	4.0
BIOL 203	Introduction to Cell Biology & Genetics	4.0

Chemistry

CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
CHEM 209	Organic Chemistry I	4.0
CHEM 210	Organic Chemistry II	4.0
CHEM 301	Biological Chemistry I	4.0

English

6 credits required

ENGL 100	Elements of Composition or	4.0
ENGL 110- 139	Writing About Literature	3.0
	English Composition Course	3.0-4.0

plus another semester of a writing-intensive course

Physics

PHYS 101	General Physics and	4.0
PHYS 102	General Physics or	4.0
PHYS 203	Introductory Physics I and	4.0
PHYS 204	Introductory Physics II	4.0

General Physics requires MATH 120

Introductory Physics requires Calculus

Recommended Courses:

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	Intro Human Anatomy & Physiology	4.0
BIOL 316	Genetics	4.0
BIOL 331	Microbiology	4.0
BIOL 339	Cell Biology	4.0

CHEM 402	Biological Chemistry II	3.0
PSY 101	Introduction to Psychology	3.0
SOC 101	Principles of Sociology	3.0

Most schools require a year of English, some require calculus and many encourage the study of philosophy or ethics.

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.

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.

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 Pre-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.

For more information, please feel free to talk with the Pre-Health Professions Adviser or any member of the Health Professions Advisory Committee.

PRE-PHYSICIAN ASSISTANT AND PRE-PHYSICAL THERAPY STUDIES

Pre-Health Professions Adviser: Susan Ensel, Whitaker Professor of Chemistry

Physician assistant and physical therapy programs prefer students who have a broad background in the humanities and social sciences. The following courses are most often the minimum required by professional schools in the United States and Canada. These courses should be completed by the end of the junior year.

Biology

8 credits of biology at the 200 level. Recommended:

BIOL 202	Physiology of Plants & Animals	4.0
BIOL 203	Introduction to Cell Biology & Genetics	4.0

Chemistry

CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
CHEM 209	Organic Chemistry I	4.0
CHEM 210	Organic Chemistry II	4.0
CHEM 301	Biological Chemistry I	4.0

English

6 credits required

ENGL 100	Elements of Composition or	4.0
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ENGL 110- 139	Writing About Literature English Composition Course	3.0 3.0-4.0
plus another semester of a writing-intensive course		

Physics

PHYS 101	General Physics and	4.0
PHYS 102	General Physics or	4.0
PHYS 203	Introductory Physics I and	4.0
PHYS 204	Introductory Physics II	4.0

General Physics requires MATH 120

Introductory Physics requires Calculus

Recommended Courses:

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 Graduate Record Examination. 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	Intro Human Anatomy & Physiology	4.0
BIOL 316	Genetics	4.0
BIOL 331	Microbiology	4.0
BIOL 339	Cell Biology	4.0
CHEM 402	Biological Chemistry II	3.0
PSY 101	Introduction to Psychology	3.0
SOC 101	Principles of Sociology	3.0

Most schools require a year of English, some require calculus and many encourage the study of philosophy or ethics.

Six important factors in being admitted to a physician assistant or physical therapy programs are:

1. The undergraduate cumulative average;
2. The results of the Graduate Record Examination;
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.
6. 100+ hours of patient care

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 Pre-Health Professions Adviser or a member of the Health Professions Advisory Committee early in the student's program.

The GRE tests are given throughout the year. The 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.

For more information, please feel free to talk with the Pre-Health Professions Adviser or any member of the Health Professions Advisory Committee.

PRE-VETERINARY STUDIES

Pre-Health Professions Adviser: Susan Ensel, Whitaker Professor of Chemistry

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 adviser for information about the application process and veterinary schools.

PSYCHOLOGY MAJOR, B.A.

The major in psychology covers aspects of human and non-human 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 can also be the basis for admission to graduate or professional training in psychology, counseling, social work, business, medicine, and law, for example. The possibilities can include many other areas and can be enhanced by the selection of elective courses and participation in complementary experiences.

Opportunities exist for internships. In the past, students have worked with hospitalized children, with adolescents and adults in outpatient treatment facilities and community mental health agencies, as well as in a variety of business settings. Previous placements include: the National Institute of Mental Health, the Johns Hopkins University Hospital, the Federal Bureau of Investigation, the White House, Monocacy Neurodevelopmental Center, the Maryland School for the Deaf, the Jefferson School, and the Frederick County Hotline. Students are also encouraged to participate in research with faculty.

REQUIREMENTS FOR THE MAJOR

Psychology majors must complete 13 courses (a minimum of 38 credits) in psychology, including at least 7 (23 credits) at the 300 level or above. A minimum of 12 credits in psychology must be taken at Hood.

Foundation Requirements

PSY 101	Introduction to Psychology	3.0
PSY 211	Elementary Statistics	3.0
PSY 312	Research Methods I	4.0
PSY 315	Research Methods II	4.0

PSY 101, PSY 211, and PSY 312 must be completed with a grade of C- or better to count in the major and to fulfill the prerequisite for higher-level courses.

Statistics courses completed in another discipline will fulfill the requirement but will not count toward the 38-credit minimum in psychology courses.

Students are encouraged to begin the research methods sequence as early as feasible to acquire a basis for later complementary experiences.

Major Requirements

PSY 205	Social Psychology	3.0
PSY 239	Developmental Psychology	3.0
PSY 300	Cognitive Psychology or Human Memory	3.0
PSY 301		

PSY 401	Theories of Personality or Psychological Disorders	3.0
PSY 431		3.0
PSY 409	Learning and Memory or	3.0
PSY 456	Behavior Modification	3.0
PSY 400	Neuropsychology or	3.0
PSY 418	Physiological Psychology	3.0
PSY 369	Psychology Junior Seminar Capstone Experience	2.0
	One additional PSY elective	3.0
		3.0

Capstone Experience

Students with junior standing with a GPA of 2.0 or higher in psychology who have completed PSY 312 or with permission of the department may enroll in capstone experiences.

Students must receive approval of their capstone experience by the department. Students can satisfy the capstone requirement by:

- Completion of 3 credits of research experience through completing an independent study (PSY 375 (p. 199))
- Completion of 3 credits of teaching assistantship (PSY 335 (p. 198), by invitation)
- Completion of 3 credits of internship (PSY 399 (p. 199))
- Completion of 3 credits of a senior-level seminar course (PSY 498 (p. 199))
- Completion of a Departmental Honors Project (6-credits, PSY 499A (p. 199) and PSY 499B (p. 200), by invitation)

Typically, students will complete three credits of their capstone experience as a unit during the same semester. However, in some cases, with departmental approval, students may combine several experiences together to constitute their capstone experience. Additionally, short-term or semester-long study abroad related to psychology may be substituted for the three credits of capstone experience with permission of the department.

Regardless of the nature of the capstone experience, students are required to present their capstone experience as a poster at a professional conference, department event, or college-wide event. As part of the capstone requirement, students must also complete the required ETS Major Field Test in Psychology. This is normally accomplished in the semester in which the capstone is completed.

All majors must score at the proficient level on the ETS's Major Specific Test in their senior year. Students not scoring at the proficient level on the ETS's Major Specific Test must take the final from the class(es) related to the subsections for which they did not meet the proficient criterion.

Additional considerations

Students are encouraged to develop foreign language proficiency as well as consider pursuing a double major and/or minor(s). Students should engage in a wide variety of experiential learning to maximize their learning. Students should consult with their advisor about which experiential learning experiences are best for them depending on their long-term goals and short-term plans after graduation. Students considering applying to graduate school are strongly encouraged to

meet with their advisor, who can advise and edit personal statements and CVs prior to their submission, at the beginning of their junior year.

BA AND MS 4PLUS PROGRAM IN PSYCHOLOGY/COUNSELING

The Psychology and Counseling Department offers a dual degree (B.A./M.S.) for motivated, academically talented students with a 3.25 GPA in the Psychology major and a 3.0 cumulative GPA. Students will accelerate completion of the undergraduate Bachelor of Arts major in Psychology and the Master of Science in Counseling (p. 237) with a specialization in either Clinical Mental Health Counseling or in School Counseling at Hood. To accelerate degree completion, interested students will be expected to take courses over the summer and/or during January term. Students intending to pursue this path should plan their coursework carefully with a faculty advisor during their first semester at the College (Undergraduate students who transfer to Hood may be admitted into the accelerated program, but they may not be able to complete both degrees as quickly as a non-transfer student). Students are encouraged to enroll in PSY 370A (Introduction to Counseling), meet with Counseling faculty about their interests, and pursue complementary experiences to solidify their own interest as well as enhance their application to the Counseling program. Admission to the M.S. in Counseling program is not automatic; 4PLUS students will still need to apply to the Counseling program for admission.

BA AND MS 4PLUS PROGRAM IN ART THERAPY AND COUNSELING

A dual degree (B.A./M.S.) for motivated, academically talented Art Therapy majors with a 3.25 major GPA and a 3.0 cumulative GPA is offered by the Art and Archaeology Department in partnership with the Psychology and Counseling Department at Hood. Dual-degree students will accelerate completion of the undergraduate Bachelor of Arts major in Art Therapy (p. 70) and the Master of Science in Counseling (p. 237) with a specialization in either Clinical Mental Health Counseling or in School Counseling. This program is appropriate for students who plan to use art therapy as part of their future counseling practice; it is not appropriate for students who solely wish to practice as art therapists, which requires graduate study in art therapy. Due to the condensed nature of the dual degree program, interested students will be expected to take courses over the summer and/or during January term. Students will plan their coursework with a faculty advisor during their first semester at the College (Undergraduate students who transfer to Hood may be admitted into the accelerated program, but they may not be able to complete both degrees as quickly as a non-transfer student). Students are encouraged to enroll in PSY 370A (Introduction to Counseling), meet with Counseling faculty about their interests, and pursue complementary experiences to solidify their own interest as well as enhance their application to the Counseling program. Admission to the M.S. in Counseling program is not automatic; dual-degree students will still need to apply to the Counseling program for admission.

PUBLIC HEALTH MAJOR, B.A.

Director: Sherita Henry

The public health major requires foundation and elective courses from different liberal arts as well as specialized public health courses. The foundation courses meet Core Curriculum requirements. A two semester capstone field practicum requires students apply public health

knowledge and practices in a specific practice setting. At least a C- must be earned in all listed requirements in order to advance in the major. Senior standing and an overall and major GPA of 2.00 is required to enroll in PH 445/446. A total of 58 credits are required for the major.

REQUIREMENTS FOR THE MAJOR

Foundation Requirements (10 credits)

BIOL 112	Biology of Food & Nutrition	4.0
BIOL 138	The Human Health Mosaic	3.0
PHIL 221	Ethics	3.0

Public Health Courses (42 credits)

PH 101	Introduction to Public Health	3.0
PH 102	Introduction to the US Healthcare System	3.0
PH 201	Research Methods in Public Health	3.0
PH 202	Biostatistics in Public Health	3.0
PH 203	Social/Behavioral Aspects of Pub Health	3.0
PH 204	Environmental Health	3.0
PH 205	Concepts of Disease/Population Health	3.0
PH 301	Public Health Communication/Marketing	3.0
PH 302	Epidemiology	3.0
PH 303	Regulatory Dimensions of Public Health	3.0
PH 445A	Public Health Capstone Experience 1A	4.0
PH 445B	Public Health Capstone Experience 1B	2.0
PH 446A	Public Health Capstone Experience 2A	4.0
PH 446B	Public Health Capstone Experience 2B	2.0

Recommended Electives-Select Two (6 credits)

BIOL 134	The Biology of Cancer	3.0
CHEM 105	Molecular Basis of Nutrition	3.0
MGMT 205	Principles of Management: Introduction to Organizations	3.0
PHIL 316/HON 316	Perspectives in Global Health	3.0
PHIL 319/HON 329	Biomedical Ethics	3.0
PSY 204	Psychology of Death	3.0
PSY 319	Drugs & Behavior	3.0
PSY 373	Psychology of Aging	3.0
PYSO 221	Social Gerontology	3.0
SOC 311	Sociology of Gender	3.0
SOC 323	Ethnicity in the United States	3.0
SOSW 312	Addictions	3.0
SOWK 325	From the Hospital to Home: Social Work and Community Behavioral Health	3.0

SOCIAL WORK MAJOR, B.A.

Director: Michelle Gricus

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 with diverse client groups across the lifespan, 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 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, corrections settings, school-based services for middle

school and high school age youth, long term care facilities, assisted living centers and mental health services. The choice of field setting is tailored to interests and learning needs of individual students, and field and service-learning experiences in related settings allow students to explore their individual interests. In addition, successful completion of the undergraduate degree may result in advanced standing for graduate social work studies.

Many social work majors choose to minor in criminology and delinquency or studies in women and gender.

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 several 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 138. Coursework completed at other colleges will satisfy this requirement only if exclusively devoted to human biology.) A minimum of 64 credits is required for the major, inclusive of foundation courses.

A grade of "C-" or above is required in all courses with a SOWK prefix and in SOC 101, SOC 260 and SOC 261. (Social work majors must earn a grade of C+ or above in SOWK 201 to continue in the major.)

Foundation Courses

BIOL 138	The Human Health Mosaic	3.0
PSY 101	Introduction to Psychology	3.0
ECON 205	Principles of Macroeconomics	3.0
	or	
SOC 300	Social Inequality	3.0
SOC 101	Principles of Sociology	3.0
	or	
SOC 215	Social Problems	3.0
SOC 260	Methods of Social Research	3.0
SOC 261	Quantitative Methods for the Social Sciences	3.0
SOC 323	Ethnicity in the United States	3.0

Social Work Courses

SOWK 201	Introduction to Social Work and the Human Services	4.0
SOWK 301	Social Policy and Human Service Programs	3.0
SOWK 327	Gerontological Social Work: Policy and Practice	3.0
SOWK 342	Social Work Methods I	3.0
SOWK 345	The Human Lifecycle and the Social Environment	3.0
SOWK 346	Human Rights and Social Justice	3.0
SOWK 442	Social Work Methods II	3.0
SOWK 445A	SoWk Field Practicum	4.0
SOWK 445B	SoWk Field Seminar	2.0
SOWK 446A	SoWk Field Practicum	4.0
SOWK 446B	SoWk Field Seminar	2.0
SOWK 452	Seminar on the Social Work Profession	3.0

Select either two social work electives or one social work elective and one recommended elective.

Social Work Electives:

SOWK 214	Child Welfare: Policies and Services	3.0
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SOSW 217	Juvenile Delinquency and Juvenile Justice	3.0
SOWK 230	Introduction to Families	3.0
SOWK 299	Special Topics	3.0
SOWK 302	Forensic Social Work	3.0
SOSW 312	Addictions	3.0
SOWK 325	From the Hospital to Home: Social Work and Community Behavioral Health	3.0

Recommended Electives:

AFPS 251	The African Diaspora	3.0
ANTH 201	Introduction to Anthropology	3.0
PSY 204	Psychology of Death	3.0
PSY 208	Psychology of Adolescence	3.0
PYSO 221	Social Gerontology	3.0
PSY 239	Developmental Psychology	3.0
PSY 373	Psychology of Aging	3.0
PSY 431	Psychological Disorders	3.0
SOC 216	Criminology	3.0
SOC 263	Grant Writing & Community Based Research	3.0
SOC 300	Social Inequality	3.0
SOC 311	Sociology of Gender	3.0
SOC 318	Global Social Problems	3.0
SOC 353	Deviance and Social Control	3.0

SOC 300: (if not taken to fulfill a foundation course for the major)

Additional courses may be considered as recommended electives at the discretion of the social work program.

SCREENING FOR SOCIAL WORK MAJOR

Students wishing to major in social work are encouraged to formally declare the major before taking 300-level coursework in the major. Prior to entering the field placement process, an 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. During the spring semester of their junior year (or when they are enrolled in SOWK 342), 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 service-learning 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, health care, 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 more specialized subjects, such as social problems, gender, social inequality, ethnicity, health care, 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.

The sociology major pairs nicely with several other majors including Arabic and middle eastern studies, art and archeology, English, French, global studies, history, law and criminal justice, music, philosophy, political science, psychology, and Spanish.

The sociology major also allows students the flexibility to complete one or more minors such as, but not limited to, African American studies, archeology, business administration, criminology and delinquency, environmental studies, journalism, management, nonprofit and civic engagements studies, psychology, public relations, social work pre-professional practice, studies in women and gender, and philosophy. Students are encouraged to discuss post-graduation goals with their academic advisors to develop a tailored academic plan.

REQUIREMENTS FOR THE MAJOR

The sociology major requires a minimum of 30 credits in sociology. Additionally, students must earn at least a C- in SOC 101, SOC 259, SOC 260, SOC 261, SOC 263, and SOC 482 to fulfill the prerequisites for higher level courses and to continue in the major. Students who fall below 2.0 major GPA risk being dropped from the major. Students with at least a 2.5 overall GPA are highly encouraged to complete an internship in their junior and/or senior year.

Required courses:

SOC 101	Principles of Sociology	3.0
SOC 259	Sociological Theory	3.0
SOC 260	Methods of Social Research	3.0
SOC 261	Quantitative Methods for the Social Sciences	3.0
SOC 263	Grant Writing & Community Based Research	3.0
SOC 482	Practicum in Social Research	3.0

Choose at least two from the following:

SOC 300	Social Inequality	3.0
SOC 311	Sociology of Gender	3.0
SOC 318	Global Social Problems	3.0
SOC 323	Ethnicity in the United States	3.0

Students may complete an internship, teaching assistantship, independent study, and/or additional elective courses in sociology (SOC/SOSW) (6 credits) to ensure at least 30 credits are earned.

SPANISH: IBERIAN AND LATIN AMERICAN CULTURAL STUDIES MAJOR, B.A.

The Department of Global Languages and Cultures offers a major in Spanish: Iberian and Latin American Cultural Studies for students who desire a comprehensive knowledge of the language as well as the cultures, identities and nations of the Spanish speaking world in a global context with more fluid borders. Spanish, the common language to twenty-one countries in both Latin America and Spain and the second major language in the United States, is at the center of our program. Besides ensuring an advanced to superior proficiency in Spanish, the major provides students with a strong foundation for the study of the cultural, historical, linguistic and political complexities of the Iberian and Latin American regions in order to prepare students for their professional and academic future.

Students graduating from the major will be able to work in various venues in government agencies, international organizations, NGOs, teaching, and translation in the U.S. or abroad. After completion,

students will be prepared to further studies at the graduate level in related fields of study.

Students are required to study abroad for at least one semester, or live two years in the Spanish House.

REQUIREMENTS FOR THE MAJOR

Spanish: Iberian and Latin American Cultural Studies majors are required to take 30 credits in Spanish at the 200 level or above, 12 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: Iberian and Latin American Cultural Studies must be qualified to enroll in courses at the 200 level or above.)

Required courses:

SPAN 203	Spanish Conversation & Composition	3.0
SPAN 315	Advanced Composition	3.0

Two courses in Iberian Cultural Studies:

SPAN 204	Spanish Culture and Civilization	3.0
SPAN 207	Cultural Perspectives on Spanish Literature I	3.0
SPAN 208	Cultural Perspectives on Spanish Literature II	3.0

Two courses in Latin American Cultural Studies:

SPAN 215	Hispanic & Latino Film	3.0
SPAN 220	Cultural Perspectives on Latin America	3.0
SPAN 240	Latin American Lit Popular Culture	3.0

12 credits 300-level or higher

One 300-400 level in each (Iberia and Latin America) should be taken at Hood College.

SPAN 310	100 Years of Spanish Non-Fiction Films	3.0
SPAN 323	Spanish Cinema	3.0
SPAN 333	Latin American Poetry	3.0
SPAN 336	Latin American Fiction	3.0
SPAN 343	Spanish Theater	3.0
SPAN 397	Special Topics	3.0
SPAN 470	Seminar: Latin America or Iberia	3.0

Subtotal: 30.0

SPANISH EDUCATION CERTIFICATION

Spanish majors may also wish to obtain certification to teach in grades preK-12. To earn eligibility for a teaching certificate in Maryland, all program requirements for the major, concentration, and secondary education program must be met. See Education, Secondary Education Certification (p. 83) for more information.

SUSTAINABILITY STUDIES, B.A.

Director: Drew Ferrier

Academic Coordinator: Katie Huy

Sustainability has a uniquely human perspective. It is rooted in decisions we make about the quality of life we want for ourselves, our community, and future generations. The major is designed to thoughtfully integrate the liberal arts and technology, to explore the values and the cultivation of community, and to equip students for lives of responsibility, service, civic engagement and leadership.

The Sustainability Studies program emphasizes three interrelated areas that form a framework for studying the complexities of sustainable societies: 1) Sustainable Watersheds; 2) Sustainable Energy; and 3) Sustainable Food Systems. All three focus areas within the Sustainability Studies program feature systems thinking, high impact practices, content

knowledge, field and laboratory research, and civic engagement and service learning. These activities will be incorporated in introductory coursework and revisited by students in classes taken throughout the major.

There are many career paths in sustainability for graduating students. Given the unique framework of our Sustainability Studies major, we provide our students with a competitive advantage when applying for jobs in their field. Many positions classified within the manufacturing and service economies contain significant responsibilities toward enhancing sustainable practices for their companies or for their clients. Sustainability majors will also find employment in municipal, state, or federal government agencies, as well as non-profit organizations. As a Sustainability Studies major it is critical to work closely with your academic advisor to craft the career path that best fits your goals.

REQUIREMENTS FOR THE MAJOR

The Sustainability Studies major provides foundational knowledge and skills that are further developed in upper level electives. These foundations are based in the environmental sciences and extend deeply into the intersection of human activities and quality of life issues pertaining to the need for clean water, healthy food and sustainable energy. Courses emphasize the development of hands-on skills, as well as the systematic introduction of concepts and applications of recently acquired principles.

Course information is put into practice during numerous opportunities offered in Focus Area elective courses. The program culminates by having each student complete a capstone project in the form of an individual research experience or an internship with a business, nonprofit, or municipal organization involved in some aspect of sustainability.

Required Courses

ENSP 101	Environmental Problems	3.0
ENSP 102	Environmental Science Laboratory	1.0
ENSP 110	Environmental Science II	3.0
BIOL 201	Evolution and Ecology	4.0
SUS 101	Introduction to Sustainability	3.0
MATH 112	Applied Statistics	3.0
SUS 201	Sophomore Sustainability Seminar	3.0
SUS 301	Sustainable Energy Systems	3.0
SUS 302	Sustainable Watershed Management	4.0
SUS 303	Sustainable Food Systems	3.0
SUS 310	Experiential Rotation in Sustainability	4.0

Two courses from the following (a minimum of 7 credits)

ENSP 103	Intro to Geographic Information Systems	4.0
ENSP 300	Environmental Geoscience	4.0
ENSP 411/ENV 511	Conservation Biology	3.0
ENSP 407/ENV 507	Natural Resource Management	3.0

Focus Area Electives- 4 more courses, distributed as follows (13 to 16 credits)

- 2 courses in one of the following Focus Areas
- 1 course from each of the other two Focus Areas
- One of the courses must be 4 credits
- A single course can only be used to fulfill one focus area elective

Focus in Sustainable Energy/Biofuels

SUS 320	Biotechnology of Food and Fuels	3.0
SUS 410	Bioengineering for Sustainability	4.0

Focus in Sustainable Food Systems

SUS 315	Community-Based Food Systems	4.0
SUS 320	Biotechnology of Food and Fuels	3.0
SUS 325	Agroecology	4.0
SUS 415	Urban Agriculture	4.0

Focus in Sustainable Watershed Management

SUS 325	Agroecology	4.0
BIOL 309	Aquatic Ecology	4.0
ENSP 400	Watershed Hydrology	3.0
ENSP 403	Pollution Biology	3.0
403/ENV 503		

Capstone Experience (minimum 3 credits)

SUS 375	Independent Study in Sustainability	1.0 - 3.0
SUS 399	Internship in Sustainability	3.0 - 15.0

BA AND MS 4PLUS PROGRAM IN SUSTAINABILITY STUDIES AND NUTRITION

The Biology department and the School of Behavioral Health and Sciences offers a dual degree (B.A./M.S.) for motivated, academically talented students with a minimum cumulative GPA of 3.5 in the Sustainability Studies major. Students will accelerate completion of the undergraduate Bachelor of Arts major in Sustainability Studies and the Master of Science in Nutrition, Sustainability Studies and Applied Nutrition track. Due to the condensed nature of the 4Plus program path, interested students are strongly encouraged to plan their coursework with their faculty advisor during their first semester at the College.

4Plus approved students must meet the M.S. in Nutrition science admission course requirements, which includes:

- 2 Chemistry courses (e.g. CHEM 101 and BIOL 412)
- 2 Biology courses (e.g. BIOL 201 and BIOL 411)
- 1 Principles of Nutrition course

Total = 11 credits

The 4Plus pathway offers an opportunity to apply up to 9 credits of graduate coursework to apply to both the B.A. and M.S. degrees. In addition, students may request to complete graduate coursework as undergraduate students, for graduate credit only, to help accelerate the progress towards the M.S. completion. Students should plan on taking graduate level coursework during their junior and senior years. The exact trajectory of each student, including whether both degrees can be accomplished within 5 years, will depend on course availability, need for developmental coursework, timeline to graduation, and student preference.

Courses that are cross-listed and may apply towards both degrees are:

- ENSP 403/ENV 503 Pollution Biology
- SUS 410/NUTR 510 Bioengineering for Sustainability
- SUS 415/NUTR 515 Urban Agriculture

***Note – students should enroll in the graduate level courses (500-level) to count towards both degrees; students must have submitted the 4Plus Dual*

Degree Request form and have been approved to pursue this 4Plus pathway to enroll in graduate coursework that will apply to both degrees.

Some graduate level courses that students may take as undergraduates, but for graduate credit only are:

- NUTR 500 Sustainable Food Systems & Food Security
- NUTR 505 Leadership, Management & Advocacy Seminar
- NUTR 509 Program Planning, Management & Eval
- ENV 505 Biostatistics

***Note – students should not expect to be able to take additional graduate coursework for graduate credit only due to the undergraduate coursework that is required, however, in some rare circumstances, some high achieving students who have processed through their undergraduate requirements quickly, may be able to.*

Approval to pursue the 4Plus program path for the M.S. in Nutrition does not guarantee admission to the degree program; students must officially apply to the Nutrition program through the graduate school office (www.hood.edu/gradapply).

UNDERGRADUATE MINORS

Minors

The following minors are offered at Hood:

- Actuarial Science (p. 104)
- African-American Studies (p. 105)
- Arabic and Middle Eastern Studies (p. 105)
- Archaeology (p. 106)
- Art History (p. 106)
- Biology (p. 106)
- Biopsychology (p. 106)
- Business Administration (p. 107)
- Chemistry (p. 107)
- Classical Studies (p. 107)
- Coastal Studies (p. 107)
- Computer Science (p. 107)
- Criminology and Delinquency (p. 108)
- Data Science (p. 108)
- Economics (p. 108)
- Environmental Studies (p. 109)
- Ethics (p. 109)
- Forensic Psychology (p. 109)
- French (p. 110)
- German (p. 110)
- Global Studies (p. 110)
- Graphic Design (p. 110)
- History (p. 111)
- Journalism (p. 111)
- Literature (p. 111)
- Management (p. 111)
- Mathematics (p. 111)
- Mathematics Education (p. 111)
- Music (p. 111)
- Nonprofit and Civic Engagement Studies (p. 112)
- Philosophy (p. 112)
- Physics (p. 112)
- Political Science (p. 113)
- Psychology (p. 113)
- Public History (p. 113)
- Public Relations (p. 113)
- Religion (p. 114)
- Social Science Research (p. 114)
- Social Work, Pre-Professional Practice (p. 114)
- Sociology (p. 114)
- Spanish (p. 114)
- Studies in Women and Gender (p. 115)
- Studio Art (p. 115)
- Theater and Drama (p. 115)

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 list of discipline specific courses required for 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 in the minor.
- Students must have completed a minimum of 9 credits completed at Hood College for the minor to be listed on the academic record.
- A minimum of 15 credits and a maximum of 21 credits may be counted in the minor.
- Courses counted in the minor may also count in the Core.
- Minors must be declared no later than the end of the junior year.
- 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 required of minors.

ACTUARIAL SCIENCE MINOR

Coordinator: James Parson

An actuary is someone who uses knowledge of mathematics and finance to manage financial uncertainty. Actuaries work for insurance companies, for private corporations, for the government, and as consultants. Being an actuary is consistently ranked as one of the best jobs in America – where people are happiest and best-paid. The goal of this minor is to help prepare students to be an actuary.

Students pursuing the actuarial science minor usually major in a related field; students with majors other than the ones listed below should contact the coordinator to design an appropriate program.

ACTUARIAL SCIENCE MINOR FOR BUSINESS ADMINISTRATION MAJOR

Courses:

ECON 480	Econometrics	3.0
MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
MATH 253	Multivariable Calculus	4.0
MATH 351	Probability	3.0

Subtotal: 18.0

ACTUARIAL SCIENCE MINOR FOR ECONOMICS MAJOR

Courses:

MATH 202	Calculus II	4.0
MATH 253	Multivariable Calculus	4.0
MATH 339	Linear Algebra	3.0
MATH 351	Probability	3.0
MGMT 281	Principles of Financial Accounting	3.0

Subtotal: 17.0

ACTUARIAL SCIENCE MINOR FOR MATHEMATICS MAJOR

Courses:

ECON 205	Principles of Macroeconomics	3.0
ECON 206	Principles of Microeconomics	3.0
ECMG 303	Principles of Finance & Investment	3.0
ECON 306	Microeconomic Analysis	3.0
ECON 480	Econometrics	3.0
MGMT 281	Principles of Financial Accounting	3.0

Mathematics majors must choose MATH 351 Probability and Statistics when choosing courses for the major. Students are also encouraged to choose MATH 320 Modeling and Simulation as part of the mathematics major.

Subtotal: 18.0

AFRICAN-AMERICAN STUDIES MINOR

Coordinator:

Terry Scott

The African-American Studies program, an interdisciplinary minor, 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.

REQUIREMENTS FOR THE MINOR (TO INCLUDE TWO COURSES AT THE 300-LEVEL OR ABOVE)

Required (15 credits):

AFPS 251	The African Diaspora	3.0
AFHS 257	The African American Experience	3.0
AFEN 265	African American Voices Before 20th Century	3.0
	or	
AFEN 266	The Harlem Renaissance and Beyond: 20th Century African American Literature	3.0
	or	

ENGL 286	Genre Studies: African American Poetry	3.0
AFPS 240	African American Politics	3.0
AFPS 353	or Contemporary African Political Thought	3.0
AFAM 399	Internship in African American Studies	3.0 - 6.0

One elective course from the following:

NOTE: AFEN 265, AFEN 266, AFPS 240, AFPS 353 and ENGL 286 may be used to complete this category only if the course was not used to fulfill one or more of the 12 credits listed above.

AFPS 240	African American Politics	3.0
AFEN 265	African American Voices Before 20th Century	3.0
AFEN 266	The Harlem Renaissance and Beyond: 20th Century African American Literature	3.0
AFPY 270	African American Psychological Perspectives	3.0
AFAM 299	Special Topics	3.0
AFPS 301	African American Political Autobiography	3.0
AFRL 311	Black Theology	3.0
AFAM 335	Teaching Assistantship in African American Studies	1.0 - 2.0
AFPS 353	Contemporary African Political Thought	3.0
AFHS	Race and Racism in the United States	3.0
424/AFHS 524	African American Feminist Thought	3.0
AFPS	Art of Egypt and Mesopotamia	3.0
470/AFPS 570	Genre Studies: African American Poetry	3.0
ART 349	Francophone Women Writers	3.0
ENGL 286	Modern Africa, 1400-Present	3.0
FREN 320	African Americans and Sports	3.0
HIST 246	Blacks and American Law	3.0
HIST 358	Philosophy of Race	3.0
HIST 378	PSCI 354 African Political Autobiography	3.0
PHIL 323	Civil Liberties	3.0
PSCI 354	405/PSCI 505	
PSCI	Subtotal: 18.0	

ARABIC AND MIDDLE EASTERN STUDIES MINOR

Coordinator:

Donald Wright

REQUIREMENTS FOR THE MINOR

Required:

ARAB 101	Elementary Arabic I	4.0
ARAB 102	Elementary Arabic II	4.0
MEST 300	Cultures of the Middle East	3.0
	or	

Two of the following, at least one at the 300 level:

(May also be fulfilled during an approved semester or year of study abroad)

ANTH 302	Cultural Anthropology	3.0
ARAB 203	Arabic Conversation & Composition	3.0
ART 319	Orientalism & Egyptomania: Rediscovering & Remaking the Ancient Middle East	3.0
ARRL 330	Archaeology of Ancient Israel	3.0
ART 349	Art of Egypt and Mesopotamia	3.0
HIST 309	Islam & the Crusades	3.0
PSCI 200	Political Violence and Terrorism	3.0

PSCI 210	Comparative Politics	3.0
PSCI 215	International Relations	3.0
PSCI 302	9/11 in Global Perspective	3.0
PSCI 305	U.S. Foreign Policy	3.0
PSCI 323	Politics of the Developing World	3.0
SOC 318	Global Social Problems	3.0
Subtotal: 6.0-8.0		

ARCHAEOLOGY MINOR

Coordinator: Jennifer Ross

Students majoring in a number of fields, including history, literature, foreign languages or the sciences, may wish to minor in archaeology, as it can complement the major field and introduce new areas and methods of study. The minor is interdisciplinary, requiring coursework in archaeological methods, regional studies, ancient history and literature.

REQUIREMENTS FOR THE MINOR

Required:

ART 220	Global Art and Architecture I	3.0
ART 312	Archaeology: Cultures, Technologies, Methods and Theories	3.0
ART 370	Archaeological Fieldwork	3.0
	or	
ART 380	Archaeological Laboratory Analysis	3.0
	or	
ART 399	Internship in Art	3.0 - 15.0
ART 399C	Archaeological Internship & Fieldwork Colloquium	1.0

One of the following:

ART 231	Archaeology of Native North America	3.0
ART 340	Art of Prehistory	3.0
ART 349	Art of Egypt and Mesopotamia	3.0
ART 350	Classical Art and Archaeology	3.0
ARLS 354	Mesoamerican Art and Archaeology	3.0

One of the following:

ANTH 201	Introduction to Anthropology	3.0
CL 202	Mythology	3.0
HIST 365	The Ancient Near East and Greece	3.0
HIST 366	Ancient Rome	3.0

Subtotal: 16.0

ART HISTORY MINOR

Coordinator: Kimberly Morse-Jones

Students majoring in one of the humanities—history, literature, foreign languages - 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

Required

ART 220	Global Art and Architecture I	3.0
ART 221	Global Art and Architecture II	3.0

One of the following:

ART 219	Art of Three Faiths	3.0
ART 250	Art of Asia	3.0
ART 340	Art of Prehistory	3.0
ART 349	Art of Egypt and Mesopotamia	3.0
ART 356	Art of Japan	3.0
ART 372C	Arts of the Non-Western World: Islamic Art	3.0

One of the following:

ART 304	American Art before 1900	3.0
ART 308	Myths, Saints and Symbols	3.0
ART 350	Classical Art and Archaeology	3.0
ART 351	Medieval Art	3.0
ART 352	Northern Renaissance Art	3.0
ART 353	Early Renaissance Art	3.0
ART 358	Baroque Art	3.0
ART 360	Nineteenth Century Art	3.0
ART 361	Contemporary Art and Theory	3.0
ART	Contemporary Topics in Visual Art	3.0
468/ART 568		

One additional 300-level or above art history course (ART) for 3 credits

- ART 300, 335, 370 and 380 may NOT count towards the Art History Minor.

Subtotal: 15.0

BIOLOGY MINOR

Coordinators: Drew Ferrier and Craig Laufer

The biology minor provides students a foundation in biology. The biology minor is organized to familiarize students with the broad areas of biological investigation, cellular and molecular biology, physiology, organismal biology and ecology.

REQUIREMENTS FOR THE MINOR

Required:

BIOL 110-129	Biological Inquiry	4.0
BIOL 201	Evolution and Ecology	4.0
BIOL 202	Physiology of Plants & Animals	4.0
BIOL 203	Introduction to Cell Biology & Genetics	4.0
CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0

Subtotal: 24.0

BIOPSYCHOLOGY MINOR

Coordinator: Shannon Kundey

The biopsychology minor allows students to explore the intersection of biology and psychology. Through a variety of coursework, students learn how the brain, neurotransmitters, and other aspects of our biology influence our behaviors, thoughts, and emotions. Note: This minor is only open to non-psychology majors and those not pursuing a psychology minor.

REQUIREMENTS FOR THE MINOR

Foundation Requirements:

PSY 101	Introduction to Psychology	3.0
PSY 211	Elementary Statistics	3.0

Concentration Requirements:

PSY 300	Cognitive Psychology	3.0
PSY 301	Human Memory	3.0
PSY 409	Learning and Memory	3.0
PSY 303	Animal Minds	3.0
PSY 400	Neuropsychology	3.0
PSY 418	Physiological Psychology	3.0

Breadth Requirement (3-4 credits)

PSY 312	Research Methods I	4.0
PSY 319	Drugs & Behavior	3.0
PSY 375	Independent Study in Psychology	1.0 - 3.0
	Course from 'either-or' option not taken for the concentration requirement above	3.0

*PSY 211: Statistics courses completed in another discipline will fulfill the requirement but will not count toward the 18-credit minimum in psychology courses. Students who take a statistics course in another discipline should take two PSY-prefixed electives from the breadth requirement along with the other requirements.

** PSY 409: Students wanting to take PSY 409 should take PSY 312 as their elective as it is a prerequisite to PSY 409.

***3 credits of independent study in biopsychology with a faculty sponsor in Psychology. Credits can be allocated across the academic year if desired (e.g. 1 credit in Fall, 2 in Spring).

BUSINESS ADMINISTRATION MINOR

Coordinator: Anita Jose, ajose@hood.edu; 301-696-3691

REQUIREMENTS FOR THE MINOR**Required:**

ECON 206	Principles of Microeconomics	3.0
MGMT 205	Principles of Management: Introduction to Organizations	3.0
MGMT 281	Principles of Financial Accounting	3.0
MGMT 284	Principles of Managerial Accounting	3.0

Two of the following:

ECMG 303	Principles of Finance & Investment	3.0
MGMT 306	Principles of Marketing	3.0
MGMT 312	Analytical Methods of Management	3.0
MGMT 314	International Business	3.0
MGMT 454	Legal Environment of Business	3.0

Subtotal: 18.0

CHEMISTRY MINOR

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.

REQUIREMENTS FOR THE MINOR**Required:**

CHEM 101	General Chemistry I	4.0
CHEM 102	General Chemistry II	4.0
CHEM 209	Organic Chemistry I	4.0
CHEM 210	Organic Chemistry II	4.0

8 credits from the following:

CHEM 215	Quantitative Analysis	4.0
CHEM 301	Biological Chemistry I	4.0
CHEM 324	Instrumental Methods of Analysis	4.0
CHEM 402	Biological Chemistry II	3.0
CHEM 403	Biological Chemistry Lab Techniques	1.0
CHEM 431	Quantum Mechanics	3.0
CHEM 433	Quantum Mechanics Laboratory	1.0

Subtotal: 24.0

CLASSICAL STUDIES MINOR

Coordinator: Jennifer Ross

The classical studies minor combines courses in the fields of history, philosophy and religion, 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**Required:**

ART 350	Classical Art and Archaeology	3.0
LAT 101	Elementary Latin I	4.0
HIST 365	The Ancient Near East and Greece	3.0
	or	
HIST 366	Ancient Rome	3.0

Students placed in a higher level of classical Latin (LAT 201 or LAT 202) by placement test may substitute the higher-numbered course for this requirement, but may not place out of this requirement.

Two of the following:

ART 312	Archaeology: Cultures, Technologies, Methods and Theories	3.0
ART 332	Aegean Archaeology	3.0
CL 202	Mythology	3.0
CL 302	Classical Mythology	3.0
ENGL 221	World Literature	3.0
PLRL 205	Classical Religion & Philosophy	3.0
PHIL 305	Great Figures in Western Political Thought	3.0
PHIL 307	History of Philosophy: The Ancient World to the Renaissance	3.0
PHIL 360	Topics in Ancient Greek Philosophy	3.0
PSCI 332	Ancient Medieval Political Thought	3.0

Subtotal: 16.0

COASTAL STUDIES MINOR

Director: Drew Ferrier

Coordinator: Katherine Huy

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.

REQUIREMENTS FOR THE MINOR**Required courses (block-scheduled during fall semesters):**

ENSP 210	Coastal Oceanography	4.0
ENSP 212	Coastal Community Ecology	4.0
ENSP	The Chesapeake Bay: Human Impact on a Natural System	3.0
307/HON 307		
ENSP 370	Coastal Studies Practicum	2.0

One block-scheduled elective offered as part of the Coastal Studies Semester which may include:

ENGL	American Landscapes: Environmental Literature in the United States	3.0
368/HON 368		
ENSP 299	Special Topics: Environmental Science & Policy	4.0

One of the following:

BIOL 348	Tropical Marine Ecology	3.0
	Subtotal: 20.0	

COMPUTER SCIENCE MINOR

Coordinator: William Pierce

The computer science minor provides students an organized exposure and a breadth of knowledge and basic skills in areas that form the foundation of computer science. Students add more depth by selecting electives for the minor from a broad list of advanced computer science courses.

Completing the minor and studying computer science exposes students to computational thinking and provides sought after skills that add an additional career dimension to students majoring in almost any discipline.

REQUIREMENTS FOR THE MINOR

Required:

MATH 207	Discrete Math	3.0
CS 201	Computer Science I	4.0
CS 202	Computer Science II	4.0
	Nine additional credits of computer science courses as electives, six of which must be at the 200-level or above	9.0

CS 335 and CS 399 may not be applied toward the minor.
Subtotal: 20.0

CRIMINOLOGY AND DELINQUENCY MINOR

Coordinator: Jolene Sanders

This interdisciplinary minor is designed for students whose career plans include working with, or advocating for, people within the criminal or juvenile justice systems; counseling juvenile or adult offenders or victims; serving as consultants or expert witnesses regarding mental health, child custody, domestic violence, and other issues; advocating for reforms within the prison system; or working in settings such as substance abuse programs, community-based agencies serving ex-offenders, parole and probation agencies, and state and federal correctional facilities. The minor complements many majors, including social work, sociology, psychology, law and criminal justice, and political science. Students are encouraged to complete an internship in a criminal or juvenile justice setting and/or to conduct independent research on a topic of interest related to the minor.

REQUIREMENTS FOR THE MINOR

Required:

SOC 101	Principles of Sociology	3.0
SOC 216	Criminology	3.0
SOSW 217	Juvenile Delinquency and Juvenile Justice	3.0
SOWK 201	Introduction to Social Work and the Human Services	4.0
SOWK 302	Forensic Social Work	3.0

Electives (choose at least one):

CJ 230	Introduction to Criminal Justice	3.0
LW 230	Introduction to Law	3.0
PSY 203	Survey of Clinical, Community and Counseling Psychology	3.0
PSY 319	Drugs & Behavior	3.0
PSY 370I	Seminar: Psychological Bases of Criminal Behavior	3.0
PSY 431	Psychological Disorders	3.0
SOC 300	Social Inequality	3.0
SOC 323	Ethnicity in the United States	3.0
SOC 353	Deviance and Social Control	3.0
SOC 375	Independent Study	1.0 - 3.0

SOWK 375	Independent Study	1.0 - 3.0
SOC 399	Internship	3.0 - 15.0
SOWK 214	or Child Welfare: Policies and Services	3.0
Subtotal: 19.0-20.0		

DATA SCIENCE MINOR

Coordinator: Jill Tysse

The Data Science minor is open to students from all majors. The academic discipline of Data Science has emerged in recent years to handle the analysis of more readily available "big data" in all areas of life. Data scientists apply tools originating in the fields of computer science, mathematics, and statistics to their core activities: data collection, processing, analysis, inference, and interpretation and communication of such analyses in an ethical manner.

REQUIREMENTS FOR THE MINOR

Required

One introductory statistics course from the following:

MATH 112	Applied Statistics	3.0
MATH 213	Statistical Concepts and Methods	4.0
ECMG 212	Statistics for Economics & Management	3.0
PSY 211	Elementary Statistics	3.0

**Students taking MATH 112 or PSY 211 or ECMG 212 as their introductory statistics course must also have Level III mathematics placement to proceed with the minor.*

Other Requirements

CS 100	Applied Computing I	3.0
CS 200	Applied Computing II	3.0
MATH 313	Statistical Modeling	3.0

Electives

One of the following:

CS 422/CS 522	Data Mining	3.0
CS 427/CS 527	Data Science	3.0
CS 443/CS 543	Machine Learning	3.0

An appropriate alternative 3-credit elective, may be substituted upon approval by the Minor Coordinator.

Subtotal: 15.0-16.0

ECONOMICS MINOR

Coordinator: Sang W. Kim

REQUIREMENTS FOR THE MINOR

Required:

ECON 205	Principles of Macroeconomics	3.0
ECON 206	Principles of Microeconomics	3.0
ECON 305	Macroeconomic Analysis	3.0
ECON 306	Microeconomic Analysis	3.0

Two of the following:

ECON 304	International Political Economy	3.0
ECON 310	Environmental Economics	3.0
ECON 316	Game Theory	3.0
ECON 317	Economics of Development	3.0
ECON 320	The Economics of Gender	3.0

ECON 324	International Trade	3.0
ECON 326	Industrial Organization	3.0
ECON 328	Labor Economics	3.0
One of the following:		
ECON 410	Public Economics	3.0
ECON 452	History of Economic Thought	3.0
ECON 460	International Finance & Open Economy	3.0
	Macroeconomics	
ECON 480	Econometrics	3.0
Subtotal: 21.0		

ENVIRONMENTAL STUDIES MINOR

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

Required:

BIOL 110-129	Biological Inquiry	4.0
BIOL 201	Evolution and Ecology	4.0
BIOL 338	Advanced Ecology	4.0
ENSP 101	Environmental Problems	3.0
PSCI 203	Introduction to U.S. Politics	3.0
ECPS 414/ECPS 514	Environmental Policy	3.0
Subtotal: 21.0		

ETHICS MINOR

Coordinator: Karen Hoffman

The ethics minor provides an academic structure to the rigorous study of both ethical theory and ethical practice. Grounded in philosophy, the program is nevertheless interdisciplinary in the wide range of majors with which it can interface. Students who complete the minor will have (1) a solid grasp of the foundations of and differences between the major theories of normative value, (2) a facility with the application of these theories to practical situations that includes an awareness of their respective advantages & disadvantages, potential conflicts, and areas of corroboration, (3) a recognition of the diverse instantiations of the main ethical theories in divergent cultures, and (4) an awareness of ethical thinking as embodying sensibilities about and remedies to inequitable power differentials and other injustices.

REQUIREMENTS FOR THE MINOR

Required

PHIL 221	Ethics	3.0
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Advanced Ethical Theory

PHIL 319/HON 329	Biomedical Ethics	3.0
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History of Ethics

At least one course, and up to two courses, in the History of Ethics from among the following:

PHIL 305	Great Figures in Western Political Thought	3.0
PHIL 307	History of Philosophy: The Ancient World to the Renaissance	3.0
PHIL 308	History of Philosophy: The Early Modern Era to the 20th Century	3.0
PHIL 360	Topics in Ancient Greek Philosophy	3.0
REL 342	From Abolitionism to Human Rights	3.0

Inequitable Power Differentials

At least one course, and up to two courses, that document and analyze different ethical responses to Inequitable Power Differentials from among the following:

AFPS 470/AFPS 570	African American Feminist Thought	3.0
AFPS 301	African American Political Autobiography	3.0
AFRL 311	Black Theology	3.0
AFPS 353	Contemporary African Political Thought	3.0
ECON 320	The Economics of Gender	3.0
PHIL 203	Philosophical Issues in Feminism	3.0
PSCI 354	African Political Autobiography	3.0
PSCI 323	Politics of the Developing World	3.0
PSCI 336	Gender and the Law	3.0
SOC 311	Sociology of Gender	3.0
SOC 318	Global Social Problems	3.0
SOC 323	Ethnicity in the United States	3.0

Ethical Theory in Context

If a fifth course has not been chosen from the above lists, the student may choose one of the following courses that allow the student to apply ethical theory in specific contexts:

ENGL 364/HON 364	Exploring Utopia	3.0
ENPL 267	Thematic Studies: Vice and Virtue	3.0
HON 304	Censorship in America	3.0
PHIL 200	Contemporary Philosophical Topics	3.0
PHIL 211	Philosophy Through Film	3.0
PHIL 220	Professional Ethics	3.0
PHIL 315/HON 315	Literature of Moral Reflection	3.0
PLRL 219	Ethics & Leadership	3.0
PSCI 304	Philanthropy and Civic Life	3.0
PSCI 323	Politics of the Developing World	3.0
PSCI 332	Ancient Medieval Political Thought	3.0
PSCI 333	Modern Political Thought	3.0
PSCI 405/PSCI 505	Civil Liberties	3.0
REL 203	Old Testament	3.0
REL 204	The New Testament	3.0

FORENSIC PSYCHOLOGY MINOR

Coordinator: Molly Moreland

The 21-credit forensic psychology minor enables students to explore the intersection of psychology and the law. Through a variety of coursework, students learn how the law guides psychological research and practice as well as how psychological research impacts legislation, public policy, and court decisions. Note: This minor is only open to non-psychology majors.

REQUIREMENTS

Foundation Requirements

PSY 101	Introduction to Psychology	3.0
PSY 302	Psychology and Law	3.0

Electives

5 classes, minimum 15 credits total, must choose at least one class from each set:

Set 1: Clinical General Knowledge

PSY 370A	Seminar: Introduction to Counseling	3.0
PSY 431	Psychological Disorders	3.0

Note: Prerequisite for PSY 370A is Junior Standing and PSY 101 and Junior Standing for PSY 431

Set 2: Deeper and Specialized Knowledge of the Legal System

SOC 216	Criminology	3.0
SOSW 217	Juvenile Delinquency and Juvenile Justice	3.0
SOWK 302	Forensic Social Work	3.0
PSCI 200	Political Violence and Terrorism	3.0
CJ 230	Introduction to Criminal Justice	3.0
LW 230	Introduction to Law	3.0

Set 3: Knowledge of Psychometrics, Psychological Assessment in Psychology, or Research in Psychology and Law

PSY 375	Independent Study in Psychology	1.0 - 3.0
PSY 400	Neuropsychology	3.0
PSY 401	Theories of Personality	3.0
PSY 434	Foundations of Psychological Testing	3.0

Note: PSY 375 Independent Study may be approved with a faculty sponsor in psychology, has a prerequisite of PSY 302, and credits can be allocated across the academic year if desired (e.g., 1 credit in Fall, 2 credits in Spring).

Note: PSY 400 and PSY 401 have prerequisite of Junior Standing; PSY 434 has prerequisites of Junior Standing and Statistics (MATH 112, PSY 211 or SOC 261)

Subtotal: 21.0

FRENCH MINOR

Coordinator: Didier Course

Students with a minor in French will learn about the French language and culture through a combination of courses designed to improve language skills and expose students to French civilization.

REQUIREMENTS FOR THE MINOR**Required:**

FREN 203	French Conversation & Composition	3.0
FREN 207	Cultural Perspectives on French Literature I	3.0
or		
FREN 208	Cultural Perspectives on French Literature II	3.0
	One French civilization course	3.0
	One additional French course at the 203-level or above	3.0
	One 300-level French course	3.0

Subtotal: 15.0

GERMAN MINOR

Coordinator: Scott E. Pincikowski

A minor in German exposes students to German culture, civilization and language.

REQUIREMENTS FOR THE MINOR**Required:**

GER 203	German Conversation & Composition	3.0
GER 207	Cultural Perspectives on German Literature I	3.0
or		
GER 208	Cultural Perspectives on German Literature II	3.0
	One German civilization course	3.0
	One 300-level German course	3.0

One additional German course at the 203-level or above

3.0

GLOBAL STUDIES MINOR

Coordinator: Paige Eager

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.

REQUIREMENTS FOR THE MINOR**Required:**

GLBS 200	Introduction to Global Studies	3.0
GLBS 300	Challenges and Opportunities of Globalization	3.0

One course from either concentration**One course from Global Cultures and Society:**

ANTH 302	Cultural Anthropology	3.0
ART 250	Art of Asia	3.0
ART 372	Arts of the Non-Western World	3.0
GLBS 301	Human Migrations: Refugees and IDPs	3.0
HIST 330	Cultural Encounters in LatAm Hist	3.0
MEST 300	Cultures of the Middle East	3.0
PHIL	Perspectives in Global Health	3.0
316/HON 316		
SOC 318	Global Social Problems	3.0

Three credits from Global Governance and Conflict:

CMA 209	Mass Media and Revolution	3.0
ECPS	Environmental Policy	3.0
414/ECPS 514		
GLBS 345	Global Perspectives on Women, Power and Politics	3.0
HIST 266	The Modern World, 1750 to Present	3.0
PSCI 200	Political Violence and Terrorism	3.0
PSCI 215	International Relations	3.0
PSCI 219	Model United Nations	1.0
PSCI 305	U.S. Foreign Policy	3.0
PSCI 323	Politics of the Developing World	3.0

Subtotal: 12.0

GRAPHIC DESIGN MINOR

Coordinator: Alan Goldenbach**REQUIREMENTS FOR THE MINOR****Required:**

ARTS 101	Design	4.0
CMA 246	Graphic Design I	3.0
CMA 336	Graphic Design II	3.0
CMA 337	Graphic Design III	3.0

Select two courses from the following

ARTS 123	Drawing I	3.0
ARTS 210	Color Theory	3.0
ARTS 211	Digital Photography	3.0
ARTS 237	Painting I	3.0
ARCA 322	Photojournalism	3.0
CMA 226	Visual Media Production	3.0
CMA 302	Visual Media Production II	3.0
CS 110	Programming Art	3.0

IT 180	Unraveling the Web	3.0
Subtotal: 19.0		

HISTORY MINOR

Coordinator: Jay Harrison

A maximum of 3 credits of independent study may count toward the required work for the minor.

REQUIREMENTS FOR THE MINOR

One introductory U.S. History course (3 credits):

AFHS 257	The African American Experience	3.0
HIST 217	History of the United States to 1877	3.0
HIST 218	History of the United States since 1877	3.0
HIST 269	Women and Gender in U.S. History	3.0

One introductory World History course (3 credits):

HIST 264	Ancient and Medieval World to 1200	3.0
HIST 265	Medieval and Early Modern World, 1200-1800	3.0
HIST 266	The Modern World, 1750 to Present	3.0

Two elective history courses (6 credits)

Two upper-level history courses, 300- or 400- level (6 credits)	
Subtotal: 18.0	

JOURNALISM MINOR

Coordinator: Elizabeth Atwood

The journalism minor is designed for non-communication arts majors who may wish to communicate 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

Required:

CMA 200	Mass Media and Society	3.0
CMA 201	Media Writing I	3.0
CMA 208	Principles of Editing	3.0
CMA 260	Media Writing II	3.0
CMA 305	Communications Law	3.0

Pick one of the following:

CMA 204	Media History	3.0
CMA 226	Visual Media Production	3.0
OR		
CMA 246	Graphic Design I	3.0

Subtotal: 15.0

LITERATURE MINOR

Coordinator: Heather Mitchell-Buck

REQUIREMENTS FOR THE MINOR

Students who minor in literature must take a minimum of 15 credits in literature at the 200 level or above. Their work must include:

One thematic course

ENGL 250-	Thematic Studies	3.0
269		

One genre course

ENGL 270-	Genre Studies	3.0
289		

At least two literature courses at the 300 level or above

Literature courses

MANAGEMENT MINOR

Coordinator: Anita Jose, ajose@hood.edu; 301-696-3691

REQUIREMENTS FOR THE MINOR

Required:

MGMT 205	Principles of Management: Introduction to Organizations	3.0
MGMT 281	Principles of Financial Accounting	3.0
MGMT 301	Organizational Theory and Behavior	3.0
MGMT 307	Personnel Management	3.0

One of the following:

CMA 306	Business Writing in the Digital Age	3.0
MGMT 314	International Business	3.0

Subtotal: 15.0

MATHEMATICS MINOR

Coordinator: Sara Malec

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

Required:

MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
MATH 207	Discrete Math	3.0
	Two additional three- or four-credit mathematics courses at the 200 level or above	6.0-8.0

Subtotal: 17.0-19.0

MATHEMATICS EDUCATION MINOR

Coordinator: James Parson

The mathematics education minor is open only to students majoring in early childhood education or elementary/special education.

REQUIREMENTS FOR THE MINOR

Required:

MATH 106	Explorations in Elementary Mathematics I	3.0
MATH 107	Explorations in Elementary Mathematics II	3.0
MATH 108	Explorations in Elementary Mathematics III	3.0
MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
MATH 207	Discrete Math	3.0

One of the following:

MATH 112	Applied Statistics	3.0
PSY 211	Elementary Statistics	3.0
MATH 213	Statistical Concepts and Methods	4.0

Subtotal: 19.0-21.0

MUSIC MINOR

Coordinator: Noel Verzosa

REQUIREMENTS FOR THE MINOR

Required:

MUSC 101	Beginning Music Theory & Musicianship	3.0
MUSC 201	Intermediate Music Theory & Musicianship	3.0

Two of the following:

MUSC 103	Introduction to Western Classical Music	3.0
MUSC 299	Special Topics in Music	3.0
MUSC 301	Advanced Music Theory/Form & Analysis	3.0
MUSC 302	World Music	3.0
MUSC 303	History of Western Classical Music I	3.0
MUSC 304	History of Western Classical Music II	3.0
MUSC 318/HON 318	Theory and Practice in the Arts: The Philosophy of Music	3.0
MUSC 335	Teaching Assistantship in Music	2.0
MUSC 375	Independent Study	1.0 - 3.0

MUSIC HISTORY AND LITERATURE MINOR**Coordinator:** Noel Verzosa

The Music History and Literature Minor is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

MUSIC PERFORMANCE MINOR**Coordinator:** Noel Verzosa

The Music Performance Minor is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

NONPROFIT AND CIVIC ENGAGEMENT STUDIES MINOR**Coordinator:** Katie Robiadek

The Nonprofit and Civic Engagement Studies minor is open to all majors. Twelve credits in the minor must be outside of the major discipline. Consequently, Political Science majors will need to select MGMT 301 or one of the CMA electives to meet this requirement.

REQUIREMENTS FOR THE MINOR**One of the following**

CMA 207	Principles of Speech Communication	3.0
CMA 306	Business Writing in the Digital Age	3.0
CMA 310	Public Relations	3.0
CAMG 330	Social Media Marketing	3.0
GLBS 301	Human Migrations: Refugees and IDPs	3.0
MGMT 301	Organizational Theory and Behavior	3.0
PSCI 303	Public Policy Analysis	3.0

Required

GLBS 200	Introduction to Global Studies	3.0
INT 399	Internship	3.0
MGMT 315	Managing Nonprofit Organizations	3.0
PSCI 304	Philanthropy and Civic Life	3.0
PSCI 309	Grants Writing and Fundraising for Nonprofit Organizations	1.0
or		
SOC 263	Grant Writing & Community Based Research	3.0

Applied Music and Ensemble Requirements

4 credits of applied music in any area	4.0
2 credits of music ensemble	2.0

Subtotal: 19.0

PHILOSOPHY MINOR**Coordinator:** Karen Hoffman

The philosophy minor offers theoretical and applied courses that examine the arguments and ideas that shape our thinking about our identities, our values and our responsibilities to ourselves, to others and to our larger world. The analytical reasoning and critical thinking skills that the minor cultivates, as well as its many connections to other academic disciplines, make the minor useful for students in a variety of majors.

REQUIREMENTS FOR THE MINOR**Required:**

Take five of the following courses:

PHIL 200	Contemporary Philosophical Topics	3.0
PHIL 203	Philosophical Issues in Feminism	3.0
PLRL 205	Classical Religion & Philosophy	3.0
PHIL 207	Logic	3.0
PHIL 211	Philosophy Through Film	3.0
PHIL 212	Human Nature and Society	3.0
PLRL 219	Ethics & Leadership	3.0
PHIL 220	Professional Ethics	3.0
PHIL 221	Ethics	3.0
ENPL 267	Thematic Studies: Vice and Virtue	3.0
PHIL 305	Great Figures in Western Political Thought	3.0
PHIL 307	History of Philosophy: The Ancient World to the Renaissance	3.0
PHIL 308	History of Philosophy: The Early Modern Era to the 20th Century	3.0
PHIL 315/HON 315	Literature of Moral Reflection	3.0
PHIL 316/HON 316	Perspectives in Global Health	3.0
PHIL 319/HON 329	Biomedical Ethics	3.0
PHIL 323	Philosophy of Race	3.0
PHIL 360	Topics in Ancient Greek Philosophy	3.0
PHIL 397	Special Topics	3.0
PLRL 470	Senior Seminar	3.0
HON 318/MUSC 318	Theory and Practice in the Arts: The Philosophy of Music	3.0
PSCI 332	Ancient Medieval Political Thought	3.0

Subtotal: 15.0

PHYSICS MINOR**Coordinator:** Chairperson, Department of Chemistry and Physics

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.

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**Required:**

MATH 201	Calculus I	4.0
MATH 202	Calculus II	4.0
MATH 253	Multivariable Calculus	4.0
MATH 304	or Differential Equations	3.0

PHYS 203	Introductory Physics I	4.0
PHYS 204	Introductory Physics II	4.0

PHYS 101 and PHYS 102 could be substituted although PHYS 203 and 204 are recommended. Permission of the coordinator is required for this substitution.

Students also are required to take a second group of courses, which provide a more detailed look at the topics of physics:

PHYS 222	Introduction to Modern Physics	3.0
PHYS 324	Mechanics	3.0
PHYS 325	Electricity & Magnetism	3.0
Subtotal: 29.0		

POLITICAL SCIENCE MINOR

Coordinator: Paige Eager

REQUIREMENTS FOR THE MINOR

Required:

PSCI 203	Introduction to U.S. Politics	3.0
PSCI 210	Comparative Politics	3.0
or		
PSCI 215	International Relations	3.0

One course in Political Theory from the following:

PSCI 307	American Constitutional Law	3.0
PSCI 332	Ancient Medieval Political Thought	3.0
PSCI 333	Modern Political Thought	3.0
AFPS 353	Contemporary African Political Thought	3.0
PSCI 354	African Political Autobiography	3.0

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.

Subtotal: 18.0

PSYCHOLOGY MINOR

Coordinator: Jessica McManus

The 19-credit Psychology minor enables students to explore the complexities of human behavior. Through a variety of coursework, students learn about human and non-human animal behavior ranging from the firing of a single neuron to the death and dying process. Note: This minor is only open to students not pursuing a major in psychology or art therapy as well as those not pursuing a biopsychology minor.

REQUIREMENTS FOR THE MINOR

Foundation Requirements: (Grade of C- or higher required)

PSY 101	Introduction to Psychology	3.0
PSY 211	Elementary Statistics	3.0
PSY 312	Research Methods I	4.0

PSY 211: Statistics courses completed in another discipline will fulfill the requirement but will not count toward the 19-credit minimum in psychology courses. Students taking a statistics course in another discipline should take an additional psychology-prefix elective.

Select one elective from each of the following three areas:

Clinical/Counseling Psychology:

PSY 203	Survey of Clinical, Community and Counseling Psychology	3.0
PSY 204	Psychology of Death	3.0
PSY 302	Psychology and Law	3.0
PSY 370A	Seminar: Introduction to Counseling	3.0
PSY 431	Psychological Disorders	3.0
PSY 434	Foundations of Psychological Testing	3.0

Developmental Psychology:

PSY 205	Social Psychology	3.0
PSY 239	Developmental Psychology	3.0
PSY 370E	Sem: Psychology of Human Sexuality	3.0
PSY 370H	Seminar: Positive Psychology	3.0
PSY 373	Psychology of Aging	3.0
PYSO 221	Social Gerontology	3.0
PSY 401	Theories of Personality	3.0

Experimental Psychology:

PSY 300	Cognitive Psychology	3.0
PSY 301	Human Memory	3.0
PSY 303	Animal Minds	3.0
PSY 319	Drugs & Behavior	3.0
PSY 400	Neuropsychology	3.0
PSY 409	Learning and Memory	3.0
PSY 418	Physiological Psychology	3.0
PSY 456	Behavior Modification	3.0

PUBLIC HISTORY MINOR

Coordinator: Jay Harrison

Public History is the active practice of history in almost any field other than the classroom. Public historians work in museums, national parks, archives, historical societies, historic preservation, the federal government, historic sites, and other places. Public history programs like ours prepare students for careers in public history or for graduate work in more specialized fields.

REQUIREMENTS FOR THE MINOR

Required courses (6 credits)

HIST 208	Introduction to Public History	3.0
HIST 399	Internship in History	3.0 - 15.0

Two public history courses (6 credits):

HIST 371E	Topics in Public History	3.0
HIST 381	Collections: Museums and Archives	3.0
HIST 382	Exhibiting History	3.0

One introductory US History course (3 credits):

AFHS 257	The African American Experience	3.0
HIST 217	History of the United States to 1877	3.0
HIST 218	History of the United States since 1877	3.0
HIST 269	Women and Gender in U.S. History	3.0

One upper-level American history course, 300- or 400-level (3 credits)

Subtotal: 18.0

PUBLIC RELATIONS MINOR

Coordinator: Brooke Witherow

The public relations minor teaches students how to become strategic communication leaders for an organization. Students will learn how to develop and manage mutually beneficial relationships between an organization and its publics; plan and execute public relations campaigns; navigate media relations; and how to evaluate, conduct, and harness research to make data-informed decisions. In this minor, students will apply theory and best practices to projects that will prepare them for the job market. Students will have the opportunity to conduct primary research and work with real clients.

This minor pairs well with most majors, for example: Business Administration, English, Political Science, Psychology, Public Health and Sociology.

REQUIREMENTS FOR THE MINOR

Required:

CMA 201	Media Writing I	3.0
CMA 310	Public Relations	3.0
CMA 312	Introduction to Communication Research	3.0
or		
MGMT 423	Marketing Research Methods	3.0
CMA 313	Writing for Public Relations	3.0
CMA 411	Public Relations Campaigns	3.0
One of the following:		
CMA 207	Principles of Speech Communication	3.0
CMA 208	Principles of Editing	3.0
CMA 306	Business Writing in the Digital Age	3.0
MGMT 306	Principles of Marketing	3.0
CMA 316	Event Planning	3.0
Subtotal: 18.0		

RELIGION MINOR

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

Students must complete 15 credits of coursework in religious studies. For additional information, please contact the coordinator.

SOCIAL SCIENCE RESEARCH MINOR

Coordinator: Jolene Sanders

This minor 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 business administration, communication arts, education and social work) 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

Required:

SOC 101	Principles of Sociology	3.0
SOC 260	Methods of Social Research	3.0
SOC 261	Quantitative Methods for the Social Sciences	3.0
SOC 263	Grant Writing & Community Based Research	3.0
SOC 482	Practicum in Social Research	3.0

SOCIAL WORK, PRE-PROFESSIONAL PRACTICE, MINOR

Coordinator: Michelle Gricus

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 the functioning of individuals, families, groups and communities.

REQUIREMENTS FOR THE MINOR

Required:

SOWK 201	Introduction to Social Work and the Human Services	4.0
SOWK 301	Social Policy and Human Service Programs	3.0
SOWK 342	Social Work Methods I	3.0
SOWK 345	The Human Lifecycle and the Social Environment	3.0
	One social work elective course with a SOWK or SOSW prefix	3.0

SOCIOLOGY MINOR

Coordinator: Jolene Sanders

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

Required:

SOC 101	Principles of Sociology	3.0
SOC 259	Sociological Theory	3.0
SOC 260	Methods of Social Research	3.0
	Two additional courses in sociology (SOC or SOSW prefix)	6.0

SPANISH: IBERIAN AND LATIN AMERICAN CULTURAL STUDIES MINOR

Coordinator: Robert Casas Roige

The Spanish: Iberian and Latin American Cultural Studies minor offers students an understanding of the Spanish language as well as the study of the cultural, historical, linguistic, and political complexities of the Iberian and Latin American regions.

REQUIREMENTS FOR THE MINOR

Choose One

One SPAN at the 300-level in Iberian or Latin American Literature or Culture	
SPAN 310	100 Years of Spanish Non-Fiction Films
SPAN 315	Advanced Composition
SPAN 323	Spanish Cinema
SPAN 333	Latin American Poetry
SPAN 336	Latin American Fiction
SPAN 343	Spanish Theater

Choose One

One SPAN at the 200-level in Iberian or Latin American Culture	
SPAN 204	Spanish Culture and Civilization
SPAN 220	Cultural Perspectives on Latin America

Choose One

One SPAN at the 200-level in Latin American Literature or Culture	
SPAN 215	Hispanic & Latino Film
SPAN 240	Latin American Lit Popular Culture

Choose One

One SPAN at the 200-level in Iberian Literature or Culture

SPAN 207	Cultural Perspectives on Spanish Literature I	3.0	SWAG 375	Independent Study	1.0 -
SPAN 208	Cultural Perspectives on Spanish Literature II	3.0	SWAG 397	Special Topics	3.0
Required:			SWAG 399	Internship	3.0 -
SPAN 203	Spanish Conversation & Composition	3.0			6.0
Subtotal: 15.0					

STUDIES IN WOMEN AND GENDER MINOR

Coordinator: Michelle Gricus

The studies in women and gender program at Hood examines the experience of gender and the 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.

REQUIREMENTS FOR THE MINOR

Required Course:

SWAG 200	Introduction to Studies in Women's and Gender	3.0
	or	
PHIL 203	Philosophical Issues in Feminism	3.0
Minimum of 12 credits from the following list, with no more than 6 credits within the same discipline		
(with the exception of SWAG 299, SWAG 375 and SWAG 399):		
AFPS 470/AFPS 570	African American Feminist Thought	3.0
ECON 320	The Economics of Gender	3.0
ENGL 278	Genre Studies: Women's Poetry	3.0
ENGL 340	Writers of Significance: Elizabeth Bishop & Sylvia Plath	3.0
ENGL 342	Writers of Significance: Jane Austen	3.0
ENGL 344	Writers of Significance: Woolf and Forster	3.0
ENGL 347	Writers of Significance: Whitman & Dickinson	3.0
ENGL 441	Faulkner and Morrison	3.0
FREN 313	Gender and Gaze in Modern French Literature and Film	3.0
GLBS 345	Global Perspectives on Women, Power and Politics	3.0
FREN 320	Francophone Women Writers	3.0
HIST 269	Women and Gender in U.S. History	3.0
HIST 306	Heresy and Society in Europe, 1400-1800	3.0
HIST 312	Women in Medieval Europe	3.0
HIST 359	Black Women in America	3.0
HON 301	What Good is a Woman? Women in Traditional Societies	3.0
PE 227	Women's Health Issues	3.0
PHIL 203	Philosophical Issues in Feminism	3.0
PSCI 202	Women & Politics	3.0
PSCI 336	Gender and the Law	3.0
PSY 306	Psychology of Gender	3.0
PSY 370E	Sem: Psychology of Human Sexuality	3.0
SOC 300	Social Inequality	3.0
SOC 308	Sociology of Sexuality	3.0
SOC 311	Sociology of Gender	3.0
SOC 323	Ethnicity in the United States	3.0
SWAG 299	Special Topics	3.0
SWAG 312/HON 312	Revisioning Motherhood in Modern Western Culture	3.0

Subtotal: 15.0

STUDIO ART MINOR

Coordinator: Jacob Muldowney

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

Required:

ARTS 101	Design	4.0
ARTS 123	Drawing I	3.0

Three of the following:

ARTS 203	Ceramics Handbuilding	3.0
ARTS 211	Digital Photography	3.0
ARTS 214	Darkroom Photography	3.0
ARTS 224	Drawing II	3.0
ARTS 234	Relief Printmaking I	3.0
ARTS 235	Monotype Printmaking I	3.0
ARTS 237	Painting I	3.0
ARTS 243	Ceramic Wheel	3.0
ARTS 304	Ceramics:Sculpture/Handbuilding	3.0
ARTS 311	Photography II	3.0
ARTS 312	Photography III	3.0
ARTS 314	Relief Printmaking II	3.0
ARTS 315	Monotype Printmaking II	3.0
ARTS 316	Selected Topics in Studio Art	3.0
ARCA 322	Photojournalism	3.0
ARTS 324	Drawing III	3.0
ARTS 330	Skills for Surviving in Drawing & Painting	3.0
ARTS 334	Advanced Printmaking	3.0
ARTS 338	Painting II	3.0
ARTS 339	Painting III	3.0
ARTS 343	Intermediate Wheel	3.0
ARTS 344	Drawing IV	3.0
ARTS 345	Ceramic Sculpture	3.0
ARTS 498	Advanced Topics in Studio Art	1.0
	Any 3-credit course offered through the artists in residence program or special topics in studio arts	3.0

Subtotal: 16.0

THEATRE AND DRAMA MINOR

Coordinator: Aaron Angello

Drama and its active practice, theatre, 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, business administration and social work.

REQUIREMENTS FOR THE MINOR

Students choosing a minor in theatre and drama take a minimum of 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.

Select 15 credits from the following, three credits of which should be THEA courses:

ENTH 229	History of Drama Theatre I	3.0
ENTH 230	History of Drama and Theatre II	3.0
ENGL 273	Genre Studies: Renaissance Drama	3.0
ENTH 303	Playwriting	3.0
ENGL 313	Shakespeare	3.0
ENGL 414	Shakespeare on Film	3.0
FREN 321	Masque et illusion dans la France d'Ancien Regime	3.0
SPAN 343	Spanish Theater	3.0
THEA 101	The Elements of Acting	3.0
THEA 102	Improvisation	3.0
THEA 202	The Theatre and Films of Buster Keaton	3.0
THEA 210	Acting II	3.0
THEA 254	Directing	3.0
THEA 270	Theatre Practicum	1.0

WRITING MINOR

Coordinator: Katherine Orloff

The Writing Minor is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

UNDERGRADUATE CERTIFICATES

Certificates in Linguistics and Cultural Competency

- Intermediate Arabic and Middle Eastern Studies Certificate (p. 117)
- Advanced Arabic and Middle Eastern Studies Certificate (p. 117)
- Intermediate French and Francophone Studies Certificate (p. 117)
- Advanced French and Francophone Studies Certificate (p. 118)
- Intermediate German Certificate (p. 118)
- Advanced German Certificate (p. 118)
- Intermediate Spanish and Latin American Studies Certificate (p. 118)
- Advanced Spanish and Latin American Studies Certificate (p. 118)

The following are the requirements for an undergraduate certificate:

- A minimum of 12 credits are required for the certificate.
- Students must maintain a grade point average of 2.0 in the certificate coursework and complete a minimum of six credits at Hood College.
- Certificates are open to all degree-seeking Hood students.
- Courses counted in the certificate may also count in a major, minor, or core.
- Certificates are offered by academic departments or programs after approval by the Curriculum Committee and the Maryland Higher Education Commission. Certificate programs must meet the minimum standards of the College policy and the Code of Maryland.
- Certificates will be awarded and noted on the academic record upon completion of all requirements.
- Students may not design their own certificates.
- Declarations to add a certificate must be made in the Registrar's Office no later than the end of the junior year.

INTERMEDIATE ARABIC AND MIDDLE EASTERN STUDIES CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required:

ARAB 101	Elementary Arabic I	4.0
ARAB 102	Elementary Arabic II	4.0
ARAB 201	Intermediate Arabic I	3.0
MEST 300	Cultures of the Middle East	3.0
	and	
ART 372C	Arts of the Non-Western World: Islamic Art	3.0
	or	
	One 3 credit Independent Study in MEST 375 or ARAB 375	

ADVANCED ARABIC AND MIDDLE EASTERN STUDIES CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required:

ARAB 201	Intermediate Arabic I	3.0
ARAB 202	Intermediate Arabic II	3.0
ARAB 203	Arabic Conversation & Composition	3.0
MEST 300	Cultures of the Middle East	3.0
	and	
ART 372C	Arts of the Non-Western World: Islamic Art	3.0
	or	
	One 3 credit Independent Study in MEST 375 or ARAB 375	

INTERMEDIATE FRENCH AND FRANCOPHONE STUDIES CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required:

FREN 201	Intermediate French I	3.0
FREN 202	Intermediate French II	3.0
FREN 203	French Conversation & Composition	3.0
	One additional French course at the 203-level or above	3.0
	One 300-level or above French elective	

ADVANCED FRENCH AND FRANCOPHONE STUDIES CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required:

FREN 203	French Conversation & Composition	3.0
	Two additional 200-level French electives	6.0
	Two 300-level or above French electives	6.0

INTERMEDIATE GERMAN CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required

GER 201	Intermediate German I	3.0
GER 202	Intermediate German II	3.0
GER 203	German Conversation & Composition	3.0
	One additional German course at the 203-level or above	3.0
	One 300-level or above German elective	3.0

ADVANCED GERMAN CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required

GER 203	German Conversation & Composition	3.0
	Two additional 200-level or above German electives	6.0

Two 300-level or above German electives

6.0

INTERMEDIATE SPANISH AND LATIN AMERICAN STUDIES CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required

SPAN 201	Intermediate Spanish I	3.0
SPAN 202	Intermediate Spanish II	3.0
SPAN 203	Spanish Conversation & Composition	3.0
	One 200-level or above Spanish or LSSP elective	3.0
	One 300-level or above Spanish or LSSP elective	3.0

ADVANCED SPANISH AND LATIN AMERICAN STUDIES CERTIFICATE

Certificates and their requirements

- Students working on both the intermediate and advanced certificates must also attend two cultural events dealing with cultural awareness and diversity sponsored by the Department of Global Languages and Cultures Department or the Center for Global and International Studies
- Students working on any certificate program are strongly encouraged to study abroad and/or to live in one of the language houses to increase their language proficiency.

REQUIREMENTS FOR THE CERTIFICATE

Required

SPAN 203	Spanish Conversation & Composition	3.0
	Two additional 200-level or above Spanish or LSST electives	6.0
	Two 300-level or above Spanish or LSSP electives	6.0

MUSIC PERFORMANCE CERTIFICATE

The music performance certificate is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

PIANO PEDAGOGY CERTIFICATE

The piano pedagogy certificate is discontinued effective Fall 2023. Current students should consult the catalog from your matriculation year to confirm degree requirements.

UNDERGRADUATE 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, Spanish, or art (preK-12). For more information, refer to both Education (p. 80) and the field in which you plan to major, in Undergraduate Majors. (p. 67)

UNDERGRADUATE COURSES

About Undergraduate Course Offerings

Practical Learning Courses - Internships, Field Work, Practicums

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.

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.

397 An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members.

498 Special Topics (Reserved for double-numbered courses.) See individual departmental listings in current class schedule.

499 (A and B) 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 advisors. Departmental honors students are known as the Christine P. Tischer Scholars and receive 6 credits for this work.

Departments identify potential Tischer Scholars from junior majors with a 3.0 cumulative grade point average and a 3.5 GPA 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 advisor. Students, in consultation with their advisors, 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 Tischer Scholars are expected to work closely with their departmental honors advisors 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. Tischer Scholars receive 6 credits, which may be applied to the major or considered as electives.

A student wishing to convert departmental honors (499) to an independent study (375) prior to the stated conversion deadline should seek permission from their departmental honors advisor and the Honors Director(s) prior to the stated conversion deadline. The advisor's decision as to whether the work is of Honors quality is normally made based on the first full draft submitted by the student. Prior to the stated conversion deadline, the advisor may recommend that the student convert to 375 in the department that the project is housed in.

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

Course Offerings

Each course indicates when the course is offered. Courses indicated as first semester are offered in the fall semester and those indicated as second semester are offered in the spring.

AFAM - AFRICAN AMERICAN STUDIES

AFPS 251 - The African Diaspora (3.0)

The comparative study of old and new African diasporas in Europe and the Americas emphasizing political movements, leadership and tactics. The roles of educational and religious institutions in developing resistance to doctrines of racial supremacy.

Core: Social and Behavioral Analysis

Offered: Spring Semester

AFHS 257 - The African American Experience (3.0)

A chronological survey of African American history from pre-colonial Africa and colonial America through the twentieth century. Focuses on the economic, political, social and cultural context in which a uniquely constituted African American culture developed in the course of the struggle to achieve human rights.

Core: Historical Analysis

Offered: Fall Semester

AFEN 265 - African American Voices Before 20th Century (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. We will study the ways in which early African American literary traditions have been formed not only by slavery, but also by community, geography, politics, and literature itself. Works may include slave narratives of Olaudah Equiano, Frederick Douglass, Elizabeth Keckley, and Harriet Jacobs, as well as 19th century fiction by Harriet Wilson, Harriet Beecher Stowe and Charles Chesnutt. (H2)

Core: Literature

Offered: Fall Semester (Even Years)

AFEN 266 - The Harlem Renaissance and Beyond: 20th Century African American Literature (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. This course explores the influences of blues, jazz, and spirituals; folklore; and socio-economic history on African American literature of the 20th and early 21st centuries. We'll examine how survival and resistance become art forms in the work of authors like W.E. B. DuBois, James Weldon Johnson, Zora Neale Hurston, James Baldwin, and Toni Morrison. (H2)

Core: Literature

Offered: Fall Semester (Odd Years)

AFPS 240 - African American Politics (3.0)

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.

Core: Social and Behavioral Analysis

Offered: As Needed

AFPY 270 - African American Psychological Perspectives (3.0)

This course will explore the theories, research and practices of African American psychology. Themes include the definition and development of African-American psychology, identity and personality formation of African Americans, and historical and current issues affecting the lives of African Americans.

Offered: Offered As Needed

AFAM 299 - Special Topics (3.0)

This course is a general topics course in African American Studies, allowing faculty and students to study particular topics of interest.

Offered: As Needed

AFPS 301 - African American Political Autobiography (3.0)

Prerequisite: 3 hours in African American history, literary criticism or politics, or permission of the instructor. This course examines the connections between autobiography, political philosophy, utopian thought and politics in African American autobiographies analyzing 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.

Core: Historical Analysis

Offered: As Needed

AFPS 353 - Contemporary African Political Thought (3.0)

Prerequisite: HIST 246 or AFPS 350 or completion of the Philosophical Inquiry section of the Core. 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.

Core: Global Perspectives

Offered: As Needed

AFRL 311 - Black Theology (3.0)

Prerequisite: 3 credits of history, religion, political science, or African American Studies at the 200 level, or permission of the instructor. 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.

Core: Philosophical Inquiry

Offered: Either Semester (As Needed)

AFAM 335 - Teaching Assistantship in African American Studies (1.0 - 2.0)

Perequisites: Senior standing, at least three courses in the African American Studies minor, and permission of the instructor 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.

Offered: Either Semester

AFAM 375 - Independent Study in African American Studies (1.0 - 3.0)

Prerequisites: 6 credits in African American Studies and permission of the instructor. Independent reading and/or research in a selected field of African American Studies. Conferences.

Offered: Either Semester

AFAM 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

AFAM 399 - Internship in African American Studies (3.0 - 6.0)

Prerequisites: 9 credits in African American Studies. 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.

Offered: Either Semester

AFHS 424 - Race and Racism in the United States (3.0)

Prerequisites: Junior or senior standing and HIST 217 or HIST 218 or AFHS 257. This course explores the origins and development of racial attitudes, both scientific and popular, supporting mythologies, and contemporary institutional expressions. It will also discuss the African Americans' attempts to resist white supremacy. Emphasis will be on African American history since Reconstruction.

Cross-Listed as: Double-numbered course; offered with graduate-level AFHS 524

Offered: As Needed

AFPS 470 - African American Feminist Thought (3.0)

Prerequisites: Junior or senior standing and AFPS 240 or PSCI 202 or PSCI 333 or AFRL 311; or permission of instructor

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.

Cross-Listed as: Double-numbered course; offered with graduate-level AFAM 570

Offered: As Needed

ANTH - ANTHROPOLOGY

ANTH 201 - Introduction to Anthropology (3.0)

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.

Core: Social and Behavioral Analysis

Offered: Spring Semester

ANTH 302 - Cultural Anthropology (3.0)

Prerequisite: Sophomore standing. 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.

Offered: Fall Semester

ANTH 335 - Teaching Assistantship (1.0)

Prerequisite: ANTH 201 and permission of the instructor. Assists with an anthropology class. Teaching assistants may attend classes, lead discussions and review sessions, tutor students, 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.

Offered: Either Semester

ANTH 375 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of instructor and department. Study of a selected subject. Conferences and reports.

Offered: Either Semester

ANTH 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

ARAB - ARABIC

ARAB 101 - Elementary Arabic I (4.0)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

Core: Foundations/Foreign Language

Offered: Fall Semester

ARAB 102 - Elementary Arabic II (4.0)

Prerequisite: ARAB 101 or permission of department chair. Continuation of Elementary Arabic I.

Core: Foundations/Foreign Language

Offered: Spring Semester

ARAB 105 - Arabic Conversation (1.0)

Prerequisite: ARAB 102 or exemption by exam or permission of department. A one-credit conversation course conducted in Arabic designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based on attendance and participation and on one writing assignment in Arabic. May be repeated.

Offered: Both Semesters

ARAB 201 - Intermediate Arabic I (3.0)

Prerequisite: ARAB 102 Development of intermediate Arabic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

Core: Foundations/Foreign Language

Offered: Fall Semester

ARAB 202 - Intermediate Arabic II (3.0)

Prerequisite: ARAB 201 Development of intermediate Arabic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

Core: Foundations/Foreign Language

Offered: Spring Semester

ARAB 203 - Arabic Conversation & Composition (3.0)

Prerequisites: ARAB 202 or permission of the department chair.

Concentration on writing, conversation and structural difficulties. Reading and discussion of cultural material of an interdisciplinary nature.

Offered: Fall Semester

ARAB 335 - Teaching Assistantship (1.0 - 3.0)

Prerequisite: Invitation of the department. (May be repeated for a maximum of 4 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.

Offered: Either Semester

ARAB 375 - Independent Study in Arabic (1.0 - 3.0)

Prerequisites: Permission of the instructor or department chair. Study of a selected subject. Conferences and reports.

Offered: Either Semester

ARAB 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

ART - ART**ART 201 - Meaning & Method in Art (3.0)**

An analytical inquiry into the modes and media of visual culture, focused especially on the challenge of contemporary art. Drawing upon examples from ancient building to oil painting to advertisement to video, the focus will be on the nature and variety of expression and interpretation. Active looking, reading, and discussion will be paramount.

Core: Art/Visual & Performing

Offered: Fall Semester

ART 213 - Art, History and the Humanities (1.0)

This course will be tied to the themes of Hood's ongoing Humanities Colloquium. Through selected readings and discussion as well as attendance at the Colloquium presentations themselves, students will be able to pursue some of the central topics of the Humanities and their many connections with art and archaeology. This course can be retaken twice for credit, as its' subject continually changes.

Offered: Fall Semester

ART 215 - Introduction to Museum Studies (3.0)

Introduction to the histories, types, functions and meanings of museums of art and history. Through reading, discussion, lectures, independent assignments and field trips to major museums in the area, we consider the many sorts of collections, contexts and displays, as well as political and social issues involved in running museums today.

Offered: As Needed

ART 219 - Art of Three Faiths (3.0)

Because of their shared premodern origins and development in eastern Mediterranean contact regions, Judaism, Christianity, and Islam's complex and interwoven histories have dramatically shaped the global cultural landscape. Known collectively as Abrahamic faith traditions, their relationships to one another also differ according to historical time and place. By studying the art, objects, and architecture produced in the service of these religions as well as shared material culture, this class identifies key instances of historical interaction between multi-ethnic, religiously diverse cultures prior to 1500 CE. Scholarly readings and primary literary sources (including the Koran, the Hebrew Bible, and the Gospels) support broader in class discussions of the beliefs underpinning the art of these three faiths.

Core: Global Perspectives and Visual & Performing Arts

Offered: Fall (Even Years)

ART 220 - Global Art and Architecture I (3.0)

This course is an introduction to the art and architecture of the premodern world. Beginning with global examples of prehistoric cave painting, we progress in a roughly chronological fashion through major developments in art, material culture, and architecture through ca. 1500.

Through both well-known and little-studied case studies, we zero in on moments of social, political, cultural, and religious change while also investigating broader historical narratives of innovation, travel, conflict, and collaboration. Stressing the fundamental interconnectivity of premodern societies and the generative nature of intercultural exchange, this course also seeks to develop the skills of visual and material literacy that are fundamental to our own image-driven world.

Core: Art/Visual & Performing

Offered: Both Semesters

ART 221 - Global Art and Architecture II (3.0)

This course is an introduction to art and architecture of the modern world. Beginning with global examples of early modern art (ca. 1500), we progress in a roughly chronological fashion up to the present day. We will examine a variety of mediums, including textiles, painting, printmaking, sculpture, architecture, textiles, performance art and video art, in their social, political and cultural context. Stressing the fundamental interconnectivity of our world and the generative nature of intercultural exchange, this course also seeks to develop the skills of visual literacy that are fundamental to our own image-driven world.

Core: Art/Visual & Performing

Offered: Spring Semester

ART 231 - Archaeology of Native North America (3.0)

Archaeology of North America, from initial settlement to contact with European immigrants. Topics include identity of the first settlers, foraging societies of the Archaic, political development in the Midwest and Southwest, and urbanism in the Mississippian.

Core: Global Perspectives

Offered: Fall Semester (Odd Years)

ART 250 - Art of Asia (3.0)

An introduction to the history of art and architecture of South and East Asia with an emphasis on India, China and Japan. Consideration of key artworks from each culture and their styles, themes and techniques; includes discussions of gender, ethnicity, class and ideology in the making and viewing of Asian art.

Core: Global Perspectives and Visual Performing Arts

Offered: Either Semester

ART 275 - The Art of Film: History & Technique (3.0)

Prerequisite: ENGL 100 or 3 credits from ENGL 110-139. An intro to film aesthetics (cinematography, editing, sound) and formal structure (narrative, documentary, experimental) along with the historical, social, and theoretical contexts that shape our understanding of film art from its origins through to the present day.

Core: Art/Visual & Performing

Offered: As Needed

ART 299 - Special Topics in Art (3.0)

This course will consider special topics of interest to students and faculty in the fields of art history and archaeology. Topics will vary.

Offered: As Needed

ART 300 - Gallery Management (2.0)

Prerequisites: ART 220 or ART 221 or ARTS 101 or permission of the instructor. (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.

Offered: Fall Semester

ART 304 - American Art before 1900 (3.0)

Prerequisite: ART 221 or permission of the instructor. 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.

Offered: Fall (Even Years)

ART 305 - The Youngest Art: History of Photography (3.0)

Prerequisite: ART 221 or permission of the instructor. This course considers the origin, development and variety of photography, from its invention to the present. Students become acquainted with critical and interpretive approaches to photography. Lecture, discussion and independent analysis of selected topics, readings and images. Students have opportunity to produce both visual art and written projects.

Offered: As Needed

ART 306 - Writing for Art and Archaeology (3.0)

Prerequisites: One of the following: ART 201, ART 220, ART 221 or permission of the instructor. This course prepares students for the critical reading and writing projects common to upper-level courses in Art and Archaeology. Students will learn to analyze a wide variety of art historical and archaeological writing, from general interest articles to scholarly monographs and technical reports. The course also involves several writing projects designed to expand students' abilities to observe, describe, research, and analyze artworks and artifacts through writing. Ideally completed in the second semester of the sophomore year, this course may not be taken in the senior year.

Offered: Spring Semester

ART 308 - Myths, Saints and Symbols (3.0)

Prerequisites: ART 220 or permission of the instructor. A study of subject matter in art, especially subjects taken from classical mythology and the Old and New Testaments.

Offered: Spring Semester (Odd Years)

ART 312 - Archaeology: Cultures, Technologies, Methods and Theories (3.0)

Prerequisites: Junior or senior standing, completion of the Social and Behavioral Analysis section of the Core and one course from the Scientific Thought section of the Core. This course examines the history of archaeological exploration and the discipline of archaeology as it is currently practiced. Archaeological cultures that vary from one another widely, both in terms of their geographic locations and the time periods in which they existed will be examined.

Offered: Fall Semester

ART 319 - Orientalism & Egyptomania: Rediscovering & Remaking the Ancient Middle East (3.0)

Prerequisites: Open to art majors and minors or by permission of the instructor. This class will examine the rediscovery and re-presentation 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.

Offered: As Needed

ARCA 322 - Photojournalism (3.0)

Prerequisites: CMA 201 or ARTS 211 or permission of the instructor. Lab fee. This course will introduce students to the communication field of photojournalism. Photojournalism is 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.

Offered: Spring Semester

ARRL 330 - Archaeology of Ancient Israel (3.0)

Prerequisites: ART 220 or HIST 264 or permission of the instructor Examines archaeology in and around the modern country of Israel, from the Neolithic Age through the Iron Age (c. 12,000-586 B.C.), with focus on how scholars reconstruct social, economic, religious and political institutions. Evidence from archaeological sites and surveys, written documents from Israel.

Offered: Fall Semester (Odd Years)

ART 331 - Museums, Sites and Cities (3.0)

Prerequisites: Participation in instructor-led research trip and permission of instructor. Following a January Term or summer research trip offered by department faculty, students in this course will apply the knowledge and insight gained by the travel experience to analytical reading and discussion, and to an extensive research paper, or other similar advanced assignments.

Offered: As Needed

ART 331B - Museums, Sites, and Cities: Castles and Crowns-England and Scotland (3.0)

Prerequisites: ART 220 or permission of the instructor. This course will examine the architectural development, archaeological exploration, historical context, military functions, and socio-political contexts of castles in England and Scotland from 1066 to the present day.

Core: Global Perspectives

Offered: Spring Semester (As Needed)

ART 332 - Aegean Archaeology (3.0)

Prerequisites: ART 220 or HIST 264 or permission of the instructor Examines archaeology of the Aegean Sea region (Greece, Crete, and the Cycladic islands) from the Neolithic through the end of the Bronze Age (c. 10,000-1,000 B.C.). Traces the rise and collapse of the Minoans and Mycenaeans, their artistic and material expressions and their associated social, economic, religious and political institutions.

Offered: Spring Semester (Even Years)

ART 335 - Teaching Assistantship in Art (1.0 - 2.0)

Prerequisite: Invitation of the department. (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.

Offered: Either Semester

ART 340 - Art of Prehistory (3.0)

Prerequisite: ART 220 or HIST 264 or ART 312 or permission of the instructor. 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 around the world. The geographic areas discussed in this course include Asia, Europe, Africa and the Americas.

Offered: Spring Semester (Odd Years)

ART 349 - Art of Egypt and Mesopotamia (3.0)

Prerequisite: ART 220 or permission of the instructor. 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.. Special emphasis will be placed upon the interconnections between these cultures, as well as their points of divergence.

Offered: Fall Semester (Even Years)

ART 350 - Classical Art and Archaeology (3.0)

Prerequisites: ART 220 or permission of the instructor. 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. Technological innovations and stylistic developments characteristic of this period are studied in painting, sculpture, architecture, mosaic, and the decorative arts.

Offered: Spring Semester (Even Years)

ART 351 - Medieval Art (3.0)

Prerequisite: ART 220 or permission of the instructor. The visual and material cultures of Europe and the broader Mediterranean from roughly 1000-1400. Various course themes may include the natures of religious and devotional art; the intersections between faith and power; the influence of non-Western societies and artworks on Western medieval culture; and the various roles of art in medieval societies. Field trips to the Walters Art Museum, Dumbarton Oaks, and/or National Cathedral.

Offered: Spring Semester (As Needed)

ART 352 - Northern Renaissance Art (3.0)

Prerequisite: ART 220 or ART 221 or permission of the instructor. Visual arts of northern Europe (France, Germany, Netherlands, England, etc.) from the late 13th - 16th centuries. Field trips to the National Gallery of Art and/or the Walters Museum of Art.

Offered: As Needed

ART 353 - Early Renaissance Art (3.0)

Prerequisite: ART 221 or permission of the instructor. 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.

Offered: Fall Semester (Even Years)

ARLS 354 - Mesoamerican Art and Archaeology (3.0)

Prerequisites: Completion of a 200-level ART, HIST, GLBS, or LSSP course. A survey of pre-Hispanic art and archaeology of indigenous civilizations in Mesoamerica from the peopling of the Americas to A.D. 1519, focusing on the art, architecture, and ritual of the Olmec, Zapotec, Maya, and Aztec cultures.

Core: Global Perspectives

Offered: Spring Semester (As Needed)

ART 356 - Art of Japan (3.0)

Prerequisite: Completion of the Visual and Performing Arts section of the Core. Survey focusing on painting, sculpture, architecture, and decorative arts from prehistoric to early modern Japan. The historical context of the artwork is emphasized to help students understand how Japanese artistic production is shaped by the social and cultural forces of the times.

Offered: As Needed

ART 358 - Baroque Art (3.0)

Prerequisite: ART 221 or permission of the instructor. 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.

Offered: Fall Semester (Even Years)

ART 360 - Nineteenth Century Art (3.0)

Prerequisite: ART 221. Art and society in Europe and America from the French Revolution to World War I. Topics include the development of a "modern" visual idiom, rise in status of the artist, emergence of museums and galleries, invention and role of photography and new building technologies. Lecture, discussion, opportunity for independent research and field trip to a major collection.

Offered: Spring Semester (Odd Years)

ART 361 - Contemporary Art and Theory (3.0)

Prerequisite: ART 221. This course will examine art created from 1970 to the present day by artists around the world. Emphasis will be placed on theory as a means by which to view contemporary art.

Offered: Spring Semester

ART 370 - Archaeological Fieldwork (3.0)

Prerequisites: 12 credits in art at the 200-level or above, and permission of the archaeology concentration coordinator. May be repeated. 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, recording, drawing and analyzing finds.

Offered: Either Semester

ART 371 - Themes in Art History (3.0)

Prerequisites: ART 220, ART 221 or permission of the instructor. Advanced topics in art history. A chance to pursue in more detail subjects only touched upon in large survey courses.

Offered: Either Semester

ART 372 - Arts of the Non-Western World (3.0)

Prerequisite: ART 201, ART 220 or ART 221 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.

Offered: As Needed

ART 372C - Arts of the Non-Western World: Islamic Art (3.0)

Prerequisites: ART 201, ART 220 or ART 221 or permission of the instructor. This course explores the pre-modern Islamic artistic and architectural traditions of the Mediterranean, Near East, and Central and South Asia. The course will also focus on how Islamic beliefs have shaped artistic and architectural traditions and cultural exchange between the Islamic world and the rest of Africa, Asia, and Europe.

Offered: As Needed

ART 375 - Independent Study (1.0 - 3.0)

Prerequisite, for theory and studio, 9 credits in art theory and studio courses; for art history, 9 credits in art history or permission of the instructor. Open to juniors and seniors (with instructor's permission). Independent study in theory and studio, or art history.

Offered: Both Semesters and Summer

ART 380 - Archaeological Laboratory Analysis (3.0)

Prerequisites: 12 credits in Art and Archaeology at the 200-level or above, and permission of the archaeology concentration coordinator; may be repeated.

Opportunity to learn archaeological laboratory methods through hands-on experience at an archaeological lab. Students are expected to observe and learn proper laboratory methods in archaeology, working with artifacts from recovery to preliminary analysis, including cleaning, stabilizing, sorting, cataloguing, and archiving archaeological materials.

Offered: Summer Semester

ART 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members.

Offered: As Needed

ART 399 - Internship in Art (3.0 - 15.0)

Prerequisites: ARTS 101, ART 220, ART 221 and 6 additional credits in art, preferably at the 300-level or above, and permission of the department.

Supervised off-campus internship experience in an institution approved by the department. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

ART 399C - Archaeological Internship & Fieldwork Colloquium (1.0)

Prerequisite: Completion of or concurrent enrollment in ART 370, ART 380 or ART 399. This course completes the internship or fieldwork experience; it is recommended that a student take ART 399C the same semester as ART 370 or ART 380 or ART 399 (but previous completion is also acceptable). It complements and supplements the hands-on experiences with a range of relevant readings, research and presentations. Students do not need to repeat the course with a second enrollment in ART 370 or ART 380 or ART 399.

Offered: Fall Semester

ART 468 - Contemporary Topics in Visual Art (3.0)

Prerequisites: Junior standing, completion of 12 credits in ART or ARTS courses with 3 credits at the 300-level or above, cumulative gpa of 2.00 and ART 221. Designed for advanced art history and studio art majors, this course focuses on contemporary topics in the visual arts with an emphasis on important developments in North American and European theory and criticism from the 1960s to the present.

Cross-Listed as: Double-numbered course; offered with graduate-level ART 568

Offered: Spring Semester (Odd Years)

ART 469 - Advanced Topics in Archaeology (3.0)

Prerequisites: ART 220 and two courses in art history at the 300-level; open to juniors and seniors only. This seminar course will be devoted to various important subjects in archaeology. Topics will be issues of concern to professional archaeologists today; possible topics include archaeological ethics; religion and archaeology; ceramics and archaeology; and science in archaeology.

Offered: Fall Semester (Odd Years)

ART 470 - Seminar: Topics in Art History & Archaeology (3.0)

Prerequisites: Three courses in art history at the 200-level or above or permission of the instructor. Open to juniors and seniors majors in art history and archaeology only. This capstone course will be dedicated to various important subjects in art history, archaeology and visual culture. Part will be devoted to lecture and discussion of key readings, images and objects, part to the presentation and consideration of directed research by students.

Offered: Spring Semester

ART 471 - Advanced Archaeological Fieldwork (3.0)

Prerequisites: ART 370, and permission of the Archaeology concentration coordinator. May be repeated. Designed for students with some experience in archaeological fieldwork, who would like 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.

Offered: Both Semesters

ART 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ART 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ARTS - STUDIO ARTS

ARTS 101 - Design (4.0)

Not open to students who have completed ARTS 102 or ARTS 103. Lab fee. Students will study the principles of 2D and 3D design through exercises and critical analysis. Lectures and discussion of concepts during class hours, execution of projects during studio hours. Concurrent enrollment in ARTS 123 recommended for students planning to continue in Studio Art.

Core: Art/Visual & Performing

Offered: Both Semesters

ARTS 123 - Drawing I (3.0)

Prerequisite: ARTS 101 or ARTS 102 recommended, not required. May be taken concurrently with ARTS 101 or ARTS 102. Lab fee. 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. Representative and abstract approaches are used.

Offered: Both Semesters and/or Summer

ARTS 203 - Ceramics Handbuilding (3.0)

Lab fee. A general survey of ceramic arts focusing on hand building techniques. The course incorporates information about clay, clay preparation, hand building techniques, glazing techniques and kiln technology, with emphasis on ceramic history and the overall aesthetics of the finished work.

Core: Art/Visual & Performing

Offered: Both Semesters

ARTS 210 - Color Theory (3.0)

Lab fee. Color Theory is the study of color and its resulting perceptual effects on 2D and 3D design. This course will cover the color wheel, color harmony, and the context of how colors are used. Students will focus on problem solving that promotes professional color presentation and craft.

Core: Art/Visual & Performing

Offered: Fall Semester

ARTS 211 - Digital Photography (3.0)

Prerequisite: ARTS 101. Not open to students who have completed ARTS 214. 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.

Offered: Both Semesters

ARTS 214 - Darkroom Photography (3.0)

Prerequisites: ARTS 101. Not open to students who have completed ARTS 211. Lab fee. 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.

Offered: Spring Semester

ARTS 222 - Exploring Techniques in Watercolor Painting (3.0)

Lab fee. An introduction to the basics of watercolor painting techniques, alongside a study of composition, sketching, color theory and 2D design. Quick exercises, and longer projects in landscape, still life, and figure paintings give students the dexterity, and confidence to take on watercolor painting. This course is meant for any student looking to explore painting. No prerequisites

Offered: Fall Semester

ARTS 224 - Drawing II (3.0)

Prerequisites: ARTS 101 and ARTS 123. Lab fee. 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.

Offered: Spring Semester

ARTS 226 - Digital Arts (3.0)

Prerequisites: ARTS 101 and ARTS 123 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.

Offered: Fall Semester

ARTS 234 - Relief Printmaking I (3.0)

Prerequisite: ARTS 101. Lab fee. Introduction to relief methods: linocut, woodblock, collagraph and experimental techniques. Topics include mixing and manipulating inks, hand printing and use of a printing press.

Offered: Spring Semester

ARTS 235 - Monotype Printmaking I (3.0)

Prerequisite: ARTS 101. Lab fee. An introductory course designed to teach students monotype printmaking. Students will create prints from various matrixes including plexiglass, wood, styrofoam and collagraph plates. Topics include: mixing and manipulating inks, handprinting and use of a mechanized press. Explores color mixing, brushwork, ghost images, chine colle, and stencils.

Offered: Fall Semester

ARTS 237 - Painting I (3.0)

Prerequisites: ARTS 101. ARTS 123 is recommended but not required. Lab fee. Problems in figurative, objective and non-objective painting. Consideration is given to theories of color, pictorial structure and materials and techniques. Students are required to purchase their own supplies.

Offered: Spring Semester

ARTS 243 - Ceramic Wheel (3.0)

Lab fee. An introduction to methods used to create wheel-thrown pottery. Topics include wedging, centering, throwing, shaping, trimming, information about clay, slips 1 glazes, glazing techniques, kiln technology and firing theory, and an understanding of aesthetics for wheel thrown work.

Core: Art/Visual & Performing

Offered: Both Semesters

ARTS 304 - Ceramics:Sculpture/Handbuilding (3.0)

Prerequisites: ARTS 101 and ARTS 203. Lab fee. Through a progression of experiences, including individual sketches, exercises and projects, the student will combine the construction methods of hand building to take a sculptural direction, the characteristics of clay and glazes, the process of firing sculptural work, and an understanding of ceramic composition for the sculptural form.

Offered: Both Semesters

ARTS 311 - Photography II (3.0)

Prerequisite: ARTS 211 Digital Photography for the digital option or ARTS 214 Darkroom Photography for the darkroom option or permission of the instructor. Lab fee. Provides the 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. Students complete field projects that explore advanced concepts and apply them to projects demonstrating imaginative image making in the field and in the laboratory.

Offered: Fall Semester

ARTS 312 - Photography III (3.0)

Prerequisites: ARTS 311. Lab fee. 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.

Offered: Fall Semester

ARTS 314 - Relief Printmaking II (3.0)

Prerequisite: ARTS 234. Lab fee. 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.

Offered: Spring Semester

ARTS 315 - Monotype Printmaking II (3.0)

Prerequisites: ARTS 235. Lab fee. 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.

Offered: Fall Semester

ARTS 316 - Selected Topics in Studio Art (3.0)

Prerequisites: ARTS 101, 3 additional studio credits or permission of the instructor. 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.

Offered: As Needed

ARCA 322 - Photojournalism (3.0)

Prerequisites: CMA 201 or ARTS 211 or permission of the instructor. Lab fee. This course will introduce students to the communication field of photojournalism. Photojournalism is 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.

Offered: Spring Semester (Odd Years)

ARTS 324 - Drawing III (3.0)

Prerequisites: ARTS 224 and at least 6 additional credits in studio art at or above the 200-level or permission of the instructor. Lab fee. Advanced study in drawing materials and techniques are explored in this course. Composition and the study of the figure will be emphasized. 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.

Offered: Spring Semester

ARTS 330 - Skills for Surviving in Drawing & Painting (3.0)

Prerequisites, ARTS 123, ARTS 222 or ARTS 237. Lab fee. Students focus in painting or drawing; projects range from murals, portraits, commissioned drawing and paintings, illustration and faux finishing. Learn to function in a studio and on job site. Simulate working with clients, set up photo shoots, write contracts, learn how to get insurance, give estimates, organize individual and group projects and have an opportunity to work as a crew leader.

Offered: Spring Semester

ARTS 334 - Advanced Printmaking (3.0)

Prerequisites: ARTS 314 and/or ARTS 315 Lab fee. 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.

Offered: Both Semesters

ARTS 338 - Painting II (3.0)

Prerequisite: ARTS 237. Lab fee. Advanced problems with further reference to the development of personal expression. Content, composition, spatial relationships and color theory are stressed within a contemporary context.

Offered: Fall Semester

ARTS 339 - Painting III (3.0)

Prerequisite: ARTS 338. Lab fee. 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

Offered: Spring Semester

ARTS 343 - Intermediate Wheel (3.0)

Prerequisite: ARTS 243. Lab fee. Continued studies in the production of ceramic ware using the potter's wheel as a primary tool, students will

acquire an understanding of the science and skills required for creating wheel-thrown pottery and develop a personal statement with their ceramic art.

Offered: Both Semesters

ARTS 344 - Drawing IV (3.0)

Prerequisites: ARTS 324 Drawing III or permission of the instructor. Lab fee.

An investigation into drawing techniques. Students accomplished in the fundamentals of perceptual and nonobjective drawing will pursue projects for individual discovery and growth. Focused thematic drawing problems, experimentation with materials and formats, and the study of contemporary ideologies and current drawing strategies, providing a basis for the development of individual drawing projects.

Offered: Spring Semester

ARTS 345 - Ceramic Sculpture (3.0)

Prerequisite: ARTS 304. Lab fee. An in-depth study of materials, skills, procedures, and aesthetics relating to a variety of sculpture techniques in clay, and considerations for surface finishing and firing of sculptural forms.

Offered: Both Semesters

ARTS 370 - Portfolio Creation (1.0)

Prerequisite: ARTS 237, and instructor permission. Non-Art Therapy majors are welcome with approval from the instructor. This course provides students with the opportunity to produce a finished portfolio of artwork. To have a thriving career in visual art, a student needs to design amazing presentations of their artwork, understand what clients and viewers want and expect to see, and be able to talk confidently about their studio practice. In this course, students will not create new artwork but will select, organize, and refine existing work into traditional and digital portfolios.

Offered: Fall Semester

ARTS 375 - Independent Study (1.0 - 3.0)

Prerequisites: for theory and studio, 9 credits in art theory and studio courses or permission of the instructor. Open to juniors and seniors with instructor's permission. Independent study in theory and studio or art history.

Offered: Both Semesters and Summer

ARTS 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

ARTS 469 - The Business of Art (2.0)

Prerequisites: Enrollment restricted to declared studio arts majors with junior standing or permission of the instructor. Lab fee. Covers the essentials of managing a small art business and the development of concepts in preparation for the capstone exhibition. Each artist will begin to develop their art business and visual identity, learn about taxes, record keeping, develop PR materials, document their creative process, assemble an artists' portfolio, and begin to create a body of work for their senior exhibition.

Offered: Fall Semester

ARTS 470 - Senior Seminar (3.0)

Prerequisites: ARTS 469 or permission of the instructor. Lab fee. The capstone experience for students with a concentration in studio art, this course will provide students with direction and guidance as they produce a finished portfolio of exhibition quality work. Emphasis is placed on independent production, class presentation, and critical assessment as students complete a body of work for their required professional exhibition.

Offered: Spring Semester

ARTS 498 - Advanced Topics in Studio Art (1.0)

Prerequisites: ARTS 101, at least two 3 credit studio arts (ARTS) courses (one 200 level and one 300 level) in the focus of the advanced topic or with permission from the instructor. An opportunity for students to explore upper level topics in studio arts as suggested by students' special interests and those of the faculty. Offered at the discretion of the Studio Arts program and the Department of Art and Archeology.

Offered: As Needed

ARTT - ART THERAPY

ARTT 301 - Art Therapy I (3.0)

Prerequisites: ARTS 101 or ARTS 123, PSY 101, and junior standing; or permission of the instructor. This course provides an introduction to the art therapy profession including its history and development, fundamentals of the creative process, applications in various settings, and the ethics of practice. Students are introduced to art therapy through experientials, didactic instruction, reading, writing, and their own art making for self-expression and exploration of responses. Professional skills are examined, and personal qualities.

Offered: Fall Semester

ARTT 302 - Art Therapy II (3.0)

Prerequisite: ARTT 301. This course explores the theory, approaches, techniques, and applications of the art therapy profession emphasizing the relationship between fine art, art education, psychology, counseling, and art therapy. Students will examine how the art part and therapy part of art therapy interface as well as applications, theory and technique-based approaches in relation to population, settings, mode and related professions.

Offered: Spring Semester

ARTT 399 - Art Therapy Internship (3.0)

Prerequisites: Permission of the instructor and program directors; eligible students must have completed at least 18 credits in the major, have a 2.5 major GPA or higher, and have a 2.0 cumulative GPA or higher. Individualized practical training relevant to student's course of study at an approved worksite. Provides opportunities to work with professionals in the field and develop skills. Instructor and program directors must approve worksite and project. Grading is satisfactory/unsatisfactory.

Offered: As Needed

ASL - AMERICAN SIGN LANGUAGE

ASL 101 - American Sign Language I (3.0)

An introduction to the grammar and structure of American Sign Language (ASL) for students with no or limited knowledge of ASL. Immersion and interpersonal communication will be emphasized. Students learn grammar in the context of communicative activities. The course includes language laboratory and is an integral component of the course. (This course is taught in ASL only.)

Offered: Both Semesters

ASL 102 - American Sign Language II (3.0)

Prerequisite: ASL 101. A continuation of America Sign Language I, with the expansion of conversational language skills as the medium of communication will be used in this classroom. Develops receptive/expressive skills. Features additional information about the Deaf community and Deaf culture. (This course is taught in ASL only).

Offered: Spring Semester

BIOL - BIOLOGY

A grade of "C-" or above in all prerequisite courses is required.

BIOL 104 - Anatomy & Physiology for Nurses I (4.0)

Co-requisite: CHEM 100 or CHEM 101. This course is an introduction to the study of the structure and function of the human body. Designed for the nursing student, concepts of anatomy and physiology with an explanation of how the body is structurally organized from the chemical/cellular level through the tissue, organ, and system levels to the organism level are explored.

Offered: Fall Semester

BIOL 110-129 - Biological Inquiry (4.0)

(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.

Core: Scientific Thought-Lab

Offered: Either semester

BIOL 111 - Secret Lives of Plants (4.0)

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.

Core: Scientific Thought-Lab

Offered: Spring Semester

BIOL 112 - Biology of Food & Nutrition (4.0)

(4 credits/3 lecture and 3 laboratory hours) (Junior and senior biology majors cannot take a second BIOL 110-129 course without permission from the Department.) 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.

Core: Scientific Thought-Lab

Offered: Either Semester

BIOL 113 - Newsstand Biology (4.0)

(Junior and senior biology majors cannot take a second BIOL 110-129 course without permission from the Department.) 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.

Core: Scientific Thought-Lab

Offered: Either Semester

BIOL 114 - Biodiversity: Past Present & Future (4.0)

(Junior and senior biology majors cannot take a second BIOL 110-129 course without permission from the Department.) 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.

Core: Scientific Thought-Lab

Offered: Either Semester

BIOL 117 - This Course Will Bug You (4.0)

(Junior and senior biology majors cannot take a second BIOL 110-129 course without permission from the Department.) 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.

Core: Scientific Thought-Lab

Offered: Either Semester

BIOL 119 - Biology of Marine Organisms (4.0)

(Junior and senior biology majors cannot take a second BIOL 110-129 course without permission from the Department.) Earth's oceans occupy over 70 percent of its surface area. This course uses the marine environment as a basis to explore general biological ideas and concepts. Life on earth is believed to have originated in the sea, so the study of marine organisms

teaches us much about all life on earth, not just that in the sea. The classification, anatomy, physiology, homeostasis and unique ecological adaptations of many marine plants and animals will be explored. Students will learn about life in estuaries, rocky intertidal areas, sandy beaches, and the open ocean. Lecture and laboratory material may be supplemented with discussion of current issues, slides, videos, literature searches and student presentations.

Core: Scientific Thought-Lab

Offered: Either Semester

BIOL 130-149 - Biological Inquiry (3.0)

(Junior and senior biology majors cannot take any BIOL 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.

Core: Scientific Thought-Non-Lab

Offered: Either semester

BIOL 134 - The Biology of Cancer (3.0)

(Junior and senior biology majors cannot take a second BIOL 130-149 course without permission from the Department.) 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.

Core: Scientific Thought-Non-Lab

Offered: Either Semester

BIOL 138 - The Human Health Mosaic (3.0)

(Junior and senior biology majors cannot take a second BIOL 130-149 course without permission from the Department.) 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.

Core: Scientific Thought-Non-Lab

Offered: Either Semester

BIOL 140 - Biology of Symbiosis (3.0)

We will explore a diversity of partnerships between microbes and animals, plants and fungi, including corals, lichens, digestive (e.g. termites, cow/human guts) and bioluminescent symbioses, including impacts on food production, tourism, and general environmental health.

Core: Scientific Thought-Non-Lab

Offered: Either Semester

BIOL 141 - Thinking About Thinking (3.0)

(Junior and senior biology majors cannot take a second BIOL 130-149 course without permission from the Department.) The course will explore the biology of the brain from an introductory perspective, learning about the senses, muscular responses, and cognition. Topics will include vision,

emotions, memory, and the neurobiological aspects of language, exploring neuroscience from the scale of components of the individual cell, to the majestic and mysterious organ now contemplating itself.

Core: Scientific Thought-Non-Lab

Offered: Either Semester

BIOL 142 - Biotechnology:The Future is Here (3.0)

(Junior and senior biology majors cannot take a second BIOL 130-149 course without permission from the Department.) This course addresses selected scientific and technological advances in biomedical research and molecular biology such as recombinant DNA technology, mammalian cell culture and protein expression. Ethical, global, legal and economic issues resulting from the biotechnological industry will be discussed.

Core: Scientific Thought-Non-Lab

Offered: Either Semester

BIOL 201 - Evolution and Ecology (4.0)

Prerequisite: BIOL 110-129 course or ENSP 101 and ENSP 102 or permission of instructor 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.

Offered: Spring Semester

BIOL 202 - Physiology of Plants & Animals (4.0)

Prerequisites: BIOL 110-129 or ENSP 101 and ENSP 102, and CHEM 101 (or concurrent), or permission of instructor. 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.

Offered: Fall Semester

BIOL 203 - Introduction to Cell Biology & Genetics (4.0)

Prerequisites: BIOL 110-129 course or ENSP 101 and ENSP 102, and CHEM 102 (or concurrent), or permission of instructor. 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.

Offered: Spring Semester

BIOL 204 - Anatomy & Physiology for Nurses II (4.0)

Prerequisite: BIOL 104. This course continues with the principles and concepts of A&P I for Nurses and expands on detailed examination of selected body systems. Cellular, tissue, organ and system levels will be explored in the classroom and lab from an anatomical and physiological perspective.

Offered: Spring Semester

BIOL 232 - Microbiology for Nurses (4.0)

Prerequisite: BIOL 104. This course emphasizes the interaction of microorganisms with people. Students will explore etiology, transmission and control of disease-causing microorganisms. A laboratory experience complements classroom learning with hands-on experiments with various aspects of microbiological applications.

Offered: Spring Semester

BIOL 307 - Intro Human Anatomy & Physiology (4.0)

Prerequisites: BIOL 202 and BIOL 203, or permission of the instructor. 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.

Offered: Fall Semester

BIOL 309 - Aquatic Ecology (4.0)

Prerequisite: BIOL 201 or permission of the instructor. 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

Offered: As Needed

BIOL 314 - Developmental Biology (4.0)

Prerequisites: BIOL 202 and BIOL 203 and CHEM 209, or permission of the instructor. Developmental biology is an in-depth tour of the cycle of life which includes fertilization, cleavage, gastrulation, organogenesis, metamorphosis, and gametogenesis. The laboratory portion of the course will provide students with unique cellular and molecular techniques specific to the field, as well as hands-on microscopy and histology experience.

Offered: As Needed

BIOL 316 - Genetics (4.0)

Prerequisites: BIOL 201 and BIOL 203 and CHEM 209 (or concurrent enrollment), or permission of the instructor. 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.

Offered: Spring Semester

BIOL 331 - Microbiology (4.0)

Prerequisites: BIOL 203 and CHEM 209, or permission of the instructor. 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.

Offered: Spring Semester

BIOL 335 - Teaching Assistantship in Biology (2.0)

An opportunity for qualified juniors and seniors to assist in the laboratory 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.

Offered: Either Semester

BIOL 336 - Vertebrate Zoology (4.0)

Prerequisites: BIOL 201 and BIOL 202 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.

Offered: As Needed

BIOL 337 - Invertebrate Zoology (4.0)

Prerequisites: BIOL 201 and BIOL 202, or permission of the instructor. 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.

Offered: As Needed

BIOL 338 - Advanced Ecology (4.0)

Prerequisites: BIOL 201 and BIOL 203, or permission of instructor. 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.

Offered: As Needed

BIOL 339 - Cell Biology (4.0)

Prerequisites: BIOL 203 and CHEM 209 (or concurrent enrollment), or permission of the instructor. 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.

Offered: Fall Semester

BIOL 344 - Ornithology (4.0)

Prerequisites: BIOL 201 and (BIOL 202 or BIOL 203 or concurrent enrollment) 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 birdlife. 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.

Offered: As Needed

BIOL 345-349 - Field Ecology & Natural History (3.0)

Prerequisite: BIOL 201 or permission of the instructor. 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.

Offered: Summer

BIOL 348 - Tropical Marine Ecology (3.0)

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.

Offered: Summer

BIOL 375 - Independent Study (1.0 - 3.0)

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. Students taking this course to satisfy the capstone requirement are required to also take the ETS Major Field Test in Biology during finals week.

Offered: Both Semesters and Summer

BIOL 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

BIOL 399 - Internship in Biology (3.0 - 12.0)

Prerequisites: 20 hours of biology, 12 hours of chemistry and permission of the department. 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. Students taking this

course to satisfy the capstone requirement are required to also take the ETS Major Field Test in Biology during finals week.

Offered: Both Semesters and Summer

BIOL 408 - Advanced Human Anatomy and Physiology (4.0)

Prerequisite: BIOL 307 or permission of instructor. 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.

Offered: Spring Semester

BIOL 411 - Protein Biochemistry (3.0)

Prerequisites: BIOL 203 and CHEM 210, or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level BMS 511

Offered: Fall Semester

BIOL 412 - Biochemistry of Intermediary Metabolism (3.0)

Prerequisites: BIOL 203 and CHEM 210, or permission of the instructor. A study of the generation and storage of metabolic energy and of the structure, biosynthesis and function of nucleic acids.

Cross-Listed as: Double-numbered course; offered with graduate-level BMS 512

Offered: As Needed

BIOL 424 - Molecular Biology of Eukaryotic Cells (3.0)

Prerequisites: BIOL 316 and BIOL 339, or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level BMS 524

Offered: Fall Semester

BIOL 425 - Virology (3.0)

Prerequisite: BIOL 424 or permission of the instructor. An introduction to animal viruses with emphasis on classification, structure, the molecular biology of replication and biological activity within eukaryotic cells.

Cross-Listed as: Double-numbered course; offered with graduate-level BMS 525

Offered: Fall Semester

BIOL 428 - Immunology (3.0)

Prerequisites: BIOL 331 and BIOL 339, or permission of the instructor.

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.

Cross-Listed as: Double-numbered course; offered with graduate-level

BMS 528

Offered: Fall Semester

BIOL 434 - Basic Principles & Methods in Molecular Genetics (3.0)

Prerequisite: BIOL 316 or permission of the instructor. 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, expression of fusion proteins in *E. coli*, and web-based analysis of sequence data.

Cross-Listed as: Double-numbered course; offered with graduate-level

BMS 534

Offered: As Needed

BIOL 437 - Introduction to Bioinformatics (3.0)

Prerequisite: BIOL 316 or permission of the instructor This is a hands-on, applied course that 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, DNA sequence analysis and prediction of 2-D and 3-D molecular structures.

Cross-Listed as: Double-numbered course; offered with graduate-level

BMS 537

Offered: Spring Semester

BIOL 451 - Plant Ecology (3.0)

Prerequisite: BIOL 338 or permission of the instructor. Analyzes how environmental fluctuations impact plant populations, along with 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.

Cross-Listed as: Double-numbered course; offered with graduate-level
ENV 551

Offered: Fall Semester (Even Years)

BIOL 470 - Biology Seminar (3.0)

Prerequisite: Open to biology majors with senior standing and a GPA of 2.0 or above in biology who have completed the three biology core classes (BIOL 201, BIOL 202 and BIOL 203) and three elective classes in biology at the 300-level or above or with permission of the department. 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. Students may use this class as the capstone or as a 3-credit elective. Students taking this course to satisfy the capstone requirement are required to also take the ETS Major Field Test in Biology during finals week.

Offered: Spring Semester

BIOL 498 - Special Topics in Biology (3.0)

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.

Offered: As Needed

BIOL 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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. Students taking this course to satisfy the capstone requirement are required to also take the ETS Major Field Test in Biology during finals week.

Offered: Both Semesters and/or Summer

BIOL 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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. Students taking this course to satisfy the capstone requirement are required to also take the ETS Major Field Test in Biology during finals week.

Offered: Both Semesters and/or Summer

MGMT - BUSINESS ADMINISTRATION

MGMT 205 - Principles of Management: Introduction to Organizations (3.0)

Credit by exam. 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.

Core: Social and Behavioral Analysis

Offered: Both Semesters

ECMG 212 - Statistics for Economics & Management (3.0)

Prerequisites: MATH 099 or Level II placement on Basic Math skills inventory or permission of the instructor. Not open to students who have received credit for MATH 112, ECMG 212, PST 211 or SOC 261. This course will introduce descriptive statistics, probability, discrete and continuous distributions, correlations, and linear regressions. Completing this course will give students the solid grounding in statistics necessary to successfully complete upper-level economics and management courses.

Core: Computation/Quantitative Literacy

Offered: Spring Semester

MGMT 281 - Principles of Financial Accounting (3.0)

Credit by exam. Basic understanding of accounting information, accounting concepts, procedures, analysis and reports. The study of accounting as a tool of economic and financial analysis.

Offered: Both Semesters

MGMT 284 - Principles of Managerial Accounting (3.0)

Prerequisite: MGMT 281. Credit by exam. 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.

Offered: Both Semesters

ECMG 300 - Financial Economics (3.0)

Sophomore standing and ECON 206 or permission of the instructor. ECON 306 is strongly recommended. Survey of major theories on asset pricing theories and portfolio allocation choice that form the foundations of finance. While institutional aspects of financial markets will not be covered, all of the basic theories of risk management, portfolio theory, consumption-based asset pricing, and general equilibrium theories of asset theories will be covered in detail.

Offered: Spring Semester (Even Years)

ECMG 303 - Principles of Finance & Investment (3.0)

Prerequisites: MGMT 281, ECMG 212 or MATH 112, and ECON 205 or ECON 206. 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.

Offered: Both Semesters

MGMT 301 - Organizational Theory and Behavior (3.0)

Prerequisite: MGMT 205 or permission of the instructor. This course introduces students to major theoretical perspectives in organizational studies. Its multidisciplinary framework includes contributions from the social sciences to the study of individuals, groups, systems and leadership. It enables students to apply theory to application and develop analytical skills to diagnose complex phenomena and recommend strategies for managerial action.

Offered: Both Semesters

MGMT 306 - Principles of Marketing (3.0)

Prerequisite: MGMT 205. 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.

Offered: Both Semesters

MGMT 307 - Personnel Management (3.0)

Prerequisite: MGMT 301. 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.

Offered: Spring Semester

MGMT 312 - Analytical Methods of Management (3.0)

Prerequisites: MGMT 205, ECMG 212 or MATH 112, and either ECON 205 or ECON 206. Open to sophomores, juniors or seniors, or permission of the instructor. This course introduces students to the fundamental concepts of the analytical methodology useful in the managerial decision-making process. It begins with a basic review of math, linear algebra and calculus as they are used in business. After which, it covers decision theory, business forecasting, and linear programming.

Offered: Both Semesters

MGMT 313 - Employment and Labor Law (3.0)

Prerequisites: MGMT 205, MGMT 307 (or concurrent enrollment) or the permission of the instructor. This course provides insights into all aspects of employment and labor law, including employment planning, compensation, labor relations, and employee exit. Students gain an understanding of the rights and obligations of employers and employees and develop responsive management strategies involving employment and labor law issues.

Offered: Fall Semester

MGMT 314 - International Business (3.0)

Prerequisites: ECON 206 and MGMT 205 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.

Core: Global Perspectives

Offered: Both Semesters

MGMT 315 - Managing Nonprofit Organizations (3.0)

Prerequisite: MGMT 205 or permission of the instructor. Open to sophomores, juniors and seniors. 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.

Offered: Fall Semester

MGMT 318 - Social Entrepreneurship I (3.0)

Prerequisite: MGMT 205 and junior standing or permission of the instructor. Through case studies, key readings, directed projects, and activities, this course explores how business techniques can drive the creation of social value. Students will develop the toolkit of the social entrepreneur, covering topics of leadership, organizational setup, acquisition and management of resources, and managing complex sociocultural systems. Concepts of innovation, social capital, and sustainable enterprise will be emphasized.

Offered: Fall Semester

MGMT 319 - Social Entrepreneurship II (3.0)

Prerequisite: MGMT 318 and junior standing or permission of the instructor. Social entrepreneurship refers to the creation of innovative organizations that address social problems using business methods. In many ways, this course is a continuation of Social Entrepreneurship I as it seeks to implement the principles learned to actual organizational and community situations. The course starts with an environmental scan of the local community to understand the social and environmental needs of the community. Then, the emphasis shifts to the operational aspects of implementing projects. Special attention is given to measuring progress, understanding roadblocks to effective implementation and change management, and overcoming resistance to change. Effective implementation strategies, such as finding community partners and seeking alliances with regional and national organizations, are highlighted in this course. The international aspects of social entrepreneurship are illustrated through examples and case studies.

Offered: Spring Semester

MGMT 321 - Intermediate Accounting I (3.0)

Prerequisite: MGMT 284. 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.

Offered: Fall Semester

MGMT 322 - Intermediate Accounting II (3.0)

Prerequisite: MGMT 321. 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.

Offered: Spring Semester

MGMT 323 - Personal Financial Planning (3.0)

Sophomore standing and MGMT 284 and ECMG 303 or permission of the instructor. The course will provide a high-level overview of the Personal Financial Planning. The focus will be on both the basic financial planning competencies and the broad subject matter of finance. Students will be exposed to the four key personal financial planning areas of estate, risk management, investments, and financial independence while integrating tax planning strategies.

Offered: Fall Semester (Odd Years)

MGMT 324 - ESG Investing and Sustainable Portfolios (3.0)

Prerequisite: MGMT 205 or permission of instructor

ESG assets (investments with a focus on Environmental, Social and Governance themes) represented over 1/3 of all professionally managed assets in the US as of 2020 and has grown since then. This course will cover (i) what it means to be a socially responsible company, (ii) how investment professionals are evaluating companies with a social lens, (iii) how stakeholders are driving change in companies through proxy votes and engagement, and (iv) what this trend means for institutional and individual investors.

Offered: Spring Odd Years

CAMG 330 - Social Media Marketing (3.0)

Prerequisites: MGMT 205. Drawing from information systems, social science, and communications, students will explore social media trends and applications. Connections will be made to organizational objectives and strategies, including design, implementation, and assessment. Topics covered include the origins of social media, impact on news dissemination, communication styles, campaigns, crowdsourcing, conflict resolution, and impact on society.

Offered: Spring Semester

MGMT 331 - Auditing (3.0)

Prerequisites: MGMT 321 and MGMT 322. This course delivers a basic understanding of auditing function in accounting from both and internal and external perspective but concentrating on external auditing. Included will be an analysis of why auditing is necessary and how to complete an audit in an organization.

Offered: Spring Semester

MGMT 335 - Teaching Assistantship in Management (1.0 - 2.0)

Prerequisite: Permission of the Management faculty. (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.

Offered: Either Semester

MGMT 350 - Business and Social Forces (3.0)

Prerequisites: MGMT 205, MGMT 301 and ECON 205. 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.

Offered: Fall Semester

MGMT 370 - Investment Practicum (1.0)

Prerequisite: Approval of the instructor. May be repeated for a maximum of 4 credits. Investment Practicum is an experiential learning course in investment. The focus of this course is to give the students both a theoretical foundation and practical experience in the management of investment portfolios. *Grading is on a Satisfactory/Unsatisfactory basis.*

Offered: Both Semesters

MGMT 375 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of the chair of the department. Reading and/or research in a selected field of management.

Offered: Both Semesters and Summer

ITMG 388 - Management Information Systems (3.0)

Prerequisite: MGMT 301. 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.

Offered: Both Semesters

MGMT 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

CAMG 399 - Internship in Integrated Marketing Comm (3.0)

Prerequisites: Open to declared IMC majors; permission of co-directors required. Practical experience in which students apply integrated marketing and communication concepts and skills in an appropriate business setting. Grading is on a satisfactory/unsatisfactory basis. Permission of IMC co-directors required. May be repeated once. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

MGMT 399 - Internship in Management (3.0)

Prerequisites: Completion of at least half of the Common Body of Knowledge courses and junior or senior standing. A learning experience with an appropriate organization to provide familiarity with the management concepts, skills and attitudes required for success in a specific career. The student is responsible for developing appropriate work projects, and 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.

Offered: Both Semesters and Summer

MGMT 402 - Business Finance (3.0)

Prerequisite: ECMG 303. Financial management of business enterprises, with emphasis on financial problems and policies of corporations.

Offered: Fall Semester

MGMT 406 - Consumer Behavior and Analysis (3.0)

Prerequisites: MGMT 306 The course uses concepts, principles and theories from psychology, economics, anthropology and sociology to explore the consumer acquisition process. Marketing concepts of product positioning, segmentation, brand loyalty, preference and diffusion of innovations will be considered in context with environmental, ethical, multicultural and social influences.

Offered: Fall Semester

MGMT 410 - Investment Analysis (3.0)

Prerequisite: ECMG 303. 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.

Offered: Spring Semester

MGMT 411 - Seminar in Strategic Management (3.0)

Prerequisite: Completion of the Common Body of Knowledge. Open to seniors only. 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.

Offered: Both Semesters

MGMT 423 - Marketing Research Methods (3.0)

Prerequisites: MGMT 306 and MATH 112 or PST 211 or SOC 261 or ECMG 212, and permission of the instructor. The role of research in marketing is studied; skill in applying various marketing research methods is developed through field work.

Offered: Fall Semester

MGMT 424 - Marketing Communications Strategy (3.0)

Prerequisites: MGMT 306 or permission of instructor This course covers how advertising, sales promotion, public relations, personal selling, interactive marketing and packaging decisions form a coordinated strategy. Students examine the role of integrated communications and the benefits of integrating all brand elements of the marketing mix. The course also addresses programs for new media and the challenges of a changing marketing environment.

Offered: Spring Semester

MGMT 426 - Fixed Income Securities (3.0)

Junior standing and ECMG 303 or permission of the instructor. This course covers the valuation and application of a wide variety of fixed income securities. Fixed income securities are financial claims including pure discount bonds, coupon bonds such as Treasury notes and corporate bonds, floating rate notes, callable bonds, among many others, issued by public or private entities. In this course, we focus on yield curve construction, duration and convexity, and formal term structure models. The goal is to introduce you to at least one equilibrium model and one no-arbitrage model, and to analytical tools used in interest rate modeling and risk management. This course combines theory with practical

examples demonstrating the complications that arise when applying theory to realistic situations.

Offered: Spring Semester (Odd Years)

MGMT 427 - Financial Derivative Securities (3.0)

Junior standing and ECMG 303 or permission of the instructor. This course provides an introduction to the fastest growing areas in derivative securities. It builds on the principles of finance to provide insights to the nature of financial derivatives and applications of such instruments used in an investments and corporate setting. This course is divided into three parts: (1) options; (2) futures and forwards; and (3) swaps. Emphasis is placed on derivatives on equity instruments (stocks and stock indices) although short-and long-term interest bearing instruments (Treasury securities, LIBOR, etc.) are also discussed in detail.

Offered: Fall Semester (Even Years)

MGMT 432 - Advanced Accounting (3.0)

Prerequisites: ECMG 303, MGMT 314, MGMT 321 and MGMT 322 This course develops an understanding of the theoretical foundation of GAAP as it relates to business combinations and consolidated financial statements. It includes advanced topics in partnership accounting, foreign currency and hedge accounting, international accounting standards, and accounting for government and non-profit organizations.

Offered: Fall Semester

MGMT 433 - Cost Accounting (3.0)

Prerequisite: MGMT 284. 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.

Offered: Spring Semester

MGMT 434 - Federal Tax Accounting (3.0)

Prerequisites: MGMT 321 and MGMT 322. The course is a study of personal and corporate tax concepts, structure, and planning. It emphasizes the rules of taxation for individuals, partnerships, and corporations. Students learn estate and gift taxation, income taxation of trusts and estates, deferred compensation, and international tax. State and local taxation are also addressed.

Offered: Fall Semester

MGMT 454 - Legal Environment of Business (3.0)

Prerequisite: MGMT 205 or permission of the department. This course provides an overview of the contemporary legal and regulatory business environment. Specifically, it relates various laws and regulations to 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.

Offered: Both Semesters

ECMG 478 - International Financial Management (3.0)

Prerequisites: ECON 206, ECMG 303, ECON 306 and MGMT 314. Open to juniors and seniors, or by permission of the instructor. This course introduces students to international finance and institutions. Topics covered are exchange rate determination theories, international corporate finance, international portfolio diversification models, foreign

exchange risk, hedging strategies, foreign exchange options, and derivatives market.

Cross-Listed as: Double-numbered course; offered with graduate-level ECMG 578

Offered: Spring Semester

MGMT 481 - Financial Statement Analysis (3.0)

Prerequisites: MGMT 281 and MGMT 284, or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level MGMT 581

Offered: Spring Semester

CAMG 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CAMG 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MGMT 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MGMT 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CHEM - CHEMISTRY

Students enrolling in chemistry courses must have earned a grade of "C-" or higher in each prerequisite course.

CHEM 100 - The Chemical World (4.0)

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.

Core: Scientific Thought-Lab

Offered: Both Semesters

CHEM 101 - General Chemistry I (4.0)

Prerequisite: MATH 099 or Level 2L placement on the Basic Math Skills Inventory. 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.

Core: Scientific Thought-Lab

Offered: Fall Semester

CHEM 102 - General Chemistry II (4.0)

Prerequisite: CHEM 101 and MATH 099 or Level 2L placement on the Basic Math Skills Inventory. Laboratory-driven study of solutions, acid-base and redox reactions and chemical equilibria. Honors section open by invitation only.

Core: Scientific Thought-Lab

Offered: Spring Semester

CHEM 105 - Molecular Basis of Nutrition (3.0)

An introduction to biochemical concepts related to nutrition. Chemical properties and dietary sources of nutrients will be presented and impacts of dietary choices on health and society will be examined.

Core: Scientific Thought-Non-Lab

Offered: Both Semesters

CHEM 209 - Organic Chemistry I (4.0)

Prerequisite: CHEM 102. 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).

Offered: Fall Semester

CHEM 210 - Organic Chemistry II (4.0)

Prerequisite: CHEM 209. 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.

Offered: Spring Semester

CHEM 215 - Quantitative Analysis (4.0)

Prerequisite: CHEM 102. A study of principles, procedures and techniques of quantitative analysis. Laboratory work on classical and spectrophotometric methods.

Offered: Fall Semester

CHEM 270 - Physical Science Literature (3.0)

Prerequisites: CHEM 209. An introduction to the literature in the physical sciences. Database searches and journal article critiques will allow students to develop an understanding of the chemical, biochemical, and physics literature, which can then be applied in their future coursework.

Cross-Listed as: Also offered as PHYS 270

Offered: Spring Semester

CHEM 301 - Biological Chemistry I (4.0)

Prerequisite: CHEM 210. 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.

Offered: Fall Semester

CHEM 324 - Instrumental Methods of Analysis (4.0)

Prerequisite: CHEM 210 and CHEM 215. Advanced topics in chemical analysis with emphasis on the principles and practice of instrumental techniques.

Offered: Spring Semester (Even Years)

CHEM 335 - Teaching Assistantship in Chemistry (1.0 - 2.0)

Prerequisite: Invitation of the department. (May be repeated for a maximum of 6 credits.) An opportunity for qualified students to assist in CHEM 101, CHEM 102, CHEM 209 or CHEM 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.

Offered: Either Semester

CHEM 375 - Independent Study (1.0 - 3.0)

Prerequisites: 8 credits of 200-level coursework in chemistry, a minimum gpa of 2.20 in the discipline or permission of the department. Independent study, either reading or laboratory work, in a selected field of chemistry or biochemistry.

Offered: Both Semesters and Summer

CHEM 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

CHEM 399 - Internship in Chemistry (3.0 - 12.0)

Prerequisites: 20 hours of chemistry, 8 hours of physics or biology, or permission of the department. Individualized study and training in a cooperating laboratory or office. 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.

Offered: Both Semesters and Summer

CHEM 401 - Environmental Chemistry (3.0)

Prerequisites: CHEM 209 and CHEM 215 or permission of the instructor. Open to juniors and seniors who meet the qualifications for enrolling in double-

numbered courses. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level CHEM 501

Offered: As Needed

CHEM 402 - Biological Chemistry II (3.0)

Prerequisite: CHEM 301 or permission of the instructor. A study of information transfer and genetic regulation, membranes, cell signaling and metabolic pathways.

Offered: Spring Semester

CHEM 403 - Biological Chemistry Lab Techniques (1.0)

Prerequisite: Concurrent enrollment in CHEM 402 or permission of the instructor. Laboratory experiences involving molecular techniques for separating, characterizing, detecting and analyzing nucleic acids and proteins. Modern equipment and instruments are used.

Offered: Spring Semester

CHEM 405 - Inorganic Chemistry (3.0)

Prerequisite: CHEM 210 and CHEM 215. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses. A study of the principles of structure and bonding, chemical reactivity and periodic relationships of inorganic compounds.

Cross-Listed as: Double-numbered course; offered with graduate-level CHEM 505

Offered: Spring Semester (Odd Years)

CHEM 410 - Advanced Organic Chemistry (3.0)

Prerequisite: CHEM 210. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses. Advanced topics in organic synthesis and structure determination. Topics vary with the general interest of the students and professor.

Cross-Listed as: Double-numbered course; offered with graduate-level CHEM 510

Offered: Spring Semester (Odd Years)

CHEM 431 - Quantum Mechanics (3.0)

Prerequisites: CHEM 210, CHEM 215, MATH 202 and PHYS 102 or PHYS 204. Introduction to quantum mechanics, atomic and molecular structure and spectroscopy.

Cross-Listed as: Also offered as PHYS 431

Offered: Fall Semester

CHEM 432 - Thermodynamics & Statistical Mechanics (3.0)

Prerequisite: CHEM 431. A continuation of CHEM 431. A study of statistical mechanics, thermodynamics, and kinetics.

Cross-Listed as: Also offered as PHYS 432

Offered: Spring Semester

CHEM 433 - Quantum Mechanics Laboratory (1.0)

Prerequisite: Concurrent enrollment in CHEM 431 or permission of the instructor. Investigation of atomic and molecular structure and spectroscopy in a series of laboratory experiments and computer-based exercises.

Cross-Listed as: Also offered as PHYS 433

Offered: Fall Semester

CHEM 434 - Thermodynamics & Statistical Mechanics Laboratory (1.0)

Prerequisite: Concurrent enrollment in CHEM 432 or permission of the instructor. Principles of statistical mechanics, thermodynamics and kinetics are investigated in a series of experiments and computer-based simulations.

Cross-Listed as: Also offered as PHYS 434

Offered: Spring Semester

CHEM 498 - Current Topics in Chemistry (1.0 - 3.0)

Prerequisites: CHEM 209, CHEM 215 and permission of the instructor. 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.

Offered: Either Semester

CHEM 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CHEM 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CJ - CRIMINAL JUSTICE

CJ 230 - Introduction to Criminal Justice (3.0)

This course provides an introduction, overview and survey of the American criminal justice system. Emphasis will be placed on the study of such issues as discretionary decision-making in the administration of justice, community policing, domestic violence intervention and institutional responses to law.

Offered: Spring Semester

CJ 299 - Special Topics (3.0)

This course is a general topics course allowing faculty and students to study particular topics of interest.

Offered: As Needed

CJ 300 - Criminalistics (3.0)

Prerequisite: CJ 230 and PSCI 308 or LWCJ 308; or Permission of Instructor
An introductory, non-scientific survey course in criminalistics and the basics of forensic science. Focus will be on criminal investigations, the

recognition, collection, preservation and analysis of physical evidence from the crime scene, to the crime lab, to the courtroom.

Offered: Spring Semester (Odd Years)

LWCJ 308 - Criminal Law (3.0)

Prerequisite: LWPS 230 or Permission of Instructor

This course addresses the substantive study of criminal law, how society declares what conduct is criminal and what punishment should be imposed for such conduct. Such questions as what effect does heredity, environment, poverty, urban life, lack of education and unemployment have on the proclivity for criminal behavior will be examined.

Offered: Fall Term; Even Years

CJ 375 - Independent Study (1.0 - 3.0)

Prerequisites: 12 credits in the major, and permission of the instructor. Reading and/or research in a selected area of criminal justice.

Offered: Both Semesters and Summer

CJ 399 - Internship in Criminal Justice (3.0 - 15.0)

Prerequisites: 15 credits in the major, an overall GPA of 2.5 and permission of the supervising instructor and the director of the Law and Criminal Justice program.

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.

Offered: Both Semesters and Summer

LWCJ 401A - Pre-Law Clinic Seminar (3.0)

Prerequisites: LW 230, CJ 230, PSCI 308 or LWCJ 308 and LW 300 and with permission of the instructor. The Pre-Law Clinic provides students with hands-on experience by conducting investigations, legal research, and preparing real cases for trial. The Clinic has a classroom seminar and collaborative investigative component.

Offered: Fall Semester

LWCJ 401B - Pre-Law Clinic (3.0)

Corequisite: LWCJ 401A. Grading is satisfactory/unsatisfactory. The Pre-Law Clinic provides students with hands-on experience by conducting investigations, legal research, and preparing real cases for trial. The Clinic has a classroom seminar and collaborative investigative component.

Offered: Fall Semester

LWCJ 402A - Pre-Law Clinic Seminar II (3.0)

Prerequisites: Completion of LWCJ 401A and LWCJ 401B and by permission of the instructor. The Pre-Law Clinic II permits students to continue their PTC client and project work through the spring semester.

Offered: Spring Semester

LWCJ 402B - Pre-Law Clinic II (3.0)

Corequisite: LWCJ 401A and LWCJ 401B and by permission of the instructor. The Pre-Law Clinic II permits students to continue their PTC client and project work through the spring semester.

Offered: Spring Semester

CJ 470 - Sr Seminar in Criminal Justice (3.0)

Prerequisite: CJ 230 This course is the capstone experience for the criminal justice focus area in the Law and Criminal Justice major. It is a topics course in which students will collectively explore a current trend or issue in criminal justice and then work individually on a research project of their choice.

Offered: Spring Semester

LWCJ 499 - Departmental Honors (6.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Year Long

CL - CLASSICAL LITERATURE

CL 202 - Mythology (3.0)

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.

Offered: Spring Semester (Odd Years)

CL 275 - Directed Studies in Classical Language (1.0 - 3.0)

Prerequisite: Two years of high school Latin or the equivalent; and permission of instructor. 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.

Offered: Offered as Needed

CL 302 - Classical Mythology (3.0)

Prerequisite: Fulfillment of Literature section of the Core. Study of major works of Greek and Roman literature, their use of history and myth and their influence in the Western world.

Offered: Spring Semester (Even Years)

CL 375 - Independent Study Classical Literature (1.0 - 3.0)

Prerequisite: Three semesters of college Latin or the equivalent; and permission of instructor. 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. May be taken twice.

Offered: Either Semester

CL 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

CMA - COMMUNICATION ARTS

CMA 200 - Mass Media and Society (3.0)

All forms of mass media — from journalism to advertising to entertainment — profoundly influence society. This course explores how and why media are so impactful, both on the people who produce it as well as those who consume it.

Core: Social and Behavioral Analysis

Offered: Summer and Fall Semesters

CMA 201 - Media Writing I (3.0)

Prerequisite: ENGL 100 or 3 credits from ENGL 110-139. May not be taken on an audit basis. An introduction to writing for various publics using a variety of formats within the contexts of informing, persuading and entertaining. Areas addressed include writing for print, broadcast, public relations, social media and the web.

Offered: Both Semesters

CMA 204 - Media History (3.0)

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.

Core: Historical Analysis

Offered: Spring semester (Even years)

CMA 207 - Principles of Speech Communication (3.0)

Prerequisite: ENGL 100, or 3 credits from ENGL 110-139. 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.

Offered: Spring Semester

CMA 208 - Principles of Editing (3.0)

Prerequisite: CMA 201 or permission of the instructor. May not be taken on an audit basis.

Evaluation and preparation of copy, pictures and other graphic materials for publication; page layouts; newspaper makeup. Some attention to news websites.

Offered: Spring Semester

CMA 209 - Mass Media and Revolution (3.0)

Students will explore how the mass media foster, influence and are shaped by political and social revolutions from ancient times to the modern day. Students will consider how predominant press theories explain the media's role in events that include the American Revolution, the fall of the Soviet Union and Middle East protests.

Core: Global Persp & Social Behav Analysis

Offered: Spring Semester

CMA 222 - The Art of Skepticism (3.0)

In the digital-media age, we are vulnerable to misinformation both because of its quantity and the ease with which it can be spread. How do we know what to believe? The skill used to distinguish information is called skepticism, and developing it is the focus of this course.

Core: Social and Behavioral Analysis

Offered: Spring Semester

CMA 226 - Visual Media Production (3.0)

Lab fee. Introduction to video production, including script writing, camera work, editing and sound in both field and studio situations. Includes survey of commercial and non-commercial video applications. Video screenings, written and visual projects required.

Offered: Both Semesters

CMA 227 - Podcasting (3.0)

Prerequisites: CMA 201 and CMA 207 or permission by instructor. This course will teach students how to conceptualize, write, record, and post podcasts at a professional level.

Offered: Both Semesters

CMA 246 - Graphic Design I (3.0)

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.

Offered: Both Semesters

CMA 260 - Media Writing II (3.0)

Prerequisite: CMA 201 or permission of the instructor. May not be taken on an audit basis. A study of the basic types of feature articles; emphasis on practice in research and writing.

Offered: Fall Semester

CMA 270 - Film Studies (3.0)

Prerequisite: ENGL 100. May be repeated with a different lettered course. A study of films and their filmmakers, including techniques and genres.

Offered: Both Semesters

CMA 270A - Alfred Hitchcock: Master of Suspense (3.0)

Prerequisite: ENGL 100 or 3 credits from ENGL 110-139. Alfred Hitchcock is widely considered the greatest director of suspense films in the medium's history. This course will study Hitchcock's films within the social, political, and economic context of their time, and analyze why his films are so revered and imitated.

Core: Art/Visual & Performing

Offered: Fall Semester (Odd Years)

CMA 270B - Reel Journalism (3.0)

Prerequisite: ENGL 100 or 3 credits from ENGL 110-139. An exploration and analysis of reporters, editors, photojournalists, and broadcasters as depicted in feature narrative films made in the U.S. from the 1930s to the present, with attention to their social and political contexts.

Core: Art/Visual & Performing

Offered: Fall Semester (Even Years)

CMA 270C - America's Great Film Comedies (3.0)

Prerequisite: ENGL 100 or 3 credits from ENGL 110-139. This course examines classic American film comedy from the silent era through modern day with emphasis on slapstick, screwball, and the more social comedies of the modern era.

Core: Art/Visual & Performing

Offered: Spring Semester (Odd Years)

CMA 280 - Screen Craft (3.0)

Prerequisite: ENGL 100 or 3 credits from ENGL 110-139. 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.

Core: Art/Visual & Performing

Offered: Both Semesters

CMA 281 - Introduction to Screenwriting (3.0)

Prerequisites: ART 275 or permission of the instructor. Introduction to Screenwriting 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. (CW)

Offered: Spring Semester

CMA 282 - History of American Film (3.0)

Prerequisites: ENGL 100 or 3 credits from ENGL 110-139. 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.

Core: Art/Visual & Performing

Offered: Spring Semester

CMA 299 - Special Topics in Communication Arts (1.0 - 3.0)

An opportunity for groups of eight or more students to study topics suggested by their special interests and those of the staff and not included in the regular offerings. Topics will vary. Offered at the discretion of the Department of English.

Offered: As Needed

CMA 302 - Visual Media Production II (3.0)

Prerequisites: CMA 226 or permission of the instructor. Lab fee. Students will advance their video production skills and knowledge while creating digital video content. Work includes producing scripted and unscripted industry video packages. Included are advanced video production skills in the context of pre-production, production and post-production processes.

Offered: Both Semesters

CMA 303 - Reporting for the Media (3.0)

Prerequisite: CMA 201 or permission of the instructor. 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.

Offered: Spring Semester

CMA 305 - Communications Law (3.0)

Prerequisite: Junior or senior standing. CMA 200 or CMA 201 or LW 230, or permission of the instructor. A survey of the evolution of the laws of mass communication including journalism, advertising, broadcasting, and the varieties of intellectual property. Emphasis is on the First Amendment, the application of the laws of defamation and privacy, and media regulation in the digital age.

Offered: Fall Semester

CMA 306 - Business Writing in the Digital Age (3.0)

Prerequisite: ENGL 100 or 3 credits from ENGL 110-139. Sophomore standing. May not be taken on an audit basis. This course focuses on forms of writing required in today's ever-evolving digital world, including e-mail, blogging, writing for the web and social media, as well as letters, memos and reports. Students will also write their own bio-sketches, resumes and letters of recommendation.

Offered: Both Semesters

CMA 310 - Public Relations (3.0)

Prerequisite: CMA 200 or CMA 201 or CMA 306 or permission of the instructor. (CMA 201 recommended for IMC and CMA majors). Students will learn how to become strategic communication leaders for an organization and the importance of creating mutually beneficial relationships between an organization and its publics.

Offered: Both Semesters

CMA 312 - Introduction to Communication Research (3.0)

Prerequisites: Completion of the Quantitative Literacy 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. 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.

Offered: Fall Semester, Even Years

CMA 313 - Writing for Public Relations (3.0)

Prerequisites: CMA 201 and CMA 310 or permission of the instructor. This course will prepare students to become effective and persuasive public relations communicators. They will learn how to decisively communicate complex information in simple and clear prose appropriate for the intended audience. As a final project, students will assemble a comprehensive writing portfolio of all assignments.

Offered: Fall Semester

CMA 316 - Event Planning (3.0)

Prerequisites: CMA 310, CMA 313 (CMA 246 recommended); or permission of instructor

This high-impact course introduces students to event planning and management by connecting communication theory to event planning practices. Students will gain practical experience with event planning by working in teams to plan an event.

Offered: Offered Fall Odd Years

CMA 320 - Broadcast Writing and Reporting (3.0)

Prerequisite: CMA 201. 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.

Offered: Spring Semester

ARCA 322 - Photojournalism (3.0)

Prerequisites: CMA 201 or ARTS 211 or permission of the instructor. Lab fee. This course will introduce students to the communication field of photojournalism. Photojournalism is 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.

Offered: Spring Semester (Odd Years)

CAMG 330 - Social Media Marketing (3.0)

Prerequisites: MGMT 205. Drawing from information systems, social science, and communications, students will explore social media trends and applications. Connections will be made to organizational objectives and strategies, including design, implementation, and assessment. Topics covered include the origins of social media, impact on news dissemination, communication styles, campaigns, crowdsourcing, conflict resolution, and impact on society.

Offered: Spring Semester

CMA 335 - Teaching Assistantship (1.0 - 2.0)

Prerequisite: Permission of the instructor. (May be repeated for a maximum of 4 credits). Interested students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

Offered: Either Semester

CMA 336 - Graphic Design II (3.0)

Prerequisite, CMA 246 or permission of the instructor. CAIT 221 does not fulfill this prerequisite. Lab fee. This course expands on the fundamentals of design introduced in CMA 246. In addition to learning about typography, color and composition, students will be expected to use critical thinking skills to solve fundamental design problems. Students will complete more complex projects and will be expected to demonstrate their skills at a higher level.

Offered: Fall Semester

CMA 337 - Graphic Design III (3.0)

Prerequisites: CMA 336 or permission of the instructor. Lab fee. This course will focus on creating finished professional-quality work. Students will complete a portfolio of advanced projects, including one with real clients. Emphasis will be on showcasing a unique style and demonstrating conceptual abilities. Students will research, write, edit and create their own imagery for the final project.

Offered: Spring Semester (Odd Years)

CMA 350 - Television in America (3.0)

Prerequisites: Junior or senior standing and completion of the Social and Behavioral Analysis area of the Core. 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.

Offered: Fall Semester (Odd Years)

CMA 370 - Student Media Practicum (2.0)

Prerequisites: ENGL 100 and CMA 201.

This practicum gives students an opportunity to create, edit and produce the Hood student newspaper, the Blue & Grey, and prepares them for internships and professional environments post graduation. This course is the prerequisite to CMA 399 Internship.

Offered: Every Semester

CMA 375 - Independent Study (1.0 - 3.0)

Prerequisites: 12 credits in communication arts at the 200-level or above and permission of the instructor and the director. May be repeated once. An opportunity for students to explore topics in communications not covered by coursework or to conduct projects involving communications skills

Offered: Both Semesters and Summer

CMA 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

CMA 399 - Internship in Communications (3.0 - 9.0)

Prerequisites: CMA 370 and Permission of the department required.

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. (May be repeated for a maximum of 9 credits).

Offered: Both Semesters and Summer

CAMG 399 - Internship in Integrated Marketing Comm (3.0)

Prerequisites: Open to declared IMC majors; permission of co-directors required. Practical experience in which students apply integrated marketing and communication concepts and skills in an appropriate business setting. Grading is on a satisfactory/unsatisfactory basis. Permission of IMC co-directors required. May be repeated once. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

CMA 402 - Visual Media Production III (3.0)

Prerequisites: CMA 302. Students will further refine their video production skills and knowledge while creating near-professional-quality digital video content. Students will work in teams to produce and distribute media projects to the College community while building personal portfolios of work.

Offered: Fall Semester

CMA 410 - Crisis Communication (3.0)

Prerequisites: CMA 201 and CMA 310. This course will explore the theory, research, and practice of crisis communication. Topics covered

include the life cycle of a crisis, the principles of crisis management, and strategic crisis management. This course aims to prepare the student to strategically plan, implement, and evaluate crisis communication across a variety of crises.

Offered: Spring Semester, Odd Years

CMA 411 - Public Relations Campaigns (3.0)

Prerequisites: CMA 313 and CMA 312 or MGMT 423. 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.

Offered: Spring Semester, Even Years

CMA 470 - Seminar in Communication Ethics (3.0)

Prerequisite: CMA 305 and junior standing. With an eye toward reconciling the evolving norms of a digital world, this course uses small discussions to critically analyze ethical issues in mass communication.

Cross-Listed as: Also offered as IMC 470

Offered: Both Semesters

CMA 490 - Senior Multimedia Project (3.0)

Prerequisites: CMA 200, CMA 201, CMA 226, CMA 246, CMA 305, Senior Standing or permission of instructor

This course intends to be the culmination of the major in Communication Arts, using the wide breadth of skills and concepts learned in prior courses. In this course, you will put them all together. This capstone course requires students to demonstrate communication competencies across multiple platforms including print, web, graphics and video – regardless of whether the purpose is journalistic, marketing, public relations or entertainment. At the conclusion of the course, students will compile and present a professional level ePortfolio that can be used on the job market. The focus of this ePortfolio is dependent upon each student's career interests. For example, a student going into the public relations field will produce materials from the perspective of working for a client. An aspiring journalist will showcase coverage of people, topics and events across multiple platforms. Someone looking to go into entertainment will create a platform to display samples of their work and descriptions of their abilities.

Offered: Offered Spring Semester

CAMG 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CAMG 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CMA 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CMA 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CS - COMPUTER SCIENCE

Undergraduate students enrolling in undergraduate computer science and information technology courses must have earned a grade of "C-" or higher in each prerequisite course with a CS prefix.

CS 100 - Applied Computing I (3.0)

Prerequisites: Level II placement on the Basic Math Skills inventory or MATH 099 (p. 176), or permission by instructor.

This introduction to computer science, developed by Google and their university partners, emphasizes problem solving and data analysis skills along with computer programming skills. Using Python, students learn design, implementation, testing, and analysis of algorithms and programs. Problems will be chosen from real-world examples such as graphics, image processing, cryptography, data analysis, astronomy, video games, and environmental simulation. Students get instruction from a world-class computer science professor, delivered remotely through video and interactive media, then work on collaborative projects in groups with coaching by their instructors. Prior programming experience is not a requirement for this course.

Core: Scientific Thought-Non-Lab

Offered: Fall Semester

CS 110 - Programming Art (3.0)

Prerequisites: Level II placement on the Basic Math Skills Inventory or MATH 099 or permission of the instructor. An introduction to computational thinking by developing computer programs to create images, animations, visualizations, and interactive art. Topics include computational thinking, problem solving, programming in the Processing language, impact of technology on society and contemporary issues.

Core: Scientific Thought-Non-Lab

Offered: Both Semesters

CS 112 - Introduction to Computer Music (3.0)

Prerequisites: Level II or higher math placement or MATH 099 or permission of the instructor. An introduction to the use of computers applied to music; using applications and developing computer programs to create, record and edit musical information. This course combines computational thinking, music theory and algorithmic composition. Topics include computational thinking, problem solving, programming in the Chuck language, impact of technology on society, and contemporary issues.

Core: Scientific Thought-Non-Lab

Offered: Spring Semester

CS 200 - Applied Computing II (3.0)

Prerequisite: CS 100 (p. 145) or the equivalent introduction computer science.

This course introduces students to the importance of gathering, cleaning, normalizing, visualizing and analyzing data to drive informed decision-making, no matter the field of study. Students will learn to use a combination of tools and techniques, including spreadsheets, SQL and Python to work on real-world data sets using a combination of procedural and basic machine learning algorithms. They will also learn to ask good, exploratory questions and develop metrics to come up with a well thought-out analysis.

Offered: Spring Semester

CS 201 - Computer Science I (4.0)

Prerequisites: Level III placement on the Basic Math Skills inventory or MATH 120 (may be taken concurrently). General programming techniques for students who have had some previous experience with computer programming. Topics include: algorithmic problem solving, top-down design, object-oriented programming and design, and an introduction to abstract data types. Instruction in a high-level programming language.

Offered: Both Semesters

CS 202 - Computer Science II (4.0)

Prerequisites: CS 201 and MATH 207 (or concurrent enrollment) or permission of the instructor. 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.

Offered: Both Semesters

CS 219 - Advanced Data Structures (3.0)

Prerequisite: CS 202 and MATH 207 Intensive introduction to object-oriented programming and advanced data structures. Topics include heaps, priority queues, hash tables, B+, B* trees and graphs. Emphasizing advantages and disadvantages of design and implementation choices, and the way these choices affect software quality. Instruction will be in the C++ programming language.

Offered: Both Semesters

CS 226 - Computer Organization and Design (3.0)

Prerequisites: CS 201 and MATH 207 or permission of the instructor. 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.

Offered: Fall Semester

CS 299 - Special Topics in Computer Science (1.0 - 3.0)

This course is a general topics course in computer science allowing faculty and students to study particular special interests.

Offered: As Needed

CSIT 302 - Impact of Computers on Society (3.0)

Prerequisites: Completion of the Social and Behavioral Analysis section or Historical Analysis section or Philosophical Inquiry section of the Core or permission of the instructor. Computer technology is a driving factor in globalization. This course studies the past, present and future impact of computer and communications technology on society, education, government and the workplace around the world. Topics covered cross national, cultural, and continental boundaries.

Core: Global Perspectives

Offered: Both Semesters

CS 319 - Algorithm Analysis (3.0)

Prerequisites: CS 219, MATH 201 and MATH 207 (grade of C- or higher) or permission of the instructor. Introduction to the analysis and design of algorithms. Topics include: sorting, searching, advanced tree structures, graph algorithms, network flow problems, amortized analysis, divide-and-conquer, greedy algorithms, dynamic programming, combinatorial search algorithms, computational geometry and NP-completeness.

Offered: Spring Semester

CS 324 - Principles of Software Engineering (3.0)

Prerequisite: CS 202 or permission of the instructor. 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.

Offered: Fall Semester

CS 329 - Introduction to Database Management Systems (3.0)

Prerequisite: CS 202 permission of the instructor. Design and implementation of databases from a real world applications point of view. The course includes database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory and data protection issues.

Offered: Spring Semester

CS 335 - Teaching Assistantship in Computing (1.0 - 2.0)

Prerequisite: Permission of the department. 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.

Offered: Either Semester

CS 375 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of the instructor. The study of selected topics in computer science, accomplished through readings, problem assignments and projects.

Offered: Both Semesters and Summer

CS 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

CS 399 - Internship in Computer Science (3.0 - 15.0)

Prerequisites: 21 credits of computer science courses at the 200-level or above and permission of the department. 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.

Offered: Both Semesters and Summer

CS 422 - Data Mining (3.0)

Prerequisites: MATH 213 or MATH 112 or PSY 211 or ECMG 212, and Level III Mathematics Placement, and CS 200; or Permission of Instructor

Introduces basic principles and methods for data analysis and knowledge discovery to computer science students. Topics include preprocessing, association, classification, and anomaly detection. Students develop basic skills for modeling and performance evaluation.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 522

Offered: Fall Semester

CS 427 - Data Science (3.0)

Prerequisites: MATH 213 or MATH 112 or PSY 211 or ECMG 212, and Level III Mathematics Placement, and CS 200; or Permission of Instructor

This course provides an overview of Data Science, covering a broad selection of challenges and methodologies for working with big data. Topics to be covered include data collection, integration, management, modeling, analysis, visualization, prediction, and informed decision making. Students work on hands-on projects and case studies using real data sets from a variety of domains including science, business, engineering, social sciences, and life sciences.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 527

Offered: Spring Semester

CS 428 - Artificial Intelligence (3.0)

Prerequisite: Junior standing and CS 219 or permission of the instructor. History, fundamental principles, and future directions of A.I. Topics include state-space searching, knowledge representation, logic and deduction, 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.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 528

Offered: Fall Semester

CS 443 - Machine Learning (3.0)

Prerequisites: MATH 213 or MATH 112 or PSY 211 or ECMG 212, and Level III Mathematics Placement, and CS 200; or Permission of Instructor

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.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 543

Offered: Spring Semester (Even Years)

CS 450 - Digital Logic and Switching Theory (3.0)

Prerequisite: CS 226 or permission of the instructor. Introduction to combinational and sequential circuit design. Topics include Boolean algebra and simplification techniques, arithmetic circuits, decoders, flip-flops, counters, registers, memory systems, analog-to-digital conversion and VHDL programming.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 550

Offered: Spring Semester (Even Years)

CS 451 - Digital Signal Processing (3.0)

Prerequisite: CS 219 or Permission of Instructor. Digital Signal Processing (DSP) is concerned with the representation, transformation and manipulation of signals using computer technology. This course will introduce the basic concepts and techniques for processing discrete-time signals.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 551

Offered: Spring Semester (Odd Years)

CS 453 - Data Communications & Networking (3.0)

Prerequisites: CS 226. Foundations of networking technology and understanding of challenges faced in design and architecture of Data networks. Topics include networking principles, Transmission, Control Protocol, Internet Protocol, data encoding/decoding techniques and wireless communication.

Offered: Spring Semester

CS 461 - Computer Architecture (3.0)

Prerequisites: CS 226 and CS 219 or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 561

Offered: Fall Semester (Even Years)

CS 464 - Operating Systems (3.0)

Prerequisites: CS 226 and CS 219 or permission of the instructor.

Fundamental principles of operating systems. Topics include: process management; concurrency; deadlock; CPU scheduling; memory management; disk management; files systems; security; and distributed, real-time and multiprocessor operating systems.

Offered: Spring Semester

CS 466 - Parallel Computing (3.0)

Prerequisites: Junior standing and CS 219 or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level CS 566

Offered: As Needed

CS 471 - Programming Languages: Their Design and Compilation (3.0)

Prerequisites: CS 226 and CS 219. 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.

Offered: Fall Semester

CS 474 - Capstone Proseminar (3.0)

Prerequisites: CS 329 and senior standing, or permission of the instructor.

Course focuses on cultivating proficiency in technical communication, using appropriate research methods, enhancing the ability to identify computational problems, properly state research questions, critically assess scientific literature, present data and results, work in teams and improve technical writing and time management skills.

Offered: Fall Semester

CS 475 - Senior Project (3.0)

Prerequisites: CS 324, CS 474 and senior standing, or permission of the instructor. Students majoring in computer science complete a capstone project, serving as a culmination of their studies. The project entails the development of a significant piece of software or carrying out a research study by a student team, supervised by a designated faculty member within the department and evaluated by a faculty committee.

Offered: Spring Semester

CS 498 - Special Topics (3.0)

Offered: As Needed

CS 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

CS 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ECON - ECONOMICS

ECON 205 - Principles of Macroeconomics (3.0)

Credit by exam. The theoretical principles of the economy as a whole; includes national income determination, inflation, unemployment, fiscal policy, monetary policy, and open-economy macroeconomics.

Core: Social and Behavioral Analysis

Offered: Both Semesters

ECON 206 - Principles of Microeconomics (3.0)

Prerequisite: ECON 205. Credit by exam. This course examines the theoretical principles that underlie the behavior of individuals, households, business enterprises and governments in the day-to-day functioning of domestic and international markets. It focuses on competitive and noncompetitive market outcomes and market failures. Issues relating to international trade, environment, and global economy are also addressed.

Offered: Both Semesters

ECMG 212 - Statistics for Economics & Management (3.0)

Prerequisites: MATH 099 or Level II placement on Basic Math skills inventory or permission of the instructor. Not open to students who have received credit for MATH 112, MATH 213, PSY 211 or SOC 261. This course will introduce descriptive statistics, probability, discrete and continuous distributions, correlations, and linear regressions. Completing this course will give students the solid grounding in statistics necessary to successfully complete upper-level economics and management courses.

Core: Computation/Quantitative Literacy

Offered: Spring Semester

ECON 299 - Special Topics (3.0)

This course is a general topics course in economics, allowing faculty and students to study particular topics of interest.

Offered: As Needed

ECMG 300 - Financial Economics (3.0)

Sophomore standing and ECON 206 or permission of the instructor. ECON 306 is strongly recommended. Survey of major theories on asset pricing theories and portfolio allocation choice that form the foundations of finance. While institutional aspects of financial markets will not be covered, all of the basic theories of risk management, portfolio theory, consumption based asset pricing, and general equilibrium theories of asset theories will be covered in detail.

Offered: Spring Semester (Even Years)

ECMG 303 - Principles of Finance & Investment (3.0)

Prerequisites: MGMT 281, ECMG 212 or MATH 112, and ECON 205 or ECON 206. 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.

Offered: Both Semesters

ECON 304 - International Political Economy (3.0)

Prerequisites: GLBS 200 or ECON 205 or PSCI 215. Examines the role of governments and international institutions in the flow of goods, services, and factors of production across international borders.

Offered: Either Semester (Odd Years)

ECON 305 - Macroeconomic Analysis (3.0)

Prerequisite: ECON 205 or permission of the instructor. The theory of Keynesian and classical income determination, interest rates, employment, consumption, investment, government expenditures and economic growth.

Offered: Fall Semester

ECON 306 - Microeconomic Analysis (3.0)

Prerequisite: ECON 206. 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.

Offered: Both Semesters

ECON 307 - Economics and Finance of Sports (3.0)

Prerequisite: ECON 206 or permission of the instructor. This course is an applied microeconomics course that explores how economic analysis can be applied to the world of sports. Topics covered include how professional sports teams and leagues act like profit-maximizing firms and the market structure, public finance of sports, the role of labor markets in sports, and non-for-profit sports (amateur sports).

Offered: As Needed

ECON 309 - Monetary Policy & Financial Markets (3.0)

Prerequisites: ECON 205 and ECON 206. ECON 305 strongly recommended. 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.

Offered: Fall Semester (Even Years)

ECON 310 - Environmental Economics (3.0)

Prerequisite: ECON 206 or permission of the instructor. 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.

Offered: Fall Semester (Even Years)

ECON 315 - Economics of the Law (3.0)

Prerequisites: ECON 206. ECON 306 is recommended. This course applies economic models to analyze the economic logic of the common law in the U.S. It will focus primarily on how legal rules and court decisions affect incentives and efficiency in the areas of torts, contracts, property, and criminal law.

Offered: Spring Semester (Odd Years)

ECON 316 - Game Theory (3.0)

Prerequisites: ECON 206 or permission of the instructor. 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.

Offered: Fall Semester (Odd Years)

ECON 317 - Economics of Development (3.0)

Prerequisite: ECON 205 or ECON 206 or permission of the instructor.
Theories of economic development and growth. Case studies of developed and less developed countries in Asia, Africa and Latin America.

Core: Global Perspectives

Offered: Fall Semester (Even Years)

ECON 320 - The Economics of Gender (3.0)

Prerequisites: ECON 205 or ECON 206 or by permission of the instructor.
This course analyzes the activities of women and men in the economy. While women are the core economic producers, their work remains outside the neoclassical definition of economic activity. This class examines women's and men's economic contributions as employed workers, care providers, subsistence producers, volunteer workers, and homemakers, emphasizing feminist economics.

Core: Global Perspectives

Offered: Spring Semester (Odd Years)

ECON 324 - International Trade (3.0)

Prerequisites: ECON 205, ECON 206 and ECON 306. Open to sophomores, juniors and seniors, or permission of the instructor. This course examines the microeconomic aspects of international economics. Economic theories are used to rigorously analyze issues in international trade, distribution of gains from trade, and trade policy tools and their uses. Topics of current interest, such as free trade and welfare, trade blocks, and various development policies will also be studied.

Core: Global Perspectives

Offered: Fall Semester (Even Years)

ECON 326 - Industrial Organization (3.0)

Prerequisites: ECON 206; ECON 306 is recommended. The study of market structure, monopoly power, pricing, competition, game theory and regulation.

Offered: Spring Semester (Odd Years)

ECON 328 - Labor Economics (3.0)

Prerequisites: ECON 205 and ECON 206 or permission of instructor.
Theories of wage determination, unemployment and inflation, employment trends and labor in the global economy.

Offered: Spring Semester (Even Years)

ECON 335 - Teaching Assistantship in Economics (1.0 - 2.0)

Prerequisite: Permission of the economics faculty. 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.

Offered: Either Semester

ECON 375 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of the chair of the department. Reading and/or research in a selected field of economics.

Offered: Both Semesters and Summer

ECON 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

ECON 399 - Internship in Economics (3.0 - 15.0)

Prerequisites: 15 credits in economics at the 200-level or above. 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.

Offered: Both Semesters and Summer

ECON 410 - Public Economics (3.0)

Prerequisite: ECON 306 and junior standing or permission of the instructor.
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.

Offered: Spring Semester (Even Years)

ECPS 414 - Environmental Policy (3.0)

Prerequisites: PSCI 203, PSCI 210 or PSCI 215 and ECON 310 or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level ECPS 514

Offered: Spring Semester (Even Years)

ECON 452 - History of Economic Thought (3.0)

Prerequisite: ECON 305 and ECON 306 or permission of the instructor. The doctrines of the great economists: Mercantilist, physiocrat, classical and Keynesian schools of thought; the relation of economic thought to contemporary institutions.

Offered: Fall Semester

ECON 460 - International Finance & Open Economy Macroeconomics (3.0)

Prerequisites: ECON 205, ECON 206 and ECON 305. Open to sophomores, juniors and seniors, or permission of instructor. 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.

Offered: Either Semester (Even Years)

ECON 470 - Seminar (3.0)

Prerequisites: ECON 305 and ECON 306 or permission of the instructor.
Study of specific problems in economics through individual research, reports and group discussion.

Offered: Spring Semester

ECMG 478 - International Financial Management (3.0)

Prerequisites: ECON 206, ECMG 303, ECON 306 and MGMT 314. Open to juniors and seniors, or by permission of the instructor. This course introduces students to international finance and institutions. Topics covered are exchange rate determination theories, international corporate finance, international portfolio diversification models, foreign

exchange risk, hedging strategies, foreign exchange options, and derivatives market.

Cross-Listed as: Double-numbered course; offered with graduate-level ECMG 578

Offered: Spring Semester

ECON 480 - Econometrics (3.0)

Prerequisites: ECON 205 and ECON 206, and ECMG 212 or MATH 112, and either ECON 305 or ECON 306. Open to sophomores, juniors and seniors, or permission of the instructor. 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.

Offered: Fall Semester

ECON 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ECON 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

EDUC - EDUCATION

A student earning a "C-" or lower in required education courses may not continue in the teacher education programs.

EDUC 204 - Foundations of Education in a Diverse Society (3.0)

A study of American education today as viewed from historical, philosophical and social perspectives. Emphasis is placed on what constitutes effective teaching and learning. A half day per week field experience in a PDS is required. This course is for students considering a major in education.

Offered: Both Semesters

EDUC 223 - Child Development (3.0)

Prerequisite: PST 101 or permission of instructor. A study of human development from conception through adolescence. Emphasis is given to cognitive and personality/social theories of development. Includes observations in the Georgetown Hill at Hood College Lab School.

Offered: Both Semesters

EDUC 224 - Processes and Acquisition of Literacy (3.0)

Prerequisite: PST 101 or permission of instructor. This course is designed to provide teacher candidates and in-service teachers with the foundations related to literacy processes and acquisition. Effective literacy teaching begins with a deep understanding of the component processes associated with reading and writing and the ways that students develop into skilled and motivated readers and writers. The course is organized along five major themes: the component processes involved in reading and writing; the nature and structure of the English language; the ways that native English speakers and English learners differ in the ways they read and write; the developmental phases associated with learning to read and write for native English speakers and English learners; and the many factors that influence literacy development. Where appropriate, students in this course will also explore how to assess literacy processes and acquisition.

Offered: Both Semesters

EDUC 236 - Children & Youth with Exceptionalities (3.0)

A survey of the characteristics and education of students with disabilities and other diverse learning needs. Historical perspectives, legislative issues and inclusion will be considered. Field observations are required.

Offered: Both Semesters

EDUC 299 - Special Topics (1.0 - 3.0)

This course is a general topics course in education, allowing faculty and students to study particular topics of interest.

Offered: As Needed

EDUC 302 - Differentiating Instruction in the Primary Classroom (K-3) (3.0)

Prerequisites: Admission to Phase I. Focuses on differentiating instruction in primary classrooms (kindergarten-grade 3). This course gives students opportunities to apply their understandings to specific populations including English language learners, students with special needs and gifted/talented students.

Offered: As needed.

EDUC 306 - Principles of Lesson Planning (1.0)

Prerequisites: EDUC 204; EDUC 223; EDUC 224; EDUC 236. To be successful in all parts of the Education Program, students are required to master the art of lesson planning. This 1-credit course will prepare students to successfully write and implement lesson plans in Phases I-III.

Offered: Fall Semester

EDUC 308 - Student Development, Differences and Learning (3.0)

Prerequisite: Completion of or concurrent enrollment in PST 101. This course is an introduction to human growth, development, and learning through the lifespan with emphasis on physical, cognitive, and social-emotional development in the school years and particularly in adolescence. The course provides prospective Secondary Education candidates with principles of educational psychology, learning, motivation, and behavior management in shaping how students construct knowledge and understanding. Special attention is given to how diversity (cognitive/social/cultural) and context (home/school/community) influences individual differences in development and learning.

Offered: Spring Semester

EDUC 316 - Instruction in Literacy (3.0)

Prerequisites: Admission to Phase I. This course is designed to prepare teacher candidates and in-service teachers with the knowledge and skills to design and deliver effective literacy instruction for a diverse community of learners. Participants will learn how to design and deliver instruction focused on the core components of reading that lead to proficient and motivated reading behavior for all students, provide instruction focused on the core components of writing that lead to proficient and motivated writing behavior for all students, and manage speaking and listening opportunities that lead to more active, equitable and academically oriented conversations for all students. In addition, participants will understand the role of classroom literacy instruction in a multi-tiered system of supports and learn how to work with colleagues to provide evidence-based interventions for students who struggle as readers and writers.

Offered: Fall Semester

EDUC 320 - Science Curriculum, Methods, Materials, and Assessment (3.0)

Prerequisites: Admission to Phase I. EDUC 316 with a grade of C or above or permission of the instructor. An examination of modern science methods and materials using a constructivist-based instructional approach. Emphasis is on curricular innovations and Science-Technology-Engineering-Mathematics (STEM). Requires a field experience in a Professional Development School.

Offered: Spring Semester

EDUC 323 - Infants and Toddlers: Foundations and Methods (3.0)

Prerequisites: Admission to Phase I. EDUC 204, EDUC 223, EDUC 224, and EDUC 236 with a grade of C or above or permission of the instructor. 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 10-hour per semester course-related experience in an infant/toddler setting. The field placement is mandatory.

Offered: Fall Semester

EDUC 324 - Theory & Practice in Early Childhood Education (3.0)

Prerequisites: Admission to Phase I. EDUC 316 with a grade of C or above or permission of the instructor. 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 Georgetown Hill at Hood College Lab School and in a Professional Development School.

Offered: Spring Semester

EDUC 330 - Social Studies Curriculum, Methods, Materials, and Assessment (3.0)

Prerequisites: Admission to Phase I. EDUC 316 with a grade of C or above or permission of the instructor. Current methods and materials in teaching social studies are presented. Emphasis is on the integration of social

studies with language arts and other subject disciplines, including the use of Science, Technology, Engineering, and Mathematics (STEM) with critical and creative thinking skills. Requires a field experience in a Professional Development School.

Offered: Spring Semester

EDUC 353 - Assistive Technology for Students with Disabilities (3.0)

Prerequisites: Admission to Phase I. A survey of assistive technologies available for students with high and low incidence disabilities. Examination of AT legal requirements, implementation models, and realities of using technology to teach students with disabilities. Emphasis is placed upon technological accommodations and modifications across all content areas for students with mild/moderate disabilities. Requires a field experience. This course must be taken in Phase I.

Offered: Fall Semester

EDUC 354 - Special Education: Curriculum, Methods and Materials (3.0)

Prerequisites: Admission to Phase I. EDUC 316 and EDUC 353 with a grade of C or above. EDUC 353 may be taken concurrently. A study of special education curriculum, methods, and materials used in a variety of educational settings. Instructional strategies are discussed in light of current theories and research. Topics include problem solving, remedial reading, comprehension, written expression, mathematics, science, social studies, and functional skills. Emphasis placed upon curriculum and methods for students with mild to moderate disabilities. A half day per week field experience in a professional development school is a requirement for this course. This course must be taken in Phase 1.

Offered: Both Semesters

EDUC 370 - Practicum in Reading (3.0)

Prerequisite: EDUC 316. Open to juniors and seniors. 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.

Offered: Summer Semester

EDUC 373 - Assessment Diagnosis & Prescription in Special Education (3.0)

Prerequisites: Admission to Phase I. A study of theoretical and practical aspects of educational evaluation of children and youth with mild/moderate disabilities in grades 1-8. Topics include standard and informal procedures for assessing psycholinguistic processes, oral or written language and academic achievement. Requires a field experience in a Professional Development School.

Offered: Fall Semester

EDUC 375 - Independent Study (1.0 - 3.0)

Prerequisite: 6 credits in education. Open to juniors and seniors. 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.

Offered: Both Semesters and Summer

EDUC 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

EDUC 399 - Internship in Education (1.0 - 6.0)

Prerequisite: 9 credits in education. Supervised part-time work in educational settings approved by the department. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

EDUC 400A - Phase II Seminar on Classroom Management (1.0)

Prerequisites: EDUC 412 and EDUC 469 or permission of the instructor. *Corequisite: EDUC 448E.* Open only to students enrolled in Phase II of the secondary teacher certification program. Candidates explore research and best practices for creating a positive, equitable, and effective classroom environment. Topics include classroom management, culturally responsive practice, and current issues in secondary education. This course connects to the Phase II 1.5 day per week internship.

Offered: Fall Semester

EDUC 401 - Phase III Seminar on Becoming a Teacher (3.0)

Prerequisite: Prerequisites: EDUC 400, EDUC 411, and EDUC 445. Open only to students enrolled in Phase III of the secondary teacher certification program. Course participants engage in a forum about professional issues for becoming a teacher and complete edTPA.

Offered: Spring Semester

EDUC 409 - Literacy in the Content Areas Part I (3.0)

Prerequisites: EDUC 204 and EDUC 308. Open only to students enrolled in Phase I of the secondary teacher certification program. This course covers the features of disciplinary literacy, including examination of theory and best practices in developing content literacy for secondary students. Topics include an examination of various types of literacies, cognitive comprehension processes, complex text features, and vocabulary. Additionally, learner characteristics, equity, and student engagement, as they relate to literacy, will be emphasized. This course connects to the Phase 1 half-day per week field experience.

Offered: Fall Semester

EDUC 411 - Educational Methods in Student's Teaching Field (3.0)

Prerequisites: 18 credits in the major subject, EDUC 412 and EDUC 469. *Open only to students enrolled in Phase II of the secondary teacher certification program.* A study of the theories and best practices for the content areas: art, English, foreign language, history, mathematics or science in grades 7-12 (preK-12 for art and foreign language). Topics include lesson planning, multiculturalism, critical thinking, technological resources and differentiated instruction. This course connects to the Phase II 1.5 day per week internship.

Offered: Fall Semester

EDUC 412 - Literacy in the Content Areas Part II (3.0)

Prerequisite: EDUC 409 and EDUC 413. Open only to students enrolled in Phase I of the secondary teacher certification program. This course develops candidates' competence with theory and best practices related to content

literacy in secondary classrooms, including academic language, discourse, writing, and multimodal literacy support and instruction. Emphasis is on creating student-centered learning environments and supporting diverse learners in all aspects of literacy. This course connects to the Phase 1 half-day per week field experience.

Offered: Spring Semester

EDUC 413 - Teaching and Learning in Content (3.0)

Prerequisites: EDUC 204 and EDUC 308. Open only to students in Phase I of the secondary teacher certification program. This course is an introduction to principles of teaching and learning in the secondary/content classroom. Candidates study and practice effective planning to maximize student learning. Emphasis is given to planning for differentiated learning to meet individual student needs. The course culminates with long-term planning project in the candidate's content area. This course connects to the Phase 1 half-day per week field experience.

Offered: Fall Semester

EDUC 417 - Materials for Teaching Literacy (3.0)

Prerequisite: Admission to Phase II. This course is designed to assist teacher candidates and in-service teachers in selecting and evaluating materials for teaching reading, writing and related skills. Participants will explore characteristics of effective literacy programming and instruction, use evidenced-based criteria to select and organize print and multimedia resources for teaching reading and writing to all children, learn how to use a variety of print and multimedia resources to engage students as readers and writers, and examine how best to provide culturally responsive literacy instruction that promotes all students' cultural competence through inclusive and equitable literacy learning opportunities.

Offered: Fall Semester

EDUC 419 - Teaching Internship (9.0)

Prerequisites: EDUC 400, EDUC 411, and EDUC 445. Open only to students enrolled in Phase III of the secondary teacher certification program. The internship is a directed and evaluated teaching experience in a designated secondary Professional Development School. There is an emphasis on discipline-specific planning, implementing and assessing instruction, supporting diverse students, and creating positive and effective learning environments.

Offered: Spring Semester

EDUC 421 - Mathematics Curriculum, Methods, Materials, Assessment (3.0)

Prerequisite: Admission to Phase II. An examination of modern mathematics materials and methods through a constructivist-based instructional approach. Curricular topics include Science-Technology-Engineering-Mathematics (STEM), mathematics as problem-solving, communication, reasoning and making connections with the learner's world.

Offered: Fall Semester

EDUC 440 - Assessment of Literacy (3.0)

Prerequisite: Admission to Phase II. This course is designed to assist teacher candidates and in-service teachers in becoming proficient consumers and users of classroom-based assessment and assessment data. Participants will explore the purposes of assessment and the types of assessment tools, learn how to administer and use valid and reliable,

formal and informal assessments of literacy and related skills, examine how to effectively interpret the results of assessments, and learn how to communicate assessment results in a variety of contexts.

Offered: Fall Semester

EDUC 445 - Secondary Instructional Assessment (3.0)

Prerequisites: EDUC 412 and EDUC 469. Open only to students enrolled in Phase II of the secondary teacher certification program. A survey of theories and practice in educational assessment which prepares 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. This course connects to the Phase II 1.5 day per week field experience.

Offered: Fall Semester

EDUC 447 - Classroom Organization and Management (3.0)

Prerequisite: Admission to Phase II. 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.

Offered: Fall Semester

EDUC 448A - Phase II Internship in Pre-K/Kindergarten (2.0)

Prerequisite: Admission to Phase II. Supervised teaching in a pre-kindergarten or kindergarten classroom in a designated elementary PDS. The early childhood candidate will be in this placement throughout the semester two to five days per week.

Offered: Fall Semester

EDUC 448B - Phase II Internship in Primary Grades (2.0)

Prerequisite: Admission to Phase II. Supervised teaching in a primary classroom in a designated elementary PDS. The early childhood candidate will be in a grade 1-3 placement throughout the semester two to five days per week.

Offered: Fall Semester

EDUC 448C - Phase II Internship in Elementary Grades (2.0)

Prerequisite: Admission to Phase II. Supervised teaching in an elementary classroom in a designated elementary PDS. The elementary/special education candidate will be in a grade 1-5 placement throughout the semester two to five days per week.

Offered: Fall Semester

EDUC 448D - Phase II Internship in Special Education (2.0)

Prerequisite: Admission to Phase II. Supervised teaching in a special education program for students with mild/moderate disabilities in a designated elementary or middle school PDS. The elementary/special education candidate will be in this placement through the semester two to five days per week.

Offered: Fall Semester

EDUC 448E - Phase II Internship in Secondary Grades (2.0)

Prerequisites: EDUC 412 and EDUC 469. Corequisite: EDUC 400A. Supervised teaching in a middle or high school classroom in a designated secondary PDS. The candidate will be in this placement throughout the semester for 1.5 days per week.

Offered: Fall Semester

EDUC 449A - Phase III Internship in Elementary Grades (12.0)

Prerequisite: EDUC 448D; admittance to Phase III. Supervised teaching in a designated elementary PDS. The elementary/special education candidate will be in a grade 1-5 placement full-time throughout the semester.

Offered: Spring Semester

EDUC 449B - Phase III Internship in Special Education (12.0)

Prerequisite: EDUC 448C; admittance to Phase III. Supervised teaching in a designated elementary or middle school PDS. The elementary/special education candidate will be in a special education program for students with mild/moderate disabilities full-time throughout the semester.

Offered: Spring Semester

EDUC 450 - Introduction to Teaching Internship (1.0)

Prerequisite: Admission to Phase II. A seminar taken during the first semester of the yearlong teaching internship. Early childhood and elementary/special education candidates acquire knowledge and skills to support their transition from students to teachers.

Offered: Fall Semester

EDUC 459A - Phase III Internship in PreK/Kindergarten (12.0)

Prerequisite: EDUC 448B; admission to Phase III. Supervised teaching in a designated elementary PDS. The early childhood candidate will be in a pre-K or kindergarten placement full-time throughout the semester.

Offered: Spring Semester

EDUC 459B - Phase III Internship in Primary Grades (12.0)

Prerequisite: EDUC 448A; admission to Phase III. Supervised teaching in a designated elementary PDS. The early childhood education candidate will be in a grade 1-3 placement full-time throughout the semester.

Offered: Spring Semester

EDUC 460 - Professional Development Seminar (3.0)

Prerequisite: Admission to Phase III. Taken with the final phase of the yearlong teaching internship. Candidates will analyze their roles and their development as teachers as they implement instruction and will complete the edTPA.

Offered: Spring Semester

EDUC 469 - Inclusion & Instruction (3.0)

Prerequisites: EDUC 409 and EDUC 413. Open only to students in Phase I of the secondary teacher certification program. Students are introduced to strategies and tools for differentiating instruction within general education classrooms. Topics include approaches for adapting the curriculum to meet the needs of students with identified disabilities. This course connects to the Phase 1 half-day per week field experience.

Offered: Spring Semester

EDUC 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

EDUC 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ENGL - ENGLISH

ENGL 099 - Basic Writing Skills (2.0)

Prerequisite: Level I placement on the Basic Writing Skills Inventory test. Study and practice of mechanics, grammar, sentence structure and paragraph orientation. Offered through the Academic Services Office 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.

Offered: Both Semesters

ENGL 100 - Elements of Composition (4.0)

Prerequisites: Permission of the department and placement on Basic Skills Inventory test. May not be audited. 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.

Core: Foundations/English

Offered: Both Semesters

ENGL 100E - ESL Elements of Composition (4.0)

Prerequisites: Permission of the department and placement on Basic Skills Inventory test. May not be audited. 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.

Core: Foundations/English

Offered: Fall Semester

ENGL 103 - English Grammar (1.0)

Prerequisite: Level II, III, or IV placement on the Basic Skills Inventory test. Open to transfer students who have completed the Composition requirement. This one-credit course provides students with a sound knowledge of the terminology and conventions of grammar, punctuation, and syntax. It is intended for students who seek certification to teach English in primary and secondary classrooms; but any student interested in the way the English language works is encouraged to take this course.

Offered: As Needed

ENGL 110-139 - Writing About Literature (3.0)

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. 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.*

Core: Foundations/English

Offered: Both semesters

ENGL 136 - Writing about Literature: Humans with Insides: Some Literary Believers (3.0)

Prerequisite: Placement on the Basic Skills Inventory test. Open to freshmen and sophomores. Credit by exam. What is our human worth? Are we moral subjects to be respected, or objects 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 Guests of the Nation, and Erdrich's The Red Convertible.

Core: Foundations/English

Offered: As needed

ENGL 138 - Writing about Literature: Literary Encounters with the Real World (3.0)

Prerequisite: Placement on the Basic Skills Inventory test. Open to freshmen and sophomores. Credit by exam. Many British and American writers have dramatized the crucial and sometimes harrowing passage into adulthood. We'll consider how some of them have viewed this transition.

Hawthorne, Frank O'Connor, Faulkner, and Louise Erdrich will be among them.

Core: Foundations/English

Offered: As needed

ENGL 200-209 - Topics in Writing (3.0 - 4.0)**ENGL 219 - Creative Writing (3.0)**

Prerequisite: ENGL 100 or permission of the instructor. May not be taken on an audit basis. 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.

Offered: Both Semesters

ENGL 221 - World Literature (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. 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. (H1,CT)

Core: Literature

Offered: Fall Semester

ENGL 222 - British Literature through the 18th Century (3.0)

Prerequisite: ENGL 100. 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. (H1)

Offered: Fall Semester

ENGL 223 - American Literature (3.0)

Prerequisite: ENGL 100

An introduction to the American imagination as expressed in fiction, poetry, essays, autobiography and nature writing. May include works by Bradstreet, Wheatley, Franklin, Hawthorne, Thoreau, Whitman and Dickinson. (H2)

Offered: Spring Semester

ENGL 229 - History of Drama Theatre I (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. This course will examine the history, development, literary devices, and production values of a variety of theatre and drama, from Ancient Greece and Rome to the nineteenth century. Playwrights studied may include Sophocles, Aristophanes, liturgical dramatists, commedia performers, Shakespeare, Jonson, Chikamatsu, Molière, Sheridan, Tyler and Daly. (H1, G)

Core: Literature

Offered: Fall Semester

ENGL 230 - History of Drama and Theatre II (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. This course will examine the history, development, literary devices, and production values of a variety of theatre and drama, from nineteenth century Realism to the present day. Playwrights studied may include Ibsen, Wilde, Chekhov, O'Neill, Miller, Williams, Albee, Beckett, Pinter, Shepard, Mamet, Wilson and Kushner. (H2, G)

Core: Literature

Offered: Fall Semester (Even Years)

ENGL 232 - (Re)Writing the Popular (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. This course explores how "literature" overlaps with "popular culture." We will consider several stories that have captured imaginations across boundaries of time and genre and examine the conventions, expectations, and possibilities of different genres and media. (CT)

Core: Literature

Offered: Spring Semester (Odd Years)

ENGL 237 - Young Adult Literature (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. In this course, we'll explore the history, themes, and styles of Young Adult Literature as well as its place in American classrooms and pop culture. We will also work to develop a critical, reflective understanding of what makes YA lit unique (or not), worthy of reading and teaching (or not), and why it appeals (or not) to teens and adults.

Core: Literary Analysis

Offered: As needed (Even Years)

ENGL 250-269 - Thematic Studies (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. May be repeated with a different topic. A study of a significant theme or subject in selected works of literature. May be repeated with different topic.

Core: Literature

Offered: Both semesters

ENGL 250 - Thematic Studies: Avatars of the Past: Narratives of Rome & Britain (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. In this course, we will explore how "history" and "fiction" are defined, where they overlap, and where they (should) diverge. The focus will be on ancient Rome and late medieval/early modern England, as well as figures that have come to represent these societies in the modern imagination: Julius Caesar, King Richard III, and Queen Elizabeth I. (H1, CT)

Core: Literature

Offered: As needed

ENGL 252 - Thematic Studies: The Modern Wasteland: Death & Rebirth in 20th Century English Literature (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. 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. (H2)

Core: Literature

Offered: As needed

ENGL 257 - Thematic Studies: The Romantic Impulse (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. Romantic motifs in English literature of the nineteenth century. Readings will include both novels and poems. Texts may be selected from works by Scott, Bronte, Blake, Byron, and Wordsworth. (H2)

Core: Literature

Offered: As needed

ENGL 258 - Thematic Studies: The Victorian Mind (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. 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. (H2)

Core: Literature

Offered: As needed

ENGL 259 - Thematic Studies: Medieval Magic & Mysticism (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. This reading-intensive course explores how magic and mysticism were woven into the fabric of medieval society. We will consider the categories of magic, religion and science, and attempt to discover where they intersect and where they diverge. We will also look at how medieval articulations of magic survive and continue to influence the popular culture of today. (H1, CT)

Core: Literature

Offered: As needed

ENGL 261 - Thematic Studies: American Transcendentalism & Dark Romanticism (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. A study of the major authors and themes of the American Transcendental and Anti-Transcendental or Dark Romantic movements. Texts will include essays by Emerson and Thoreau, novels and short

stories by Hawthorne, Melville, and Poe, and poems by Whitman and Dickinson. (H2)

Core: Literature

Offered: As needed

ENGL 262 - Thematic Studies: Writing on Art (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. A study of ekphrastic writing, or literature on, about, or inspired by works of art. The course will be geared toward an interdisciplinary exploration of the relationship between literature and the visual arts. Texts will include a range of classical to contemporary works by authors such as Homer, Keats, Wilde, Woolf, Auden, and Ashbery. (H2,CT)

Core: Literature

Offered: As needed

AFEN 265 - Thematic Studies: African American Voices before the 20th Century (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. We will study the ways in which early African-American literary traditions have been formed not only by slavery, but also by community, geography, politics, and literature itself. Works may include slave narratives of Olaudah Equiano, Frederick Douglass, Elizabeth Keckley, and Harriet Jacobs, as well as 19th century fiction by Harriet Wilson, Harriet Beecher Stowe and Charles Chesnutt. (H2)

Core: Literature

Offered: Fall Semester (Even Years)

AFEN 266 - Thematic Studies: The Harlem Renaissance and Beyond: 20th Century African American Literature (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. This course explores the influences of blues, jazz, and spirituals; folklore; and socio-economic history on African American literature of the 20th and early 21st centuries. We'll examine how survival and resistance become art forms in the work of authors like W.E. B. DuBois, James Weldon Johnson, Zora Neale Hurston, James Baldwin, and Toni Morrison. (H2)

Core: Literature

Offered: Fall Semester (Odd Years)

ENPL 267 - Thematic Studies: Vice and Virtue (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. Through analysis and discussion of selected works of great literature, students will examine themes of vice and virtue. Topics may include the relation between individual and community, evil, ends and means, the good life, and moral conflict. (H2, CT)

Core: Literature

Offered: As Needed

ENGL 269 - Thematic Studies: Arthur: The Once & Future King (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. This course will focus on the legend of King Arthur, the mythical King of the Britons who (it is said) will return to help his people in their hour of need. From the earliest mentions of Arthur in the chronicles and myths of post-Roman Britain through the films, novels, and television of today, we will explore key points in the development of the Arthurian legend. (CT)

Core: Literature

Offered: As needed

ENGL 270-289 - Genre Studies (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. May be repeated with a different topic. A study of a particular genre, such as the novel, the short story, poetry, drama or autobiography

Core: Literature

Offered: Both semesters

ENGL 272 - Genre Studies: The Short Story (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. 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. (H2,G)

Core: Literature

Offered: As needed

ENGL 273 - Genre Studies: Renaissance Drama (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. 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. (H1,G)

Core: Literature

Offered: As needed

ENGL 275 - Genre Studies: American Novel (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. An introduction to the development of the American novel from the late nineteenth century to the contemporary period. May include works by Herman Melville, Edith Wharton, James Weldon Johnson, Art Spiegelman, Louise Erdrich, Alison Bechdel, and Leslie Marmon Silko. (H2,G)

Core: Literature

Offered: As needed

ENGL 277 - Genre Studies: English Renaissance Poetry (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. We explore the major poetic traditions of the late sixteenth and early seventeenth 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. (H1,G)

Core: Literature

Offered: As needed

ENGL 278 - Genre Studies: Women's Poetry (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above.

A study of American poetry by women from the seventeenth century to the contemporary period, with particular emphasis on BIPOC women poets.

Core: Literature

Offered: Fall Even Years

ENGL 280 - Genre Studies: 20th Century Ethnic Narratives (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. How do we add our own stories to the palimpsest of American identity? 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. Authors may include Julie Otsuka, Sherman Alexie, Jamaica Kincaid, Toni Morrison, Roxanne Gay, and others. (H2, G)

Core: Literature

Offered: As needed

ENGL 281 - Lost and Found: Moral Challenges in Modern Fiction (3.0)

Prerequisite: Completion of the Composition requirement of the core with a grade of C- or above. The course considers modern novelists who challenge their readers with moral problems. Their narratives include questions about the conscience, the soul, doubt, faith, good, evil, and even the existence of God. (H2,G)

Core: Literature

Offered: Fall (Odd Years)

ENGL 282 - Genre Studies: Forms in Poetry (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. A study of the forms and techniques of poetry, including both critical analysis and creative practice. We will read and analyze a variety of poetic forms, including sonnets, sestinas, ballads, villanelles, prose poems, and pantoums, by modern and contemporary poets. In addition to close readings of poems, students will write original poems in various forms. (G)

Core: Literature

Offered: As needed

ENGL 283 - Genre Studies:Modern American Poetry (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. A study of the richly various poetry produced in the United States during the first half of the twentieth century. The course will focus on modern American poets such as Robert Frost, T.S. Eliot, Ezra Pound, William Carlos Williams, Wallace Stevens, Marianne Moore, and Elizabeth Bishop. (H2,G)

Core: Literature

Offered: As needed

ENGL 284 - Genre Studies:Medieval Romance: Audacious Knights, Daring Deeds and "Virtuous" Maidens (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. 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 and interrogate ideals of gendered behavior in love and war? And how do these ideals continue to influence our society today? (H1, CT, G)

Core: Literature

Offered: As needed

ENGL 285 - Genre Studies:The British Novel (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. Explores British novels as sites of ongoing experimentation and development. Moves 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. Authors may include Swift, Sterne, Austen, Dickens, Hardy, Woolf, Ishiguro, and McEwan. (H2, G)

Core: Literature

Offered: As needed

ENGL 286 - Genre Studies: African American Poetry (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. A study of the richly varied tradition of African American poetry from the eighteenth century to the present. The course will focus on the work of poets from the Enlightenment and antebellum eras, the Harlem Renaissance, the Black Arts Movement, and the contemporary period. (G, H2)

Core: Literature

Offered: Spring Semester (Even Years)

ENGL 299 - Special Topics (1.0 - 3.0)

Offered at the discretion of the department. 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.

Offered: As needed

ENTH 303 - Playwriting (3.0)

Prerequisite: ENGL 219. May not be taken on an audit basis.

This workshop course is designed to help the student understand the principles of dramatic writing through lectures, workshops, and staged readings of student work. Students will learn about dramatic structure, character, dialogue, and various approaches to theatricality. Suitable for all levels of experience.

Offered: As needed

ENGL 311 - Approaches to Literature (3.0)

Prerequisite: ENGL 100 or permission of instructor

A team-taught course on the schools of literary theory, including psychoanalytic, Marxist, feminist, postcolonial, and critical race theories.

Offered: Spring Semester

ENGL 313 - Shakespeare (3.0)

Prerequisite: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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. (WS)

Offered: Spring Semester

ENGL 318 - Chaucer (3.0)

Prerequisite: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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. (WS)

Offered: Fall Semester (Even Years)

ENGL 319 - Creative Nonfiction (3.0)

Prerequisite: ENGL 219 or permission of the instructor. This workshop-based course follows ENGL 219 and involves a concentrated study of the art of creative nonfiction. Students will gain an awareness and appreciation of the elements of creative nonfiction, and in particular, the personal essay. During the workshop portion of the course, students will write and present original essays and comment on the essays of other members, both orally and in writing.

Offered: As Needed

ENGL 326 - Intermediate Fiction Writing (3.0)

Prerequisites: ENGL 219 or permission of the instructor. This workshop-based course is a follow-up to English 219, the introductory creative writing course. In 326, students will study particular techniques for fiction (point of view, narrative voice, dialogue, character). Short writing and reading assignments will help students continue honing their craft. Each student will have four workshops, as well as individual conferences with the instructor.

Offered: Fall Semester (Odd Years)

ENGL 327 - Intermediate Poetry Writing (3.0)

Prerequisites: English 219 or permission of the instructor. This workshop-based course is a follow-up to English 219, the introductory creative writing course. In 327, students will study particular techniques for poetry (image, diction, form, line length, and line breaks). Weekly writing and reading assignments will help students continue honing their craft. Each student will have four workshops, as well as at least two individual conferences with the instructor.

Offered: Fall Semester (Odd Years)

ENGL 335 - Teaching Assistantship in English (1.0 - 3.0)

Prerequisite: Permission of the department. May be repeated once. The assistantship offers students the opportunity to refine their editing and leadership skills as they work with students in the Academic Services Center. Under the supervision of the Academic Services staff, assistants serve as teaching and tutorial aides to students seeking to improve their basic writing skills.

Offered: Either Semester

ENGL 340-359 - Writers of Significance (3.0)

Prerequisites: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; 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.

Offered: Both semesters

ENGL 340 - Writers of Significance: Elizabeth Bishop & Sylvia Plath (3.0)

Prerequisites: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. An in-depth study of two prominent twentieth-century American poets, Elizabeth Bishop and Sylvia Plath. In addition to a close examination of Bishop's and Plath's poems, short stories, novels, letters, and journals, the course will use recent criticism and biographical sources to help illuminate the works in question. (WS)

Offered: Fall Semester (Odd Years)

ENGL 342 - Writers of Significance: Jane Austen (3.0)

Prerequisite: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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. (WS)

Offered: As needed

ENGL 344 - Writers of Significance: Woolf and Forster (3.0)

Prerequisite: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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. (WS)

Offered: As needed

ENGL 346 - Writers of Significance: Erdrich,Silko,Alexie (3.0)

Prerequisite: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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 Tracks, and Alexie's short story collections and novels. (CT, WS)

Offered: As needed

ENGL 347 - Writers of Significance: Whitman & Dickinson (3.0)

Prerequisite: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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. (WS)

Offered: As needed

ENGL 348 - Writers of Significance: Dante (3.0)

Prerequisites: Completion of the Literary Analysis requirement or ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. Students engage in an intense analysis of the work of Dante Alighieri. Our primary focus is Dante's epic allegory, the Divine Comedy, but we will also study the Vita Nuova and passages from Dante's other works to provide a context for his masterpiece. Two writers who significantly influenced Dante (Virgil and Augustine) will also be considered. (WS)

Offered: As Needed

ENGL 364 - Exploring Utopia (3.0)

Prerequisites: Completion of the Literary Analysis requirement, ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. A study of utopian thought from Plato's Republic through contemporary science fiction. Texts may include St. Augustine's City of God, The Rule of St. Benedict, Campanella's City of the Sun, More's Utopia, Bellamy's Looking Backward, Gilman's Herland, Huxley's Brave New World, as

well as films such as Gattaca and Minority Report. The course will also include a study of experimental utopian communities. (CT)

Cross-Listed as: Also offered as HON 364

Offered: Spring Semester (Odd Years)

ENGL 365 - The Renaissance Amphibium (3.0)

Prerequisite: Completion of the Literary Analysis requirement, ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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 images of what it means to be human. Those imaginings anticipate many modern assumptions and dilemmas. Readings may include Boccaccio, Erasmus, Rabelais, More, Montaigne, and Shakespeare. (H1, CT)

Offered: As Needed

ENGL 367 - The Modern Temper (3.0)

Prerequisite: Completion of the Literary Analysis requirement, ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. 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 non-fiction by authors such as James Joyce, T. S. Eliot, W. H. Auden and Virginia Woolf. (H2, CT)

Offered: Spring Semester (Even Years)

ENGL 368 - American Landscapes: Environmental Literature in the United States (3.0)

Prerequisite: Completion of the Literary Analysis requirement, ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. How does the American landscape function in our imagination, our policies, our lives? This reading-intensive course covers a wide range of environmental works: political, scientific, philosophical, autobiographical. Authors include Thoreau, Aldo Leopold, Leslie Marmon Silko, Annie Dillard, Gary Snyder, Jack London, and Eddy Harris. (H2, CT)

Cross-Listed as: Also offered as HON 368

Offered: Fall Semester (Odd Years)

ENGL 375 - Independent Study (1.0 - 3.0)

Prerequisites: 6 credits in literature at or above the 200-level and permission of the instructor. Independent work in English, American or world literature. Conferences.

Offered: Both Semesters and Summer

ENGL 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

ENGL 399 - Internship in English (3.0 - 15.0)

Prerequisites: 21 credits in English and permission of the department chair. 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

Offered: Both Semesters and Summer

ENGL 400 - Old English Language, Literature, & Culture (3.0)

Prerequisites: Completion of the Literary Analysis requirement or ENGL 222; or permission of the instructor.

Together we'll read and translate literature in Old English (the oldest form of the language we speak today). Though most great writers of the period are anonymous, we will read and analyze their works with an eye to understanding their culture and history. (H1, WS)

Offered: As Needed

ENGL 401 - Pop Culture Theory & Practice (3.0)

Prerequisites: 9 credits in literature at the 200-level or above.

This course explores how "literature" overlaps with "popular culture." We will consider several stories that have captured imaginations across boundaries of time and genre and use cultural theory and literary criticism to examine the conventions, expectations, and possibilities of the different genres and media in which they appear. (CT)

Cross-Listed as: Double-numbered course; offered with graduate-level ENGL 501

Offered: Spring Semester (Even Years)

ENGL 403 - The English Language (3.0)

Prerequisite: Permission of the instructor. 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.

Offered: Fall Semester (Even Years)

ENGL 414 - Shakespeare on Film (3.0)

Prerequisite: ENGL 313 or permission of the instructor. 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. (CT)

Offered: Summer Semester (As Needed)

ENGL 420 - Advanced Fiction Writing (3.0)

Prerequisite: ENGL 219 or permission of the instructor. This advanced fiction workshop intensifies and expands upon the writing and critical reading skills covered in English 219. Students will develop and refine elements in their fiction such as voice, structure, dialogue, setting, and pacing. Also useful for Curriculum and Instruction MA students who are now or will soon be teaching creative writing. (CW)

Offered: Spring Semester (Even Years)

ENGL 421 - Advanced Poetry Writing (3.0)

Prerequisites: ENGL 219 or permission of the instructor. 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. (CW)

Offered: Fall Semester (Even Years)

ENGL 441 - Faulkner and Morrison (3.0)

Prerequisite: Permission of the instructor. 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. (WS)

Offered: As needed

ENGL 463 - International Currents in Modern Fiction (3.0)

Prerequisites: Permission of the instructor. Considers recent global fiction that transcends boundaries of nation and language. Raises questions about race, gender, religion, political allegiance, violence, memory, history, and East/West relations. Authors may include Achebe, Gordimer, Salih, Endo, Nabokov, Ishiguro, Ondaatje, Roy, Lahiri, Rushdie, and Coetzee. (H2, CT)

Cross-Listed as: Also offered as HON 463

Core: Global Perspectives

Offered: Fall Semester (Even Years)

ENGL 470 - Seminar (3.0)

Prerequisites: Junior or senior standing and 9 credits in literature at the 200-level or above; or permission of the instructor. 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.

Offered: Both Semesters

ENGL 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. (Both semesters/6 credits) The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ENGL 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. (Both semesters/6 credits) The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ENSP - ENVIRONMENTAL SCIENCE AND POLICY

ENSP 101 - Environmental Problems (3.0)

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.

Core: Scientific Thought-Non-Lab

Offered: Both Semesters

ENSP 102 - Environmental Science Laboratory (1.0)

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. This is a laboratory designed to introduce students to the hands-on study of environmental issues. Course material will complement that of ENSP 101, Environmental Problems. Students will investigate environmental problems through a variety of means, including experiments, observations, surveys and literature reviews. Topics covered might include human population growth, air and water pollution, energy consumption, food production, attitudes about environmental issues and biodiversity. This course is for students who are majors in or intend to major in Environmental Science and Policy.

Core: Scientific Thought-Lab

Offered: Spring Semester

ENSP 103 - Intro to Geographic Information Systems (4.0)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the instructor. An introduction to Geographic Information Systems for students of all disciplines. This course will provide a suite of tools for creating, manipulating, analyzing, visualizing, and illustrating spatial data. Concepts presented in lecture will be put into practice through hands-on laboratory exercises utilizing appropriate GIS software. The culmination of the course is the presentation of discipline-specific original research projects employing the methods learned.

Core: Computation/Quantitative Literacy

Offered: Spring Semester

ENSP 110 - Environmental Science II (3.0)

Prerequisites: None. Study of resource use, abuse, and overuse and its impact on the functioning of the atmosphere, hydrosphere, geosphere, and biosphere. Investigates economic, legal, and policy perspectives from social and historical viewpoints for achieving sustainable human societies.

Core: Scientific Thought Non-Lab

Offered: Spring Semester

ENSP 210 - Coastal Oceanography (4.0)

Prerequisite: A 100-level lab science course. 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.

Offered: Fall Semester

ENSP 212 - Coastal Community Ecology (4.0)

Prerequisites: ENSP 101 and ENSP 102, or a 100-level lab science course. 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 hydroscapes. 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.

Offered: Fall Semester

ENSP 299 - Special Topics: Environmental Science & Policy (4.0)

Prerequisites: ENSP 101 or concurrent enrollment in ENSP 212 and ENSP 210 or permission of instructor. 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.

Offered: As needed

ENSP 300 - Environmental Geoscience (4.0)

Prerequisites: ENSP 101 and ENSP-102 or permission of instructor. This course investigates earth processes and their effects on or control of the natural and anthropogenic surroundings. The course elaborates on many of the topics of physical geology including natural and human-induced geologic hazards such as: earthquakes, volcanoes, landslides, and land subsidence; as well as environmental issues such as disposal and management of solid, chemical, and radioactive waste, acid mine drainage, and the environmental impact of mineral extraction and water resource utilization.

Offered: Fall Semester (As Needed)

ENSP 307 - The Chesapeake Bay: Human Impact on a Natural System (3.0)

Prerequisite: Concurrent enrollment in ENSP 210 and ENSP 212 or permission of instructor. The natural history of the Chesapeake Bay region will be examined in the context of society's exploitation of a natural system. Scientific topics will be combined with historical, sociological, and economic perspectives to form a coherent portrait of the interplay between society and the environment.

Cross-Listed as: Also offered as HON 307

Offered: As Needed

ENSP 370 - Coastal Studies Practicum (2.0)

Prerequisites: Concurrent enrollment in ENSP 212 and ENSP 210 or permission of instructor. 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.

Offered: Fall Semester

ENSP 375 - Independent Study (1.0 - 3.0)

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.

Offered: Both Semesters and Summer

ENSP 380 - Coastal Studies Field Experience (3.0)

Prerequisites: ENSP 210, ENSP 212, or permission of instructor. 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.

Offered: Fall Semester

ENSP 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

ENSP 399 - Internship (3.0 - 15.0)

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.

Offered: Both Semesters and Summer

ENSP 400 - Watershed Hydrology (3.0)

Prerequisites: ENSP 300 or permission of instructor This course will provide a qualitative and quantitative understanding of concepts and physical principles governing the occurrence, distribution, and circulation of water near the Earth's surface. Managing human impacts on watersheds and water resources and understanding the interrelationships among land-use, soil, and water will be addressed. Human uses of and impacts on water will be examined with an emphasis on principles of water resource and watershed planning.

Offered: Fall semester (As needed)

ENSP 403 - Pollution Biology (3.0)

Prerequisites: Junior standing, ENSP 101, ENSP 102 and one 300-level BIOL course for undergraduates. Examines sources, fates and biological effects of environmental pollutants. Topics covered include: air, water and soil pollution; techniques for monitoring and evaluating pollution effects; and pollution control technologies. Factors leading to global climate change will be examined in depth. The social, economic, and political issues surrounding pollution problems are all examined.

Cross-Listed as: Double-numbered course; offered with graduate-level ENV 503

Offered: Spring Semester

ENSP 407 - Natural Resource Management (3.0)

Prerequisites: ENSP 101, ENSP 102, BIOL 201 and one 300-level BIOL course or permission of the instructor. Introduces students to the basic biological and ecological principles of natural resource management and the complexities of applying these principles to real-world problems. Quantitative and qualitative techniques are used to analyze ecosystems in an integrated fashion that combines biological, economic and political considerations. The impact of climate change on management plans is also considered

Cross-Listed as: Double-numbered course; offered with graduate-level
ENV 507

Offered: Spring Semester

ENSP 411 - Conservation Biology (3.0)

Prerequisites: A grade of C or better in BIOL 338 or permission of the instructor. Examines the critical problems of maintaining, enhancing and restoring biological diversity. Principles of ecology, population biology, genetics and modeling are applied to the conservation of rare species and endangered ecosystems. Topics include international trade in wildlife, ethnobotany, ecological restoration, conservation ethics, natural resource economics, conservation genetics and ecotourism.

Cross-Listed as: Double-numbered course; offered with graduate-level
ENV 511

Offered: Spring Semester (Odd Years)

ENSP 470 - Seminar: Environmental Impact Analysis (3.0)

Prerequisite: Senior major status, or permission of the instructor. This multi-disciplinary course introduces advanced students to the natural and social science methodologies used when preparing environmental impact assessments. Students will then apply those techniques in the analysis of a contemporary environmental situation. They will analyze and interpret scientific, economic, social and political data, and collaboratively develop and evaluate alternative courses of action. Finally, they will make a formal presentation of the seminar's findings to a knowledgeable audience.

Offered: Fall Semester

ENSP 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. (Both semesters/6 credits) The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

ENSP 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. (Both semesters/6 credits) The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

FL - FOREIGN LITERATURE

FL 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

FREN - FRENCH

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 (4.0)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

Core: Foundations/Foreign Language

Offered: Fall Semester

FREN 102 - Elementary French II (4.0)

Prerequisite: FREN 101 or permission of the department chair. Credit by exam. Continuation of 101.

Core: Foundations/Foreign Language

Offered: Spring Semester

FREN 105 - French Conversation (1.0)

Prerequisite: FREN 102, exemption by exam or permission of department. A one-credit conversation course conducted in French designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based on attendance and participation and on one writing assignment in French. May be repeated.

Offered: Both Semesters

FREN 201 - Intermediate French I (3.0)

Prerequisite: FREN 102 or satisfactory performance in placement examination or permission of the department chair. Credit by exam. Further development of language skills with emphasis on reading and oral participation.

Core: Foundations/Foreign Language

Offered: Fall Semester

FREN 202 - Intermediate French II (3.0)

Prerequisite: FREN 201 or permission of the department chair. Credit by exam. Continuation of FREN 201.

Offered: Spring Semester

FREN 203 - French Conversation & Composition (3.0)

Prerequisite: FREN 202 or satisfactory performance in placement exam or permission of the department chair. Credit by exam. Concentration on writing, conversation and structural difficulties. Reading and discussion of cultural material of an interdisciplinary nature.

Offered: Fall Semester

FREN 204 - French Culture and Civilization (3.0)

Prerequisite: FREN 203 or permission of the department chair. 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.

Offered: Spring Semester

FREN 207 - Cultural Perspectives on French Literature I (3.0)

Prerequisite: FREN 202 or permission of the department chair. 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.

Core: Global Persp & Literature

Offered: Fall Semester

FREN 208 - Cultural Perspectives on French Literature II (3.0)

Prerequisite: FREN 203 or permission of the instructor. 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.

Core: Global Persp & Literature

Offered: Spring Semester

FREN 230 - Phonetics and Diction (3.0)

Prerequisite: FREN 202 or permission of the department chair. 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.

Offered: As needed

FREN 313 - Gender and Gaze in Modern French Literature and Film (3.0)

Prerequisite: FREN 207 or FREN 208 or permission of the department chair. 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.

Offered: As needed

FREN 314 - Refinement, Politeness and Social Behavior (3.0)

Prerequisite: FREN 207 or FREN 208 or permission of the department chair. We will 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.

Core: Global Perspectives

Offered: As needed

FREN 317 - Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800 (3.0)

Prerequisite: FREN 207 or FREN 208 or permission of the department chair. 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.

Offered: Spring Semester (As Needed)

FREN 318 - Advanced Composition and Translation (3.0)

Prerequisites: FREN 204 and at least 6 additional credits of 200-level French or permission of the department chair. 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.

Offered: Spring Semester (As Needed)

FREN 320 - Francophone Women Writers (3.0)

Prerequisite: FREN 207 or FREN 208 or permission of the department chair. Students will examine works by contemporary women writers from the French-speaking world, including North Africa, sub-Saharan Africa, the Caribbean and North America, and consider how questions of gender and race are experienced and expressed by these women. Topics of discussion will include marriage and polygamy, slavery, and racial difference.

Core: Global Perspectives

Offered: As needed

FREN 321 - Masque et illusion dans la France d'Ancien Régime (3.0)

Prerequisite: FREN 207 or FREN 208 or permission of department chair. We will examine the concepts of illusion and the role of the mask in early modern 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.

Offered: Spring Semester (As Needed)

FREN 322 - Ecrivains derrière la camera (3.0)

Prerequisites: FREN 207 or FREN 208 or satisfactory performance in placement examinations or permission of the instructor or department chair. 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.

Offered: As needed

FREN 323 - Modern Family in France (3.0)

Prerequisites: FREN 207 or FREN 208 or permission of instructor The modern nuclear family may seem universal to us today, but in fact it is a fairly recent idea that sprang from the age of Enlightenment. Through the works of authors such as Rousseau and Balzac, and critical perspectives from sociology and art history, we will explore the origin of the modern family and its implications in modern France.

Core: Global Perspectives

Offered: Fall Semester (As Needed)

FREN 335 - Teaching Assistantship in French (1.0 - 3.0)

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.

Offered: Either Semester

FREN 375 - Independent Study in French (1.0 - 3.0)

Prerequisites: Permission of the instructor and the department chair. Study of a selected subject. Conferences and reports.

Offered: Both Semesters and Summer

FREN 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

FREN 399 - Internship in French (3.0 - 9.0)

Prerequisite: Open to junior and senior majors with permission of the department chair. 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.

Offered: Both Semesters and Summer

FREN 470 - Seminar (3.0)

Prerequisites: 12 credits in French above the intermediate level. An in-depth study of a subject selected according to the special interests of the students and of the faculty.

Offered: As needed

FREN 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

FREN 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

FYS - FIRST YEAR SEMINAR**FYS 101 - First-Year Seminar (3.0)**

Taught on a variety of topics, these interdisciplinary seminars focus on cultivating student skills in reading, writing, critical thinking, oral presentations and information literacy in a small-group setting.

Core: Foundations/First-Year Seminar

Offered: Fall Semester

FYS 335 - FYS Teaching Assistantship (2.0)

Prerequisite: By invitation of the supervising FYS faculty. Student teaching assistants work under the supervision of FYS faculty and are selected by the faculty. They will attend FYS classes and model good academic behavior, help to facilitate discussion, work closely with FYS faculty in and out of the classroom, and serve as a peer mentor and tutor to FYS students and a liaison between FYS faculty and students.

Offered: Fall Semester

GEOG - GEOGRAPHY**GEOG 101 - Cultural Geography (3.0)**

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.

Core: Global Perspectives

Offered: Fall Semester

GER - GERMAN

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 (4.0)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

Core: Foundations/Foreign Language

Offered: Fall Semester

GER 102 - Elementary German II (4.0)

Prerequisite: GER 101 or permission of the department chair. Credit by exam. Continuation of 101.

Core: Foundations/Foreign Language

Offered: Spring Semester

GER 105 - German Conversation (1.0)

Prerequisite: GER 102, exemption by exam or permission of department. A one-credit conversation course conducted in German designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based on attendance and participation and on one writing assignment in German. May be repeated.

Offered: Both Semesters

GER 201 - Intermediate German I (3.0)

Prerequisite: GER 102 or satisfactory performance on placement examination or permission of department chair. Use of language laboratory. Credit by exam. Further development of language skills with emphasis on reading and oral participation.

Core: Foundations/Foreign Language

Offered: Fall Semester

GER 202 - Intermediate German II (3.0)

Prerequisite: GER 201 or permission of department chair. Use of language laboratory. Credit by exam. Continuation of GER 201.

Core: Foundations/Foreign Language

Offered: Spring Semester

GER 203 - German Conversation & Composition (3.0)

Prerequisite: GER 202 or satisfactory performance in placement exam or permission of department chair. Credit by exam. Concentration on writing, conversation and structural difficulties. Reading and discussion of

cultural materials of an interdisciplinary nature. Weekly written compositions.

Offered: Fall Semester (Odd Years)

GER 204 - German Culture and Civilization (3.0)

Prerequisite: GER 202 or permission of the department chair. 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

Offered: Fall Semester (Even Years)

GER 207 - Cultural Perspectives on German Literature I (3.0)

Prerequisite: GER 202 or permission of the department chair. 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.

Core: Global Persp & Literature

Offered: Either Semester

GER 208 - Cultural Perspectives on German Literature II (3.0)

Prerequisite: GER 203 or permission of the instructor. 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.

Core: Global Persp & Literature

Offered: Either Semester

GER 230 - History of German Language (3.0)

Prerequisite: GER 207 or GER 208 or permission of department chair. 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

Offered: As needed

GER 299 - Special Topics (3.0)

Prerequisite: GER 207 or GER 208 or permission of department chair. A course covering a specific motif, theme, genre or medium reflecting the cultures of the German speaking countries.

Offered: As needed

GER 301 - Berlin in the 20th Century (3.0)

Prerequisite: any GER 200-level course or permission of the department chair. 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 Döeblin, Nelly Sachs, Bertolt Brecht, Christa Wolf, Zehra Cirak, etc. Movies will be used to provide a visual background and further topics for discussion.

Offered: As needed

GER 314 - Advanced Composition (3.0)

Prerequisite: GER 207 or GER 208 or permission of department chair. 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.

Offered: As needed

GER 316 - Modern German Literature (3.0)

Prerequisite: GER 208 or permission of the department chair. A study of major authors from expressionism to the present. Modern literary and philosophical movements.

Offered: As needed

GER 321 - History of German Film (3.0)

Prerequisite: GER 207 or GER 208 or permission of the department chair. This course analyzes films from Germany, Austria and Switzerland. Directors such as Fritz Lang, G.W. Pabst, Rainier Werner Fassbinder, Margarethe von Trotta and others will help trace the history of German film.

Offered: As needed

GER 335 - Teaching Assistantship in German (1.0 - 3.0)

Prerequisite: Selection by the department. 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.

Offered: Either Semester

GER 375 - Independent Study in German (1.0 - 3.0)

Prerequisites: Permission of the instructor and the department chair. Study of a selected subject. Conferences and reports.

Offered: Both Semesters and Summer

GER 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

GER 399 - Internship in German (3.0 - 9.0)

Prerequisite: Open to junior and senior majors with permission of the department chair. 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.

Offered: Both Semesters and Summer

GERO - GERONTOLOGY

GERO 370 - Gerontology Practicum (3.0)

Prerequisites: At least two of the following: PYSO 221, PSY 373 or BIOL 138 and permission of the instructor. Open to students in the gerontology minor. Supervised work program providing 120 hours of on-site work experience with the elderly.

Offered: Either Semester

GLBS - GLOBAL STUDIES

GLBS 200 - Introduction to Global Studies (3.0)

This course provides a broad introduction to the cultural, economic, and political forces of globalization and examines how those forces influence our lives and the lives of people throughout the world. The course is based upon current and topical issues including: global trade, financial markets, human rights, environmental scarcity, and social media.

Core: Global Perspectives

Offered: Either Semester and/or Summer

GLBS 299 - Special Topics (3.0)

This course introduces general topics in global studies and political science, allowing faculty and students to examine specific areas of interest.

Offered: Offered As Needed

GLBS 300 - Challenges and Opportunities of Globalization (3.0)

Prerequisite: GLBS 200. 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.

Core: Global Perspectives

Offered: Either Semester

GLBS 301 - Human Migrations: Refugees and IDPs (3.0)

Prerequisite: Junior or senior standing. This course will focus on the core reasons for contemporary human migration and its effects on modern societies. Focus will be placed on how societies react to demographic changes and how refugees and internally displaced persons (IDPs) are shaping the world population today.

Core: Global Perspectives

Offered: Spring Semester (As Needed)

GLBS 345 - Global Perspectives on Women, Power and Politics (3.0)

Prerequisite: One of the following: GLBS 200, HIST 266, PSCI 202, PSCI 210, PSCI 215 The course focuses on the different ways 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 and informal exercise of power through religion, family and society.

Core: Global Perspectives

Offered: Either Semester

GLBS 375 - Independent Study in Global Studies (1.0 - 3.0)

Prerequisite: Permission of the program director. Reading and/or research in a related field and/or topic of the Global Studies major.

Offered: Both Semesters and Summer

GLBS 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

GLBS 399 - Internship in Global Studies (3.0 - 6.0)

Prerequisites: Must be a declared Global Studies major or permission of the instructor. Students may be placed in a variety of settings including: governmental agencies, non-profit organizations, think tanks, or other global affairs related entities and work with their designated internship faculty supervisor to complete a portfolio and deliver a final oral presentation. Grading is on S/U.

Offered: Both Semesters and Summer

GLBS 470 - Senior Seminar in Global Studies (3.0)

Prerequisite: Open to senior global studies majors or with permission of the instructor. The course examines critical 20th and 21st century academic works on aspects of globalization including: technology, the environment, social movements, transnational advocacy networks, corporations, social media, global finance, state, and non-state actors. Topics may vary. The course requires student-led discussions, original research, and oral presentations.

Offered: Spring Semester

GLBS 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

GLBS 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

GNST - GENERAL STUDIES

GNST 099 - College Reading Skills (2.0)

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.

Offered: Fall Semester

GNST 101 - Seminar for Academic Success (2.0)

New learning strategies and methods through which students can become successful in college. Students are guided to become self-directed learners.

Offered: Both Semesters

GNST 220 - Dynamics of Leadership (3.0)

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.

Offered: Spring Semester

GNST 335 - Teaching Assistantship in General Studies (1.0 - 2.0)

Teaching Assistants in General Studies assist instructors with activities in support of course learning outcomes such as increasing self-motivation, mastering effective study skills, applying critical thinking to problem-solving, and developing personal responsibility and interdependence.

Offered: Both Semesters

HIST - HISTORY**HIST 202 - Medieval Europe (3.0)**

A survey of the European Middle Ages, including political, social, economic and cultural developments from the fall of Rome through the 15th century. (E)

Core: Historical Analysis

Offered: Spring Semester (Every 3 Years)

HIST 208 - Introduction to Public History (3.0)

Overview of the history field as practiced in museum work, historic preservation, state/national parks, archives, historic sites, historical societies, etc. Students will utilize local resources and do hands-on projects. This is the foundation course for the Public History Concentration and is also open to all interested students.

Offered: Fall Semester (Even Years)

HIST 217 - History of the United States to 1877 (3.0)

Credit by exam. The development of the United States from the colonial settlements to 1877.

Core: Historical Analysis

Offered: Both Semesters

HIST 218 - History of the United States since 1877 (3.0)

Credit by exam. The development of the United States as a world power from 1877 to the present

Core: Historical Analysis

Offered: Both Semesters

HIST 246 - Modern Africa, 1400-Present (3.0)

This course surveys the major political, economic, social, and cultural contours of the African past from 1400 to the present. Key topics include the development of the Atlantic slave trade, the expansion of European colonialism, the process of decolonization, and the challenges of the post-independence period.

Core: Global Perspectives

Offered: Every 3 years

AFHS 257 - The African American Experience (3.0)

A chronological survey of African American history from pre-colonial Africa and colonial America through the twentieth century. Focuses on the economic, political, social and cultural context in which a uniquely constituted African American culture developed in the course of the struggle to achieve human rights.

Core: Historical Analysis

Offered: Fall Semester

HIST 264 - Ancient and Medieval World to 1200 (3.0)

Not open to students who have completed HIST 262. This course surveys the political, economic, social, and cultural contours of the global human experience from the ancient period to 1200. The course focuses on societies and interactions of peoples around the world, including empires, written traditions, the development of global religions, and the evolution of trade networks in Asia, Africa, Europe, and the Americas.

Core: Global Persp & Historical Analysis

Offered: Both Semesters

HIST 265 - Medieval and Early Modern World, 1200-1800 (3.0)

Not open to students who have completed both HIST 262 and HIST 263. This course surveys political, economic, social, and cultural contours of the global human experience from 1200 to 1800. The course focuses on challenges and changes to societies and human interactions during the period, including the development of global trade networks and the rise and fall of early modern societies in Africa, the Americas, India, the Middle East, China, Japan, and Europe.

Core: Global Persp & Historical Analysis

Offered: Both Semesters

HIST 266 - The Modern World, 1750 to Present (3.0)

Not open to students who have completed HIST 263. This course surveys the political, economic, social, and cultural contours of the global human experience from the mid-1700s century to the present. The course focuses on concepts and developments of the period, including liberalism, nationalism, industrialization, capitalism, communism, imperialism, and decolonization. Examples of specific regions illustrate global patterns and experiences.

Core: Global Persp & Historical Analysis

Offered: Both Semesters

HIST 268 - Latin America (3.0)

This course addresses the history of Latin America, including Mexico, Central America, the Caribbean nations, and South America. Topics include the pre-Columbian period, Native peoples' contacts with Europeans and Africans, Portuguese and Spanish colonial expansion, and the history of Latin American nations through the 20th century.

Core: Global Perspectives & Historical Analysis

Offered: Spring Semester (Even Years)

HIST 269 - Women and Gender in U.S. History (3.0)

This course surveys women's experiences in America from the arrival of Europeans to the present, focusing on women's legal, political, economic, and social status and roles, as well as race, ethnicity, and class. We will cover trends and common experiences, but also specific experiences through the voices of women of privilege, less advantaged women, and women of color.

Core: Historical Analysis

Offered: Spring Semester (Odd Years)

HIST 299 - Special Topics (3.0)

This course introduces general topics in history, allowing faculty and students to examine specific areas of interest.

Offered: As needed

HIST 300 - From Celts to Vikings 400-1000 (3.0)

Prerequisite: HIST 264 or permission of the instructor. A study of the peoples and culture of early medieval Europe, from late Rome through the 10th century. Includes Celtic population of Roman Empire; "barbarian" kingdoms such as Celtic Ireland and Scotland, Anglo-Saxon England, and Frankish Gaul; Visigothic and Islamic Spain; technological developments; the Carolingian Empire; and Viking invasions. (E)

Offered: (Every 3 Years)

HIST 306 - Heresy and Society in Europe, 1400-1800 (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. The course addresses conflicts, wars, and cultural infighting among late medieval and early modern Europeans over issues of belief, heresy, and governing emerging European states. Students read banned and approved texts to understand cultural developments and the emergence of European imperial systems.

Offered: Every 3 Years

HIST 309 - Islam & the Crusades (3.0)

Prerequisite: HIST 264 or permission of the instructor. 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. (E)

Offered: (Every 3 Years)

HIST 312 - Women in Medieval Europe (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. 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. (E)

Offered: Every 3 Years

HIST 314 - Medieval and Tudor England (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. This course explores the history of England from the Norman Conquest in 1066 through the reign of Elizabeth in the 16th c. It traces the forging of English culture, government, and society in the medieval and early modern periods and addresses the longterm significance of these events and institutions. (E)

Offered: Every 3 Years

HIST 318 - Colonial and Revolutionary America (3.0)

Prerequisites: HIST 217, or with the permission of the instructor. This course examines the evolution of the English colonies and their integration into a larger British Empire, effects of colonization on native peoples, the rise of slavery in North America, the experiences of Africans and their descendants, the origins and consequences of the Revolution, its impact on the population, and the long-term significance of this era.

Offered: As Needed

HIST 319 - The Civil War and Reconstruction (3.0)

Prerequisite: HIST 217 or HIST 218. 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.

Offered: As Needed

HIST 320 - America in the Sixties (3.0)

Prerequisite: HIST 217 or 218 or by permission of instructor. 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.

Offered: Every 3 Years

HIST 330 - Cultural Encounters in LatAm Hist (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. 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, Europeans, and Africans.

Core: Global Perspectives

Offered: Every 3 Years

HIST 335 - Teaching Assistantship in History (1.0)

Prerequisites: Junior or senior standing, completion of course(s) involved or equivalent competency and permission of the department. 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.

Offered: Either Semester

HIST 338 - The Gilded Age and Progressive Era, 1877-1929 (3.0)

Prerequisites: HIST 218 or permission of instructor. Between 1877 and 1929, the United States wrestled with the wrenching social, political, cultural and economic transformations that accompanied the second industrial revolution. 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.

Offered: Every 3 Years

HIST 339 - New Deal America, 1929-2000 (3.0)

Prerequisites: HIST 218 or permission of instructor. This course traces the rise and fall of the New Deal order. The first part of the course will discuss the legacies of the New Deal and WWII. The second part focuses on the turbulent 1960s. The final part examines the economic crisis of the 1970s and America's "conservative turn" in the 1980s.

Offered: Every 3 Years

HIST 341 - Cultural Resources and Events (1.0)

Prerequisite: Any 200-level history course or permission of the instructor. In this course students partake of and reflect thoroughly on the cultural resources available on campus and in Frederick, Baltimore and Washington, DC. During the semester, students attend historically

themed public events and visit historical museums and sites, discuss their experiences, and complete reading and writing assignments.

Offered: As Needed

HIST 342 - Short Topics in History (1.0)

Prerequisite: Any 200-level history course or permission of the instructor.

Short Topics in History is a 1-credit course that offers a chance to pursue in more detail more focused study of 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.

Offered: Either Semester (As Needed)

HIST 347 - The Indigenous World (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. The course addresses the histories of indigenous (or Native) peoples around the globe.

Students will analyze the meanings of indigeneity across time and space, looking at different regions of the world from the thirteenth century to the present. (E)

Core: Global Perspectives

Offered: Every 3 Years

HIST 349 - Europe in the Age Total War (3.0)

Prerequisite: Completion of the Historical Analysis or Composition section of the Core or permission of the instructor. An exploration of the political, cultural, and social history of Europe from 1914–1945. In addition to European experiences of World War I and World War II, the course examines the rise of fascism and Nazism, the advent of Americanization, the interwar economic crises, genocide, and the rise of the Cold War superpowers.

Offered: Every 3 Years

HIST 353 - US Foreign Relations since World War II (3.0)

Prerequisites: HIST 217 or HIST 218 or permission of the instructor. 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.

Core: Global Perspectives

Offered: As Needed

HIST 354 - Medieval Warfare (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. This course traces the history of warfare in medieval Europe, emphasizing military developments but also exploring social, economic, diplomatic, and religious aspects of war. Topics include military organization, strategy, tactics, weaponry, fortifications, technology, and logistics, from the late Roman period through the Hundred Years War. (E)

Offered: Every 3 Years

HIST 356 - Global Empires I (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. This course addresses the rise of early modern global empires beginning in the fifteenth century. The Portuguese, Dutch, Spanish, English, and French empires

up to the early nineteenth century will be the primary focus of the course. Particular emphasis will be placed on the Atlantic world and imperial experiences in the Indian Ocean.

Core: Global Perspectives

Offered: Every 3 Years

HIST 357 - Global Empires II (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. A study of imperialism from 1789 to the present. Topics include the fall of the Atlantic World empires in the 18th century, the expansion of empires in Africa and Asia in the 19th century, the imperial experience of the world wars, and decolonization during the Cold War. The course explores the perspectives of colonial subjects and their rulers.

Core: Global Perspectives

Offered: Every 3 Years

HIST 358 - African Americans and Sports (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. Focuses largely on the historic role of athletics in black communities; the interconnectedness of racial identity and athletic competition; racial exclusion and integration; and the formation and dismantling of black owned and operated teams, leagues, and complexes. We will also explore the intersection of sports, social paradigms, political transformations, and race in America during the nineteenth, twentieth, and twenty-first centuries.

Offered: Every 3 Years

HIST 359 - Black Women in America (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. This course surveys the accomplishments and challenges of women of African descent in America, from the colonial era to the present, with attention to their everyday lives, as well as their political and economic activism. Family structure, images in popular and material culture, and the social construction of gender and race will also be explored.

Offered: Every 3 Years

HIST 365 - The Ancient Near East and Greece (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. This course traces the early history of western civilization, from humanity's origins in Africa, through the first civilizations of Mesopotamia and Egypt, to classical and Hellenistic Greece. It emphasizes the varieties of organization, individual and collective identity, and interaction between states, religious authorities and cultures. (E)

Offered: As needed

HIST 366 - Ancient Rome (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. An exploration of the history of Rome, from its founding through the Republic and the Empire, focusing on political, social, cultural and military developments. (E)

Offered: Every 3 Years

HIST 370 - History Practicum (2.0 - 3.0)

Prerequisites: Declared history major; 12 credits of history, including 8 credits of history at Hood; and permission of the department chair. An opportunity for hands-on training or equivalent experience in the field of history. Examples of the practicum are an internship-type work placement at a local historical site or on campus, a research assistantship with a history faculty member, or an independent-study-type course that utilizes local historical sites. With the permission of the department, this course may be substituted for the required history internship.

Offered: Either Semester

HIST 371A - Topics in Early History (3.0)

Prerequisite: HIST 264 or permission of instructor. Advanced topics in ancient and medieval history. This course pursues in more detail subjects not fully covered elsewhere in the history curriculum. 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. (E)

Offered: As needed

HIST 371B - Topics in American History (3.0)

Prerequisite: HIST 217, HIST 218 or AFHS 257 or permission of instructor. Advanced topics in colonial American and United States history. This course pursues in more detail subjects not fully covered elsewhere in the history curriculum. 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.

Offered: As needed

HIST 371C - Topics in Modern European History (3.0)

Prerequisite: HIST 266 or permission of instructor. Advanced topics in the history of modern Europe. This course pursues in more detail subjects not fully covered elsewhere in the history curriculum. 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.

Offered: As needed

HIST 371D - Topics in World History (3.0)

Prerequisite: HIST 264 or HIST 266 or permission of instructor. 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.

Offered: As needed

HIST 371E - Topics in Public History (3.0)

Prerequisite: One of the following: HIST 208, HIST 217, HIST 218 or permission of the instructor. Advanced topics in public history. This course pursues in more detail subjects not fully covered elsewhere in the history curriculum. 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.

Offered: As needed

HIST 373 - Research and Writing in History (3.0)

Prerequisite: Open to history majors with at least sophomore standing and HIST 217 or HIST 218 or AFHS 257 plus another history course. An

introduction to historical method, including historical argumentation, evidence, documentation and archival research. Each student researches local or family history, using original sources from archival collections. As the entry into the major, the course is for second-semester sophomores, first-semester juniors, and new transfer students.

Offered: Spring semester

HIST 375 - Independent Study in History (1.0 - 3.0)

Prerequisite: Permission of the instructor. A readings course to supplement the regular offerings of the department. Conferences and written reports.

Offered: Both Semesters and Summer

HIST 376 - American Frontiers (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core; or permission of instructor. This course examines the concepts of frontiers and the frontier experience in North America from the colonial period to the late nineteenth century, including both indigenous and non-indigenous contexts.

Offered: Every 3 Years

HIST 377 - Civil Rights and Black Power (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. This course analyzes the transformative and explosive events of the 1950s-early 1970s. It considers how varied social, cultural, and political movements, organizations, and individuals have shaped our modern world. It examines social, cultural, and legal challenges and triumphs in the struggle for equality.

Offered: Every 3 Years

HIST 378 - Blacks and American Law (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. Explores the relationship between American jurisprudence and African Americans, from the colonial period to the present. It identifies statutory law, case law, and de facto standards that determined the role and status of Blacks in American society. The course also examines how African Americans have used law and protest to gain civil rights and political power.

Offered: Every 3 Years

HIST 379 - Making of the American City (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core, or permission of instructor. This course charts the development of urban centers in the United States from the colonial period to the present. It analyzes sociohistorical, political, geographical, and economic phenomena and trends that have fostered the growth and transformation of cities across the country.

Offered: Every 3 Years

HIST 380 - The Native American Experience (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of Core requirement; or permission of instructor. The course addresses the long history of Native Americans from the period before contact to the present, with a primary focus on Native peoples' history in the 18th, 19th and 20th centuries.

Offered: Every 3 Years

HIST 381 - Collections: Museums and Archives (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core; or HIST 208; or permission of instructor. The course addresses both practical and theoretical approaches to museums and archives, their history, and new developments in the field of collections management. Students visit local and regional museums and archives as part of the course.

Offered: Every 3 Years

HIST 382 - Exhibiting History (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition section of the Core; or HIST 208; or permission of instructor. The course addresses both practical and theoretical approaches to history museum exhibitions in both traditional physical spaces and virtual or digital exhibitions. Students visit local and regional museums in preparation for the experiential learning exercise in which each student plans a mock history exhibition.

Offered: Every 3 Years

HIST 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

HIST 398 - Service Learning in History (3.0)

Prerequisites: Completion of the Historical Analysis or English Composition area of the Core. An opportunity both to study a historical topic in depth and to learn actively through public service in a structured project in the local community. Topic, project and format will vary according to instructor expertise and community partner availability.

Offered: Either Semester

HIST 399 - Internship in History (3.0 - 15.0)

Prerequisites: 9 credits of history taken at Hood, or permission of the instructor. Supervised historical writing, research and/or museum work with private or governmental agencies full or part time. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

AFHS 424 - Race and Racism in the United States (4.0)

Prerequisites: Junior or senior standing and HIST 217 or HIST 218 or AFHS 257. This course explores the origins and development of racial attitudes, both scientific and popular, supporting mythologies, and contemporary institutional expressions. It will also discuss the African Americans' attempts to resist white supremacy. Emphasis will be on African American history since Reconstruction.

Cross-Listed as: Double-numbered course; offered with graduate-level AFHS 524

Offered: As Needed

HIST 470 - Seminar: Topics in History (3.0)

Prerequisites: Junior or senior standing and HIST 373 or permission of the instructor. This advanced course explores one topic in depth. The format, approach and perspective vary according to the instructor's expertise and preference, but in general students are expected to read deeply in the topic, participate actively in seminar discussions and complete a major research project. This is the capstone for the history major.

Offered: Fall Semester

HIST 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

HIST 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

HON - HONORS

FYS 101H - First Year Seminar-Honors Colloquium I (3.0)

Taught on a variety of topics, these interdisciplinary seminars focus on cultivating student skills in reading, writing, critical thinking, oral presentations and information literacy in a small group setting.

Core: Foundation/First-Year Seminar

Offered: Fall Semester

HON 102 - Honors Colloquium II (3.0)

Prerequisite: FYS 101H. 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.

Offered: Spring Semester

HON 201 - Honors Colloquium III (3.0)

Prerequisite: HON 102, or admission to the Honors Program as a sophomore. This course takes a global perspective on the world and asks students to consider topics such as how and why different societies construct institutions, art, literature and regional and cultural identities.

Core: Global Perspectives

Offered: Fall Semester

HON 202 - Honors Practicum (3.0)

Prerequisite: HON 201. In this course, students design and participate in a service-learning project that addresses a social or intellectual problem of the student's choice, includes an experiential and a research component and makes a positive contribution to the local community. Each student makes a culminating presentation of her/his experience and research.

Offered: Spring Semester

HON 301 - What Good is a Woman? Women in Traditional Societies (3.0)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. 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.

Offered: As Needed

HON 301GER - Berlin in the 20th Century (3.0)

Prerequisite: completion of the Literature area of the Core or permission of the instructor.

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.

Cross-Listed as: Also offered as GER 301

Offered: Offered As Needed

HON 302CL - Classical Mythology (3.0)

Prerequisite: Fulfillment of Literature section of the Core.

Study of major works of Greek and Roman literature, their use of history and myth and their influence in the Western world.

Cross-Listed as: Also offered as CL 302

Offered: Offered Spring Even Years

HON 328 - STEM and the Environment (3.0)

Prerequisites: Completion of the Laboratory Course portion of Scientific Thought. Open to sophomores, juniors, or seniors in the Honors Program, or with permission of the instructor. From global climate change to pollution to decreasing biodiversity, our society faces a wide range of environmental issues. This course will look at a range of these issues and what we can do to mitigate these challenges. The course will focus on the role STEM (Science, Technology, Engineering, and Mathematics) disciplines play in understanding and finding solutions to both local and global environmental issues, but it will also incorporate political, legal, ethical, and social dimensions of environmental issues.

Offered: Term As Needed

HON 302 - Third World Development: Latin America (3.0)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. 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.

Cross-Listed as: Also offered as SPAN 302

Offered: As Needed

HON 304 - Censorship in America (3.0)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. 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.

Offered: As Needed

HON 307 - The Chesapeake Bay: Human Impact on a Natural System (3.0)

Prerequisite: Concurrent enrollment in ENSP 210 and ENSP 212 or permission of instructor. Open to sophomores, juniors and seniors in the Honors Program. The natural history of the Chesapeake Bay region will be examined in the context of society's exploitation of a natural system. Scientific topics will be combined with historical, sociological, and economic perspectives to form a coherent portrait of the interplay between society and the environment.

Cross-Listed as: Also offered as ENSP 307

Offered: As Needed

HON 312 - Revisioning Motherhood in Modern Western Culture (3.0)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. An interdisciplinary study of the institution of motherhood and its representations in modern cultural productions of the Western world. Students will examine the myth and reality of mothering by analyzing readings in social, political and psychoanalytical theory as well literary and filmic texts. This course may be used for credit in the women's studies minor.

Cross-Listed as: Also offered as SWAG 312

Offered: Fall Semester (Every 3 Years)

HON 313 - Great Political Trials (3.0)

Prerequisites: Open to sophomores, juniors, and seniors in the Honors Program, or with permission of the instructor. This course analyzes great political trials that have reflected the political controversies of their time. Western tradition of law and legal analysis through trials held in the United States, France and England will be examined and contrasted and compared with trials held under socialist, Islamic and indigenous political systems.

Cross-Listed as: Also offered as PSCI 313

Offered: (As Needed)

HON 315 - Literature of Moral Reflection (3.0)

Prerequisite: Prerequisites: Open to sophomores, juniors, and seniors in the Honors Program, or with permission of the instructor. 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.

Cross-Listed as: Also offered as PHIL 315

Offered: As Needed

HON 316 - Perspectives in Global Health (3.0)

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. This course examines basic advances in genetics, reproductive medicine and in combating infectious

diseases and explores their ethical implications, particularly for non-Western cultures. Students use a case study approach to consider topics like genetics, epidemics, euthanasia and reproductive technology from a global, non-Western perspective.

Cross-Listed as: Also offered as PHIL 316

Core: Global Perspectives

Offered: As Needed

HON 318 - Theory and Practice in the Arts: The Philosophy of Music (3.0)

Prerequisites: Completion of the Literary Analysis and the Visual and Performing Arts areas of the core. Open to sophomores, juniors and seniors in the Honors Program or with permission of the instructor. In this class we will survey the writings of philosophers, artists and other figures who attempted to explain why music appeals to us and what the musical experience says about human nature. Readings will be taken from antiquity, the distant past, and the present day. Our goal will be: (1) to study how philosophers have attempted to explain what the musical experience says about human nature; (2) to study what these explanations say about the time periods and cultures from which they came.

Cross-Listed as: Also offered as MUSC 318

Offered: Fall Semester (Odd Years)

HON 322 - Law and Cyberspace (3.0)

Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. Exploration of the legal and technology issues that arise with the emergence and use of digital technologies throughout society. Topics include: relevancy, investigation, prosecution and enforcement and jurisdiction of existing laws in cyberspace, online vices, internet bullying, identity theft cyberterrorism, hacking and digital forensics.

Offered: As Needed

HON 329 - Biomedical Ethics (3.0)

Prerequisites: One course from the Scientific Thought section of the Core. This course takes a philosophical and scientific approach to understanding current ethical issues in medicine and covers topics such as abortion, euthanasia, genetic engineering, genetic testing, informed consent, organ transplantation and experimentation with human subjects.

Cross-Listed as: Also offered as PHIL 319

Core: Philosophical Inquiry

Offered: As Needed

HON 335 - Teaching Assistantship (2.0)

Prerequisite: Open to juniors or seniors in the Honors Program, with permission of the instructor and the Honors Director. An opportunity for juniors or seniors in the Honors Program to assist instructors in FYS 101H, HON 102 or HON 201 by attending classes, helping to lead discussions and assisting with class-related projects and peer review. May not be repeated or substituted for required courses in the Honors Program. Grading is on a satisfactory/unsatisfactory basis.

Offered: Either Semester

HON 364 - Exploring Utopia ()

Prerequisites: Completion of the Literary Analysis requirement, ENGL 222 or ENGL 223 or ENGL 311; or permission of the instructor. A study of utopian thought from Plato's Republic through contemporary science

fiction. Texts may include St. Augustine's City of God, The Rule of St. Benedict, Campanella's City of the Sun, More's Utopia, Bellamy's Looking Backward, Gilman's Herland, Huxley's Brave New World, as well as films such as Gattaca and Minority Report. The course will also include a study of experimental utopian communities. (CT)

Cross-Listed as: Also offered as ENGL 364

Offered: Spring Semester (Odd Years)

HON 368 - American Landscapes: Environmental Literature in the United States (3.0)

Prerequisite: Permission of the instructor. How does the American landscape function in our imagination, our policies, our lives? This reading-intensive course covers a wide range of environmental works: political, scientific, philosophical, autobiographical. Authors include Thoreau, Aldo Leopold, Leslie Marmon Silko, Annie Dillard, Gary Snyder, Jack London, and Eddy Harris. (H2, CT)

Cross-Listed as: Also offered as ENGL 368

Offered: Fall Semester (Odd Years)

HON 375 - Independent Study (1.0 - 3.0)

Prerequisites: Permission of the instructor. Independent work in a topic selected by the student and faculty adviser. Conferences.

Offered: Either Semester

HON 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

HON 463 - International Currents in Modern Fiction (3.0)

Prerequisite: Permission of the instructor. Considers recent global fiction that transcends boundaries of nation and language. Raises questions about race, gender, religion, political allegiance, violence, memory, history, and East/West relations. Authors may include Achebe, Gordimer, Salih, Endo, Nabokov, Ishiguro, Ondaatje, Roy, Lahiri, Rushdie, and Coetzee. (H2, CT)

Cross-Listed as: Also offered as ENGL 463

Core: Global Perspectives

Offered: Fall Semester (Even Years)

HON 470 - Honors Seminar (3.0)

Prerequisite: Open to seniors in the Honors Program. May not be repeated. 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.

Offered: Both Semesters

HON 499A - Honors Thesis (3.0)

Prerequisite: Open to seniors in the Honors Program. As an alternative to a departmental honors thesis, students in Hood's Honors Program may elect to complete a 6-credit interdisciplinary Honors paper. The interdisciplinary honors paper is a two-semester senior-year program designed for students who wish to pursue intensive research or special projects in close coordination with faculty advisers.

Offered: Both Semesters and/or Summer

HON 499B - Honors Thesis (3.0)

Prerequisite: Open to seniors in the Honors Program. As an alternative to a departmental honors thesis, students in Hood's Honors Program may elect to complete a 6-credit interdisciplinary Honors paper. The interdisciplinary honors paper is a two-semester senior-year program designed for students who wish to pursue intensive research or special projects in close coordination with faculty advisers.

Offered: Both Semesters and/or Summer

IMC - INTEGRATED MARKETING COMMUNICATION

IMC 470 - Seminar in Communication Ethics (3.0)

Prerequisite: CMA 305 and junior standing. With an eye toward reconciling the evolving norms of a digital world, this course uses small discussions to critically analyze ethical issues in mass communication.

Cross-Listed as: Also offered as CMA 470

Offered: Both Semesters

INST - INTERDISCIPLINARY STUDIES

INST 312 - Archaeology: Cultures, Technologies, Methods and Theories (3.0)

Prerequisites: Junior or senior standing, completion of the Social and Behavioral Analysis section of the Core and one course from the Scientific Thought section of the Core. This course examines the history of archaeological exploration and the discipline of archaeology as it is currently practiced. Archaeological cultures that vary from one another widely, both in terms of their geographic locations and the time periods in which they existed will be examined.

Offered: Spring Semester

INT - INTERNSHIP

INT 399 - Internship (3.0)

Prerequisites: Completion of 45 credits (12 credits at Hood) and a cumulative GPA of 2.5 or above. Supervised career-related work at a site related to the student's interests, but outside the student's major field of study. In addition to 120 hours of work at the internship site, the student completes an academic component that is agreed with and supervised by the internship adviser.

Offered: Both Semesters and Summer

IT - INFORMATION TECHNOLOGY

Undergraduate students enrolling in undergraduate computer science and information technology courses must have earned a grade of "C-" or higher in each prerequisite course.

IT 180 - Unraveling the Web (3.0)

Prerequisite: Level II placement on the Basic Math Skills Inventory or MATH 099 or permission of the instructor. Introduction to the World Wide Web, its design, and impact on society. Topics include history of the internet and Web, HTML and CSS languages, and contemporary issues.

Provides an overview of creating web documents, separating structure from presentation.

Core: Scientific Thought-Non-Lab

Offered: Both Semesters

CSIT 302 - Impact of Computers on Society (3.0)

Prerequisites: Completion of the Social and Behavioral Analysis section or Historical Analysis section or Philosophical Inquiry section of the Core or permission of the instructor. Computer technology is a driving factor in globalization. This course studies the past, present and future impact of computer and communications technology on society, education, government and the workplace around the world. Topics covered cross national, cultural, and continental boundaries.

Core: Global Perspectives

Offered: Both Semesters

IT 375 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of the instructor. The study of selected topics in information technology, accomplished through readings, problem assignments and projects.

Offered: Both Semesters and Summer

ITMG 388 - Management Information Systems (3.0)

Prerequisite: MGMT 301. 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.

Offered: Both Semesters

IT 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

ITLS - INTERNATIONAL STUDIES

ITLS 300 - Cultures of the Middle East (4.0)

Prerequisite: Completion of one of the following sections of the core: Visual and Performing Arts or Philosophical Inquiry. 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.

Offered: Spring Semester

LAT - LATIN

LAT 101 - Elementary Latin I (4.0)

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.

Offered: Fall Semester (As Needed)

LAT 102 - Elementary Latin II (4.0)

Prerequisite: LAT 101 or permission of department chair. Credit by exam. 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.

Offered: Spring Semester (As Needed)

LAT 201 - Intermediate Latin Prose (3.0)

Prerequisite: LAT 102 or satisfactory performance in placement exam or permission of the department chair. 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.

Offered: Fall Semester

LAT 202 - Intermediate Latin Poetry (3.0)

Prerequisite: LAT 102 or satisfactory performance in placement exam or permission of the department chair. 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.

Offered: Spring Semester

LAT 299 - Special Topics (3.0)

Prerequisites: LAT 201 or LAT 202 or permission of instructor. 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.

Offered: Spring Semester (As Needed)

LAT 335 - Teaching Assistantship (1.0 - 3.0)

Prerequisites: Permission of instructor. 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.

Offered: Either Semester

LW - LAW

LW 230 - Introduction to Law (3.0)

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.

Core: Social and Behavioral Analysis

Offered: Both Semesters

LW 300 - Legal Research and Writing (3.0)

Prerequisite: LW 230 and Junior Standing; or Permission of Instructor

Improving research and writing skills for students preparing to go to law school. Identifying strategies for legal research and preparing legal documents such as case briefs, legal memoranda, pleadings and motions. Students taking this course have a significant advantage in law school.

Offered: Spring Semester (Odd Years)

LWCJ 308 - Criminal Law (3.0)

Prerequisite: LWPS 230 or Permission of Instructor

This course addresses the substantive study of criminal law, how society declares what conduct is criminal and what punishment should be imposed for such conduct. Such questions as what effect does heredity, environment, poverty, urban life, lack of education and unemployment have on the proclivity for criminal behavior will be examined.

Offered: Fall Term; Even Years

LW 375 - Independent Study (1.0 - 3.0)

Prerequisites: 12 credits in the major, and permission of the instructor.

Reading and/or research in a selected area of law and society.

Offered: Both Semesters and Summer

LWSC 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

LW 399 - Internship in Law (3.0 - 15.0)

Prerequisites: 15 credits in the major, an overall GPA of 2.5 and permission of the supervising instructor and the director of the Law and Criminal Justice program.

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.

Offered: Both Semesters and Summer

LWCJ 401A - Pre-Law Clinic Seminar (3.0)

Prerequisites: LW 230, CJ 230, PSCI 308 or LWCJ 308 and LW 300 and with permission of the instructor. The Pre-Law Clinic provides students with hands-on experience by conducting investigations, legal research, and preparing real cases for trial. The Clinic has a classroom seminar and collaborative investigative component. *Note: There is an application process to participate in Pre-Law Clinic. Please contact Professor Bean for more information.*

Offered: Fall Semester

LWCJ 401B - Pre-Law Clinic (3.0)

Corequisite: LWCJ 401A. Grading is satisfactory/unsatisfactory. The Pre-Law Clinic provides students with hands-on experience by conducting investigations, legal research, and preparing real cases for trial. The Clinic has a classroom seminar and collaborative investigative component.

Offered: Fall Semester

LWCJ 402A - Pre-Law Clinic Seminar II (3.0)

Prerequisites: Completion of LWCJ 401A and LWCJ 401B and by permission of the instructor. The Pre-Law Clinic II permits students to continue their PTC client and project work through the spring semester.

Offered: Spring Semester

LWCJ 402B - Pre-Law Clinic II (3.0)

Corequisite: LWCJ 401A and LWCJ 401B and by permission of the instructor. The Pre-Law Clinic II permits students to continue their PTC client and project work through the spring semester.

Offered: Spring Semester

LWPS 406 - International Law (3.0)

Prerequisites: PSCI 215 or LW 230 or PSCI 307, or permission by instructor. This course will investigate the basic question underlying the debate over the utility of international law. The influence of global civil society, multinational corporations, and other non-state actors in the development and application of international law will be examined.

Offered: As Needed

LW 470 - Seminar in Law (3.0)

Prerequisite: This course is open only to senior Law and Criminal Justice majors. This course focuses on the relationship between law and its social context, 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, social change and political interests will also be explored.

Offered: Spring Semester

LWCJ 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

LWCJ 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MATH - MATHEMATICS

Undergraduate students enrolling in undergraduate mathematics courses must have earned a grade of "C-" or higher in each prerequisite course.

MATH 098 - Algebra Review I (1.0)

Prerequisite: Level I placement on the Basic Math Skills Inventory. A review of 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.

Offered: Both Semesters and Summer

MATH 099 - Algebra Review II (1.0)

Prerequisite: MATH 098 or permission of instructor. 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.

Offered: Both Semesters and Summer

MATH 106 - Explorations in Elementary Mathematics I (3.0)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the instructor. Early childhood and elementary/special education majors explore the complexities of the mathematics taught in elementary and middle schools. Focus is on developing a deep understanding of number, addition, subtraction, and multiplication.

Offered: Fall Semester

MATH 107 - Explorations in Elementary Mathematics II (3.0)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the instructor. Early childhood and elementary/special education majors explore the complexities of the mathematics taught in elementary and middle schools. Focus is on developing a deep understanding of geometry and measurement.

Offered: Spring Semester

MATH 108 - Explorations in Elementary Mathematics III (3.0)

Prerequisite: MATH 106. Early childhood and elementary/special education majors explore the complexities of the mathematics taught in elementary and middle schools. Focus is on developing a deep understanding of division, ratios, proportional relationships, algebraic expressions and equations, and basic number theory.

Offered: Spring Semester

MATH 111 - Mathematics Everywhere (3.0)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the department. 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.

Core: Computation/Quantitative Literacy

Offered: Both Semesters

MATH 111A - The Mathematics of Daily Life (3.0)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the department. This course addresses a wide range of applications of basic mathematical ideas to modern life. Topics include: mathematical tools that businesses use to schedule and plan efficiently; number codes such as UPC, ZIP codes, and ISBN codes that help organize our lives; and surprising paradoxes and complexities of elections.

Core: Computation/Quantitative Literacy

Offered: Either Semester

MATH 111B - The Mathematics of Democracy (3.0)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the department. A mathematical study of two basic questions about democracy, "How do we vote?" and "How do we allocate power?", revealing surprising paradoxes and complications. The course explores why we vote the way we do, what problems arise in voting, and what alternatives are being tried.

Core: Computation/Quantitative Literacy

Offered: Either Semester

MATH 111G - The Mathematics of Games and Sports (3.0)

Prerequisites: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the department. How often is a perfect game pitched? Why split 8s in blackjack? How is a tournament scheduled for seven teams? Should you bet on a color or a number in roulette? Students will explore all of these questions and more using probability, linear models, graph theory, and more. This class also uses computational tools to solve problems and analyze data.

Core: Computation/Quantitative Literacy

Offered: Either Semester

MATH 112 - Applied Statistics (3.0)

Prerequisite: MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the instructor. Not open to students who have received credit for ECMG 212, MATH 213, PSY 211 or SOC 261. 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.

Core: Computation/Quantitative Literacy

Offered: Summer and/or Both Semesters

MATH 120 - Pre-Calculus Mathematics (3.0)

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory. Credit by exam. Not open to students who have received credit for MATH 201 or its equivalent. Functions and graphs: polynomial,

exponential, logarithmic and trigonometric functions; analytic geometry. Emphasis is on problem-solving, mathematical modeling and the use of technology. Designed primarily as preparation for calculus.

Offered: Both Semesters

MATH 120L - Pre-Calculus Workshop (1.0)

Prerequisite: Concurrent enrollment in MATH 120. Students in this class will work on algebra skills necessary to be successful in MATH 120. Each week's workshop will parallel the content of MATH 120 for that week. *Grading is on a satisfactory/unsatisfactory basis.*

Offered: Both Semesters

MATH 201 - Calculus I (4.0)

Prerequisite: MATH 120 or Level III placement on Basic Math Skills

Inventory. Relationships, functions, rates of change, derivatives of functions of one variable, applications of derivatives, the definite integral, antiderivatives, and the Fundamental Theorem of Calculus. Emphasis is on: problem solving, collaborative work, computer exploration, writing.

Core: Computation/Quantitative Literacy

Offered: Both Semesters

MATH 202 - Calculus II (4.0)

Prerequisite: MATH 201 or permission of the instructor. Initial value problems; techniques of integration; 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.

Offered: Both Semesters

MATH 207 - Discrete Math (3.0)

Prerequisite: MATH 120 or Level III placement on the Basic Math Skills

Inventory or permission of the instructor. 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.

Offered: Both Semesters

MATH 213 - Statistical Concepts and Methods (4.0)

Prerequisite: MATH 120 or Level III placement on the Basic Math Skills

Inventory. An introduction to the practice of statistics, its applications, and its mathematical underpinnings. Focus is on data, activities, technology, conceptual understanding. This course is intended for mathematics and science majors.

Core: Computation/Quantitative Literacy

Offered: Spring Semester

MATH 253 - Multivariable Calculus (4.0)

Prerequisites: MATH 202 or permission of instructor. Calculus in several variables: multivariable functions, partial/directional derivatives, the gradient, multiple integrals, different coordinate systems, parametric equations, vector-valued functions, velocity, curvature, vector fields, line integrals, Green's Theorem. Emphasis is on problem solving, collaborative work, computer exploration, writing.

Offered: Fall Semester

MATH 304 - Differential Equations (3.0)

Prerequisite: MATH 202 or permission of the instructor. 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.

Offered: Spring Semester (Odd Years)

MATH 313 - Statistical Modeling (3.0)

Level III Placement on Basic Math Skills Inventory or MATH 120, and ECMG 212 or MATH 112 or MATH 112W or MATH 213 or PSY 211; or Permission of Instructor

An introduction to statistical modeling using simple regression, multilinear regression, and logistic regression. Students will use statistical software for reproducible analysis of large data sets.

Offered: Spring Semester

MATH 320 - Modeling and Simulation (3.0)

Prerequisites: MATH 202 and completion of or concurrent enrollment in MATH 213, MATH 112, ECMG 212, PSY 211 or SOC 261. 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.

Offered: Spring Semester (Even Years)

MATH 333 - Introduction to Abstract Mathematics (3.0)

Prerequisites: Any two mathematics courses at the 200-level; or Permission of Instructor. An introduction to mathematical rigor and proof encountered in advanced mathematics. Topics may include logic, sets, elementary number theory, relations, functions, and cardinality, among others. Emphasis will be on developing proficiency in proof techniques, mathematical writing conventions, and oral communication.

Offered: Fall Semester

MATH 335 - Teaching Assistantship in Mathematics (1.0 - 2.0)

Prerequisite: Permission of the department. May be repeated for a maximum of 4 credits. An opportunity for students to serve as teaching 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 in improving their mathematical skills. Grading is on a satisfactory/unsatisfactory basis.

Offered: Either Semester

MATH 336 - Introduction to Modern Geometry (3.0)

Prerequisites: MATH 207 or MATH 333, or permission of the instructor. An investigation of Euclidean and non-Euclidean geometries. Topics may include advanced Euclidean geometry, spherical geometry, and hyperbolic geometry.

Offered: As Needed

MATH 339 - Linear Algebra (3.0)

Prerequisites: Any two mathematics courses at the 200-level. A modern introduction to linear algebra with an emphasis on geometric interpretation and applications. Linear systems, matrices, linear transformations, eigenvalues and eigenvectors.

Offered: Fall Semester

MATH 351 - Probability (3.0)

Prerequisites: MATH 112 or equivalent and MATH 202

A calculus-based course on the theory and application of modern probability. Topics include events and probabilities, random variables and distributions, expectation, conditional probability and independence, the Central Limit Theorem.

Offered: Fall Semester (Odd Years)

MATH 375 - Independent Study (1.0 - 4.0)

Prerequisite: Permission of the instructor. The study of selected topics in mathematics or computing, accomplished through reading, problem assignments and projects.

Offered: Both Semesters and Summer

MATH 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

MATH 398 - Mathematics Tutorial (1.0 - 3.0)

Prerequisite: Permission of instructor. An opportunity to work with a faculty member and a small group of students in a semester-long program of directed study.

Offered: Either Semester

MATH 399 - Internship in Mathematics (3.0 - 15.0)

Prerequisites: 21 credits of mathematics courses at the 200-level or above and permission of the department. Supervised work in 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.

Offered: Both Semesters and Summer

MATH 407 - Introduction to Graph Theory (3.0)

Prerequisite: MATH 333 or equivalent A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity and coloring problems.

Cross-Listed as: Double-numbered course; offered with graduate-level MATH 507

Offered: Spring Semester (Odd Years)

MATH 409 - Elementary Number Theory (3.0)

Prerequisite: MATH 333 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.

Cross-Listed as: Double-numbered course; offered with graduate-level MATH 509

Offered: Fall Semester (Odd Years)

MATH 440 - Introduction to Abstract Algebra (3.0)

Prerequisites: MATH 333 and MATH 339, or permission of the instructor. 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.

Offered: Spring Semester (Even Years)

MATH 453 - Real Analysis (3.0)

Prerequisites: MATH 202 and MATH 333, or permission of the instructor. An introduction to real analysis. Topics may include completeness of the real-number system, sequences and series of real numbers, limits, continuity, sequences and series of real-valued functions, the derivative, and the Riemann integral.

Offered: Spring Semester (Odd Years)

MATH 454 - The Real Number System (1.0)

Prerequisites: MATH 202 and MATH 333. A theoretical development of the real number system. Properties of real numbers. Binary operations. Associative, commutative, and distributive laws. Rational and irrational numbers. Laws of exponents. Radicals. Decimal representation. This course is intended only for students enrolled in the secondary mathematics education program. A student may not receive credit for both MATH 454 and MATH 453.

Offered: Fall Semester (Even Years)

MATH 456 - Numerical Analysis (3.0)

Prerequisites: MATH 202 and MATH 339 or permission of the instructor.

The theory and application of numerical methods. Topics may include root-finding techniques, interpolation and curve-fitting, numerical integration, numerical linear algebra, numerical solutions of differential equations.

Offered: Fall Semester (Even Years)

MATH 470 - Seminar: The History of Mathematics (3.0)

Prerequisites: Senior standing and either MATH 440 OR MATH 453 or permission of the department. A seminar in the history of mathematics. Students will use primary and secondary resources, both print and non-print, to explore the history of mathematics from pre-history to the present.

Core: Global Perspectives

Offered: Fall Semester

MATH 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MATH 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MEST - MIDDLE EASTERN STUDIES

MEST 300 - Cultures of the Middle East (3.0)

Prerequisite: Completion of one of the following sections of the core: Visual and Performing Arts or Philosophical Inquiry. The goals of this course are to define what we commonly refer to as the "Middle East" and to study the cultures of this region within the framework of various disciplines. Emphasis is placed on the long history of the Middle East and the role it plays in our understanding of the region today.

Core: Global Perspectives

Offered: Spring Semester

MEST 375 - Independent Study (1.0 - 3.0)

Prerequisites: Permission of the instructor and the department chair. Study of a selected subject. Conferences and reports.

Offered: Both Semesters and Summer

MEST 399 - Internship (3.0 - 9.0)

Participation in a supervised off-campus project related to Middle Eastern Studies. Credit requires submission of written work discussing the philosophical issues and/or implications of the work done in the internship. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

MEST 499 - Departmental Honors (6.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Year Long

MEST 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MEST 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MSCI - MILITARY SCIENCE

MSCI 101 - Leadership & Personal Development (1.5)

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.

Offered: Fall Semester

MSCI 102 - Introduction to Tactical Leadership (1.5)

Prerequisite: MSCI 101 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.

Offered: Spring Semester

MSCI 201 - Innovative Team Leadership (2.5)

Prerequisite: MSCI 102 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.

Offered: Fall Semester

MSCI 202 - Foundations of Tactical Leadership (2.5)

Prerequisite: MSCI 201 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.

Offered: Spring Semester

MSCI 301 - Advanced Military Science I: Leadership and Problem Solving (3.0)

Prerequisite: MSCI 202 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 and learn how to execute the Leadership Development Program. An analysis of and planning military missions is conducted. Students learn and execute platoon level battle drills.

Offered: Fall Semester

MSCI 302 - Advanced Military Science II: Leadership and Ethics (3.0)

Prerequisite: MSCI 301 In the second semester student 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.

Offered: Spring Semester

MSCI 370 - Cadet Professional Development Practicum (3.0)

Prerequisites: MSCI 102 or prior military experience or permission of the instructor. This course is for ROTC cadets who have been selected for overseas or domestic deployments to active-duty military units, training rotations with other governmental agencies, or cultural awareness immersion programs.

Offered: Summer Semester

MSCI 401 - Advanced Military Science III: Leadership and Management (3.0)

Prerequisite: MSCI 302 This course builds on the National Advanced Leadership Camp experience, focusing on how to solve organizational and staff problems by analyzing leader counseling responsibilities and methods. Principles of motivating subordinates and organizational change by applying leadership and problem-solving principles to complex case studies and simulations is examined.

Offered: Fall Semester

MSCI 402 - Advanced Military Science IV: Officership (3.0)

Prerequisite: MSCI 401 Students learn to describe the legal aspects of decision-making and leadership, analyzing Army operations from the tactical to strategic levels while also assessing administrative and logistics management functions. Students perform platoon leader action and examine leader responsibilities that foster an ethical command climate.

Offered: Spring Semester

MUSC - MUSIC

MUSC 101 - Beginning Music Theory & Musicianship (3.0)

A study of the basic concepts and skills of diatonic music: chords in major and minor keys, voice-leading, part-writing, harmonic progressions, introductory analysis, non-chord tones. Musicianship portion to include recognition of scales, intervals, triads, seventh chords, and rhythms, plus executing rhythms and sight-singing with solmization.

Core: Art/Visual & Performing

Offered: Spring Semester

MUSC 103 - Introduction to Western Classical Music (3.0)

A survey of western art 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.

Core: Art/Visual & Performing

Offered: Both Semesters

MUSC 114 - American Musical Theater (3.0)

This course will survey selected stage works of American musical theater and Broadway, from the early twentieth century to the approximate present. We will study these works alongside the historical circumstances during which they were written to see how the latter influenced the writing and reception of the former. Among the musicals to be studied are Show Boat, Oklahoma!, West Side Story, Cabaret, Company, Cats, and Rent. No musical experience is required for this course.

Core: Art/Visual & Performing

Offered: As Needed

MUSC 201 - Intermediate Music Theory & Musicianship (3.0)

Prerequisite: MUSC 101.

A continuation of concepts from MUSC 101. Basic principles of 4-part voice leading, an introduction to species counterpoint, all non-harmonic tones, harmonic progression and sequence, cadences, phrases, periods and sentences. Voice leading for seventh chords and secondary dominants. Aural skills include recognition of all diatonic intervals, including compound intervals, triads and seventh chords in all inversions. Melodic and two-part dictation, sight singing with solmization.

Offered: Spring Semester

MUSC 220 - Music and the Movies (3.0)

In this course, we will study the use of music in movies. We will focus on two broad areas: 1) The analysis and interpretation of film soundtracks, with particular attention to the relationship between music and image; 2) A historical survey of soundtracks, with particular attention to style, genre, and influence from select moments in this history of film. The class will culminate in a final research paper in which students will write a critical exegesis and critique of select aspects of film music.

Core: Art/Visual & Performing

Offered: Fall Semester (Even Years)

MUSC 299 - Special Topics in Music (3.0)

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.

Core: Art/Visual & Performing

Offered: As needed

MUSC 301 - Advanced Music Theory/Form & Analysis (3.0)

Prerequisites: MUSC 201. A study of advanced, late, and post-tonal harmony and various twentieth-century systems including atonal and serial techniques, plus study of counterpoint and fugal analysis and formal analysis of works. Each student will undertake analysis of a large work for a report and class presentation.

Offered: Fall Semester

MUSC 302 - World Music (3.0)

Prerequisites: Completion of the Visual and Performing Arts category of the Core Curriculum. A survey of the non-Western musical cultures of Africa, Asia, Latin America, and North America within the context of ethnomusicology, aesthetics, cultural anthropology and ethnic diversity.

Core: Global Perspectives

Offered: Fall Semester (Odd Years)

MUSC 303 - History of Western Classical Music I (3.0)

Prerequisites: MUSC 201. This class surveys Western art music from 800 A.D. to 1800, covering the Medieval, Renaissance, Baroque, Classical, and early Romantic periods. We will discuss the major composers of these periods alongside major historical milestones such as

the Reformation, the Age of Enlightenment, and the French Revolution.

Offered: Fall Semester

MUSC 304 - History of Western Classical Music II (3.0)

Prerequisites: MUSC 201 This class surveys Western art music from 1800 to the present, covering the late Romantic, modern, and postmodern periods. We will discuss the major composers of these periods alongside major historical milestones such as the revolutions of 1848, the First and Second World Wars, the Civil Rights Era, and the internet age.

Offered: Spring Semester

MUSC 318 - Theory and Practice in the Arts: The Philosophy of Music (3.0)

Prerequisites: Completion of the Literary Analysis and the Visual and Performing Arts areas of the core. In this class we will survey the writings of philosophers, artists and other figures who attempted to explain why music appeals to us and what the musical experience says about human nature. Readings will be taken from antiquity, the distant past, and the present day. Our goal will be: (1) to study how philosophers have attempted to explain what the musical experience says about human nature; (2) to study what these explanations say about the time periods and cultures from which they came.

Cross-Listed as: Also offered as HON 318

Offered: Fall Semester (Odd Years)

MUSC 335 - Teaching Assistantship in Music (2.0)

(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.

Offered: Either Semester

MUSC 375 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of the department.

An intensive study of a musical topic, usually an individual composer, genre, or specific body of music. Students will research primary and secondary literature on the topic. May be conducted in a group when several students pursue the same study.

Offered: Both Semesters and Summer

MUSC 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

MUSC 399 - Internship in Music (3.0 - 12.0)

Prerequisite: Open to junior and senior music majors, with permission of the department. Supervised part-time work in a musical setting approved by the department. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

MUSC 470 - Senior Project: Music History and Lit (3.0)

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. 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.

Offered: Both Semesters

MUSC 471 - Senior Project: Piano Pedagogy (3.0)

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. 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.

Offered: Both Semesters

MUSC 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MUSC 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

MUSE - MUSIC ENSEMBLE

MUSE 160 - Choir (0.5)

Prerequisite: Permission of the department. Participation in Hood's choir. Grade is based on attendance, participation and performance.

Offered: Both Semesters

MUSE 161 - String Ensemble (0.5)

Prerequisite: Permission of the department. Participation in Hood's String Ensemble. Open to violinists, violists, cellists, and string bassists. There are occasional joint performances with the wind ensemble. Grade is based on attendance, participation and performance. Selection is based on audition.

Offered: Both Semesters

MUSE 162 - Wind Ensemble (0.5)

Prerequisite: Permission of the department. Participation in Hood's Wind Ensemble. Open to woodwind, brass, and percussionists. There are occasional joint performances with the string ensemble. Grade is based on attendance, participation and performance. Selection is based on audition.

Offered: Both Semesters

MUSE 163 - Early Music Ensemble (0.5)

Prerequisite: Participation must be approved by the director. 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.

Offered: Both Semesters

MUSE 164 - Jazz Ensemble (0.5)

Prerequisite: Permission of the department. Participation in Hood's Jazz Ensemble. Open to woodwind, brass, percussionists, pianists, and vocalists.

Offered: Both Semesters

MUSE 260 - Chamber Singers (0.5)

Prerequisite: Permission of the department. Participation in Hood's Chamber Singers. Selection is based on audition, and grade is based on attendance, participation and performance. Membership in Chamber Singers requires concurrent participation in Choir.

Offered: Both Semesters

MUSE 261 - Piano Ensemble I (0.5)

Prerequisites: Permission of the department. A study of the literature and performance of repertoire for piano ensemble. Topics include music for one piano, four-hands, and two pianos.

Offered: Both Semesters

MUSE 262 - Piano Ensemble II (0.5)

Prerequisites: MUSE 261. A study of the literature and performance of repertoire for piano ensemble. Topics include music with voices and other instruments.

Offered: Both Semesters

MUSE 263 - Small Ensemble (0.5)

Prerequisites: Permission of the department. 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.

Offered: Both Semesters

MUSP - APPLIED MUSIC

MUSP 110A - 1st Sem:Composition (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 110B - 2nd Sem:Composition (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 111A - 1st Sem:Trumpet (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 111B - 2nd Sem:Trumpet (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 113A - 1st Sem:French Horn (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 113B - 2nd Sem:French Horn (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 115A - 1st Sem:Trombone (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 115B - 2nd Sem:Trombone (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 117A - 1st Sem:Baritone (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 117B - 2nd Sem:Baritone (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 119A - 1st Sem:Tuba (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 119B - 2nd Sem:Tuba (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 121A - 1st Sem:Euphonium (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 121B - 2nd Sem:Euphonium (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 123A - 1st Sem:Choral Conducting (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 123B - 2nd Sem:Choral Conducting (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 124A - 1st Sem:Instrumental Conducting (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 124B - 2nd Sem:Instrumental Conducting (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 128A - 1st Sem:Piano (1.0 - 2.0)

Additional fee. Students with prior experience in piano should sign up for section 1; beginning students should sign up for section 2. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 128B - 2nd Sem:Piano (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 130A - 1st Sem:Voice (1.0 - 2.0)

Additional fee. Students interested in folk or popular styles should sign up for section 1; students interested in musical theatre styles should sign up for section 2. Students interested in classical styles can choose either section. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 130B - 2nd Sem:Voice (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 132A - 1st Sem:Clarinet (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 132B - 2nd Sem:Clarinet (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 134A - 1st Sem:Saxophone (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 134B - 2nd Sem:Saxophone (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 136A - 1st Sem:Flute (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 136B - 2nd Sem:Flute (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 138A - 1st Sem:Cello (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 138B - 2nd Sem:Cello (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 139A - 1st Sem:String Bass (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 139B - 2nd Sem:String Bass (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 140A - 1st Sem:Harp (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 140B - 2nd Sem:Harp (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 142A - 1st Sem:Oboe (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 142B - 2nd Sem:Oboe (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 143A - 1st Sem:Bassoon (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 143B - 2nd Sem:Bassoon (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 144A - 1st Sem:English Horn (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 144B - 2nd Sem:English Horn (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 146A - 1st Sem:Organ (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 146B - 2nd Sem:Organ (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 148A - 1st Sem:Violin (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 148B - 2nd Sem:Violin (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 149A - 1st Sem:Viola (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 149B - 2nd Sem:Viola (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 152A - 1st Sem:Harpsichord (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 152B - 2nd Sem:Harpsichord (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement.

Offered: As Needed

MUSP 154A - 1st Sem:Guitar (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 154B - 2nd Sem:Guitar (1.0 - 2.0)

Additional fee. Contact Department Chair for section and level placement. Must supply own instrument.

Offered: As Needed

MUSP 474 - Junior Recital (1.0)

Prerequisites: Student must have completed at least 6 credits of applied music in the area of the recital, and must have department approval.

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.

Offered: Both Semesters

MUSP 475 - Senior Recital (2.0)

Prerequisites: MUSP 474 and completion of at least 8 credits of applied music in the area of the recital and taken in conjunction with the last two credits of applied music. Senior recital is normally given in the senior year; students must have departmental approval of the recital program and must adhere to the senior recital guidelines as set forth by the department.

A formal, public recital, sponsored by the Department of Music, in which the student presents a 50-minute representative recital in one area of applied music.

Offered: Both Semesters

NUR - NURSING

NUR 200 - Foundations of Professional Nursing (3.0)

Prerequisite: Admission to BSN program. Completion of BIOL 104 (p. 130), BIOL 204 (p. 131), CHEM 100 (p. 138) or CHEM 101 (p. 138), PSY 101 (p. 196) with a grade of C or above. Or, permission of the instructor. The course teaches the student the basic principles of the nursing profession that are foundational to providing safe and competent client care. Topics include an introduction to nursing, professionalism, leadership, systems-based practice, information technology, communication, teamwork and collaboration, safety, quality improvement, evidence-based practice and client centered care. Lecture will enable students to achieve course outcomes.

Offered: Fall Semester

NUR 201 - Fundamentals of Professional Nursing (5.0)

Prerequisite: Admission to BSN program. Completion of BIOL 104, BIOL 204, CHEM 100 or CHEM 101, PSY 101, and NUR 206 with a grade of C or above. Or, permission of the instructor. This course teaches the student the basic nursing concepts, skills, and professional behaviors necessary to provide safe and competent patient care. Lecture, skills lab, clinical simulations, and clinical experiences will enable students to achieve course outcomes.

Offered: Spring Semester

NUR 203 - Concepts of Pharmacology and Pathophysiology (5.0)

Prerequisite: Admission to BSN program. NUR 200, NUR 206, and BIOL 232 with a grade of C or above. Or, permission of the instructor. The course builds on foundational sciences and enhances the student's

comprehension of the scientific concepts of selected pathophysiologic conditions and the related pharmacologic interventions. Emphasis is placed on commonly occurring acute and chronic illnesses, therapeutic interventions, and nursing implications. Major classes of drugs that are used to treat these illnesses and support of organ and system function are explored.

Offered: Spring Semester

NUR 206 - Health Assessment ()

Prerequisites: Admission to the BSN program. Completion of BIOL 104, BIOL 204, CHEM 100 or CHEM 101, and PSY 101 with a grade of C or above. Or, permission of the instructor. This course is designed to help 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 assessing health status, a three-generational pedigree, development status, and health promotion. Effective communication, assessment and documentation will be practiced in the laboratory setting.

Offered: Fall Semester

NUR 300 - Global Learning Experience in Healthcare and Nursing (3.0)

Prerequisite: Permission of instructor. Open to students admitted to the nursing program with sophomore standing. May fulfill the Hood Global Perspectives core requirement. This course is designed to provide a global learning experience related to health care and/or nursing. Students can learn about the history, resources, delivery and outcomes of the health care system and nursing outside of the U.S.

Core: Global Perspectives

Offered: Summer Semester as needed

NUR 306 - Mental Health Nursing (4.0)

Prerequisite: NUR 200, NUR 201, and NUR 203 with a grade of C or above. Or, permission of the instructor. This course utilizes theories and concepts related to human behavior and alterations in human behavior. Using a holistic nursing approach, emphasis is on communication skills, self-awareness, and therapeutic use of self in selected settings.

Offered: Fall Semester

NUR 310 - Adult Health I ()

Prerequisite: NUR 201, NUR 203, and NUR 206 with a grade of C above. Or, permission of the instructor. This course will provide the beginning nursing student with opportunities to develop the competencies necessary to meet the needs of adults in a safe, legal, and ethical manner using the nursing process.

Offered: Fall Semester

NUR 311 - Adult Health II ()

Prerequisite: NUR 310 with a grade of C or above, or permission of the instructor. This course expands on nursing knowledge acquired in Adult Health I. The focus is on care of the adult in acute care setting with severe episodic illness, complications of chronic illness, and clients with multiple co-morbidities. Students will use the nursing process to care for patients experiencing major health problems related to alterations in selected body systems.

Offered: Spring Semester

NUR 312 - Leadership in Nursing Practice ()

Prerequisite: NUR 201, NUR 203, and NUR 206 with a grade of C or above. Or, permission of the instructor. This course examines managerial and leadership concepts, issues, roles and functions as applied to the role of the professional nurse in various healthcare settings.

Offered: Fall Semester

NUR 315 - Maternity Nursing ()

Prerequisite: NUR 310 with a grade of C or above. Or, permission of the instructor. This course introduces students to theory and principles relevant to contemporary health care for women and families during the reproductive years of the life cycle. Course content will include normal and abnormal physical, psycho-social, developmental, and ethical concerns of the mother and fetus during pregnancy, birth, postpartum and the inter-conceptual period. Students will be introduced to maternity nursing and apply the theoretical constructs and evidence-based care during a practicum experience.

Offered: Spring Semester

NUR 321 - Nursing Research and Evidence-Based Practice ()

Prerequisite: NUR 310 with a grade of C or above. Or, permission of the instructor. Discusses specific elements of the research process including problem identification, literature review, variables, research design, sampling concepts, data collection, data analysis, and interpretation. Students gain experience in research dissemination, critique, and application through a translational project.

Offered: Spring Semester

NUR 375 - Independent Study in Nursing (1.0 - 3.0)

Prerequisite: Permission of department chair. Reading and/or research in a selected topic in nursing.

Offered: Either Semester

NUR 397 - Special Topics (3.0)

Prerequisites: NUR 310 and NUR 311 with a grade of C or above. Or, permission of the instructor. An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members.

Offered: Offered as Needed

NUR 403 - Community Health Nursing (4.0)

Prerequisite: NUR 310 and NUR 311 with a grade of C or above. Or, permission of the instructor. This course examines the provision of public health with the goal of promoting and preserving the health of communities. Students will examine health care in the context of local, state, national, and global resources and issues. Clinical experience as a component of public health education is required.

Offered: Fall Semester

NUR 406 - Pediatric Nursing ()

Prerequisite: NUR 310 and NUR 311 with a C or above. Or, permission of the instructor. This course focuses on research-based evidence in the nursing care of children and childrearing families. Content will include the biopsychosocial and developmental needs of the well child, the special needs child, and the child experiencing acute and chronic illness.

Offered: Fall Semester

NUR 407 - Informatics and Health Care Informatics ()

Prerequisite: NUR 310 or NUR 311 with a grade of C or above. Or, permission of the instructor. This course introduces the student to information technology and its applications in health care. The foundations of information 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.

Offered: Spring Semester

NUR 470 - Transition to Practice/Senior Practicum (6.0)

Prerequisite: NUR 310 and NUR 311 with a grade of C or above. Or, permission of the instructor. This course will help students synthesize previous concepts and knowledge as they transition to the role of an entry-level professional nurse. Students will demonstrate critical thinking in the development and implementation of comprehensive plans of care through advocacy, collaboration, and evidence-based practice. Students will prepare for the NCLEX licensure examination through purchase of a specified NCLEX Review product used during the course.

Offered: Spring Semester

PE - PHYSICAL EDUCATION

PE 104 - Swimming for Beginners (0.5)

Basic water skills for individuals who cannot swim. Achievement of minimum competency levels in the front crawl and elementary backstroke are stressed. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Spring Semester

PE 112 - Basic Conditioning (1.0)

Improvement in cardiovascular health, muscle strength and weight control through a basic exercise program. Aerobic activities and a variety of exercise techniques are stressed. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 119 - Weight Training (1.0)

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. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 123 - Ballet, Basic (1.0)

Basic Ballet is an introduction to the basic and fundamental steps, combinations, and technique of classical ballet movement. Beginner ballet terminology and proper body alignment is the focus of simple barre, adagio, and allegro. Various artists, history, and styles in ballet will be discussed. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: As Needed

PE 127 - Contemporary Dance Basic (1.0)

An introduction to the basic and fundamental steps, combination phrases, and techniques of modern dance. The beginning principles are shown through non-locomotor and locomotor movements, and basic improvisation group work. Dance history, pioneers, and styles of modern dance are discussed. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 138 - Tap Dance for Beginners (1.0)

An introduction to basic tap dance fundamental steps, musicality, combinations, and technique. A variety of steps and rhythmic patterns are introduced. Various artists, history, and styles in tap will be discussed. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 145 - Yoga (1.0)

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. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 146 - Advanced Yoga (1.0)

Prerequisites: PE 145. 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), uddiyabandha (flying up lock) and jalandhara bandha (throat lock). Guest teachers will share their expertise. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 147 - Tai Chi for Beginners (0.5)

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." 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. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 148 - Lacrosse: Skill Development & Techniques (1.0)

This course will teach the game of lacrosse at the fundamental level. Participating students will be taught the basic movements and techniques of lacrosse, while furthering their understanding of the game and working in a team environment. Students will also be put through basic conditioning when performing drills and skill building activities. All participating students should have a stick, other gear will be provided as needed.

Core: Foundations/PE/Health & Wellness

Offered: Fall Semester

PE 152 - Beginning Badminton (1.0)

Basic skills of badminton for beginners, including serves, strokes, net-shots, and footwork. Rules of badminton, scoring procedure and elementary strategy are included. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 153 - Badminton II (0.5)

Prerequisite: PE 152 or permission of instructor.

This course is designed for the students who have intermediate experience in the game of badminton. The course is an advance study of the game rules, technique, physical skills and strategies. Students will be introduced to the game's technical prospective; developing their skills through series of demonstration, individual performances and tasks. Hence, these skills will be reinforced through competitive games and tournaments. The course places major emphasis on teaching and improving fundamentals including grip, service, forehand strokes, backhand strokes, net shots, and foot work. This course is intended for students to understand the value of badminton in terms of a competitive sport as well as overall fitness and wellness.

Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: As Needed

PE 154 - Basketball (1.0)

Basic skills for basketball will be practiced, including ball handling, shooting, passing, and defensive principles. Rules and strategies of the game will also be included. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 162 - Flag Football (1.0)

Allow students an opportunity to participate in an activity that promotes the five components of physical fitness: cardiovascular/cardiorespiratory fitness, muscular fitness, muscular endurance, flexibility, and body composition. Students will also gain a knowledge base foundation for the sport of flag football. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Fall Semester

PE 164 - Advanced Basketball (1.0)

Prerequisites: PE 154 or permission from instructor. Students with strong familiarity and above average skills in basketball will learn more complex fundamentals, strategy, and techniques. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 167 - Orienteering (0.5)

Extra fee. An introduction to the basic skills necessary to navigate through an unknown area using a map and compass as guide. Course is held at Camp Raudy. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Fall Semester

PE 170 - Self Defense (1.0)

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. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Spring Semester

PE 171 - Advanced Self Defense (1.0)

Prerequisite: PE 170 or permission of the instructor. 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 but teaches deflection, redirection and deployment methods of unarmed self-defense and use of said weapons in defense of her/his life. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Spring Semester

PE 174 - Tennis I (1.0)

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. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 187 - Rockclimbing & Rappelling (1.0)

Extra fee. Fundamentals of climbing and rappelling, equipment use and safety procedures. Classes are conducted on campus and at local climbing areas. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 189 - Rockclimbing & Rappelling II (1.0)

Prerequisite: PE 187 or permission of the instructor. Extra fee. Advanced techniques of rock climbing and rappelling for students with previous experience in rock climbing. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: As Needed

PE 191 - Whitewater Canoeing (0.5)

Prerequisite: PE 102 or previous paddle sport activity. Extra fee. 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. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Spring Semester

PE 197 - Volleyball (1.0)

Students will gain proficiency in the specific fundamental skills for volleyball (serving, passing, and attacking) and gain a knowledge of the rules, strategies and etiquette of the sport. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 198 - Advanced Volleyball (1.0)

Prerequisites: PE 197 or permission from instructor. Students will continue to enhance proficiency in the specific fundamental skills and further their knowledge of the rules, strategies and etiquette by playing a variety of alternate formats. Students will also learn offensive and defensive schemes and position specific strategy and skill that is needed to play in local leagues and tournaments. Grading is on a satisfactory/unsatisfactory basis.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 214 - First Aid and CPR (3.0)

Extra fee. This course teaches the application of CPR to adults, children and infants using advanced techniques including bag mask ventilation and two-person CPR, theoretical and practical aspects of emergency treatment for sudden illnesses and accidents. Nationally recognized certification in CPR for the Professional Rescuer and in basic/advanced first aid may be earned.

Offered: Both Semesters

PE 227 - Women's Health Issues (3.0)

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.

Core: Foundations/PE/Health & Wellness

Offered: As Needed

PE 228 - Life Wellness and Health (3.0)

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.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 229 - Military Fitness (3.0)

Students will learn a variety of physical fitness subjects including components of fitness, principles of exercise, phases of conditioning, and the types of fitness programs. Instruction will occur while students participate in a rigorous military style fitness schedule. Each month an Army Physical Fitness Test (APFT) will be administered. The test consists of three events: pushups, sit-ups, and a 2-mile run. Student fitness levels will be assessed based on the U.S. Army standards for these events. By the end of the semester, students will also be evaluated on their ability to lead an entire military physical training session. Attendance and class participation will partially determine final grades.

Core: Foundations/PE/Health & Wellness

Offered: Fall Semester

PE 250 - Introduction to Exercise Physiology (3.0)

Provides an introductory level knowledge of exercise science and exercise physiology. Emphasis will be on the history of exercise physiology, nutrition and energy supply for exercise, cardiovascular

function and exercise, on the muscular types and exercise, and on the research methods in exercise science.

Core: Foundations/PE/Health & Wellness

Offered: Both Semesters

PE 335 - Assistantship in Physical Education (1.0 - 3.0)

Prerequisites: Junior or senior standing and permission of the department chair.
Supervised experiences related to teaching physical education, coaching an athletic team or gaining athletic training skills. Grading is on a satisfactory/unsatisfactory basis.

Offered: Either Semester

PE 375 - Independent Study in Physical Education & Dance (1.0 - 3.0)

Prerequisites: 2 credits in physical education and permission of the instructor.
Intensive study in a specialized area of dance or physical education.

Offered: Either Semester

PH - PUBLIC HEALTH

PH 101 - Introduction to Public Health (3.0)

This course provides an introduction to public health with the goal of promoting and preserving the health of communities or populations. Students will examine the history and philosophy of public health as well as its core values, concepts and functions across communities, populations and the globe. Topics include an overview of the history, philosophy, core functions and essential services and settings of public health, global health, cultural diversity, health disparities, health equity, epidemiology, evidence-based practice, communicable and chronic disease prevention and control, environmental health, health promotion and risk reduction, community assessment and planning, community/population health program implementation and evaluation, advocacy and policy making, disaster preparedness and response, health of aggregates and underserved populations.

Offered: Either Semester

PH 102 - Introduction to the US Healthcare System (3.0)

This course provides an introduction to the U.S. Health Care System, including structure, economics and delivery. Students will examine the fundamental characteristics and organizational structure of the U.S. health system as well as the differences in systems in other countries.

Offered: Spring Semester

PH 201 - Research Methods in Public Health (3.0)

Prerequisite: PH 101 or permission of instructor

This course provides an introduction to the study design, methods, and data collection associated with public health research, evaluation, and services. Topics include: measuring health outcomes; qualitative, quantitative and mixed method designs; clinical trials construction and design; questionnaire construction and semi-structured interviews; and evaluation of health initiatives. The ethical issues and limitations associated with various research methods are addressed.

Offered: Fall Semester

PH 202 - Biostatistics in Public Health (3.0)

Prerequisite: PH 201 or Permission of Instructor

Introduction to basic principles and methods of biostatistics associated with public health practice. Descriptive and inferential statistics are covered including probability, descriptive statistics, inference for means/proportions and regression. Introduction to SPSS software for data entry and analysis. Possible topics associated with data analysis include epidemiology, health promotion and program evaluation.

Emphasis is on application of statistical methods (versus calculations/formulas). This course meets the Core Curriculum Quantitative Literacy requirement.

Core: Computation/Quantitative Literacy

Offered: Spring Semester

PH 203 - Social/Behavioral Aspects of Pub Health (3.0)

Prerequisite: PH 101 or Permission of Instructor

Examines health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries.

Offered: Fall Semester

PH 204 - Environmental Health (3.0)

Prerequisites: PH 101 and BIOL 112 or Permission of Instructor

Examines health issues, scientific understanding of causes, and possible future approaches to control of the major environmental health problems in industrialized and developing countries.

Offered: Spring Semester

PH 205 - Concepts of Disease/Population Health (3.0)

Prerequisite: PH 202 or Permission of Instructor

The course will help students gain a broad understanding of the overarching principles of population health, and the role of public health professionals in improving health, disease prevention, and reducing health inequalities. An introduction to population health sciences and concepts of disease and disease prevention will be provided. Basic processes, approaches, and interventions that help public health professionals use to identify and address major health-related needs and concerns of populations will be emphasized.

Offered: Spring Semester

PH 301 - Public Health Communication/Marketing (3.0)

Prerequisite: PH 204 or Permission of Instructor

This course will focus on multilevel communication strategies and interventions, such as tailored messages at the individual level, targeted messages at the group level, social marketing at the community level, media advocacy at the policy level, and media campaigns at the population level. From a marketing standpoint, public health communication strategies will be studied in combination with other intervention efforts, such as community organizing or coalition building, to produce multilevel public health interventions. This course builds upon the core college competencies of written and oral communication in the context of public health.

Offered: Spring Semester

PH 302 - Epidemiology (3.0)

Prerequisite: PH 205 (can be taken simultaneously) or Permission of Instructor

Epidemiology is the basic science of public health. It is a tool used to identify the determinants of defects, disease and injury in human populations and provide a means of assessing the magnitude of public

health problems and the success of interventions designed to control them. Epidemiology is universally regarded as a discipline that is essential for understanding and solving public health problems. It requires students to develop the capacity to organize, analyze, interpret and communicate knowledge (and data) in an applied manner. It also requires an understanding of the biological, behavioral, sociocultural and environmental factors associated with the etiology and distribution of health and disease. Topics covered in this course include: basic principles of epidemiology; measures of disease frequency; epidemiologic study designs: experimental and observational; bias; confounding; outbreak investigations; screening; causality; and ethical issues in epidemiologic research. In addition, students will develop skills to read, interpret and evaluate health information from published epidemiologic studies.

Offered: Fall Semester

PH 303 - Regulatory Dimensions of Public Health (3.0)

Prerequisites: PH 203 and PH 204 or Permission of Instructor

This course begins with an exploration of ethics, the moral relevance of health and the use of ethics in the assessment of health policy. Student will explore contemporary healthcare and public health policy issues and legislation (e.g. American Coverage Act, population-based exposure environmental toxins). Using the lens of ethical analysis to supplement other approaches to policy analysis, students will critically evaluate public health policy. Students will be introduced to microeconomic theory and empirical studies that will deepen understanding of how consumers, businesses, and the government influence healthcare expenditures (including its quantity and prices), healthcare quality, and patient health outcomes. Emphasis will be placed on the influences and responsibilities of the different agencies and branches of government.

Offered: Spring Semester

PH 445A - Public Health Capstone Experience 1A (4.0)

Prerequisite: Senior standing or Permission of Instructor

PH 445A is a 4-credit supervised field practicum experience in a public health setting that emphasizes application of public health theories, methods, and techniques. Students will spend 250 hours in the field each semester and will be graded on a satisfactory or unsatisfactory basis.

Offered: Fall Semester

PH 445B - Public Health Capstone Experience 1B (2.0)

Prerequisite: Senior Standing or Permission of Instructor

PH 445B is a 2-credit seminar course. Students will attend 16 weekly seminar meetings each semester and will receive a letter grade for their contributions. Students will present public health practice issues related to their field experience, provide constructive feedback and consultation

Offered: Fall Semester

PH 446A - Public Health Capstone Experience 2A (4.0)

Prerequisites: PH 445A and PH 445B or Permission of Instructor

PH 446A is a 4-credit supervised field practicum experience in a public health setting that emphasizes application of public health theories, methods, and techniques. Students will spend 250 hours in the field each semester and will be graded on a satisfactory or unsatisfactory basis.

Offered: Spring Semester

PH 446B - Public Health Capstone Experience 2B (2.0)

Prerequisites: PH 445A and PH 445B or Permission of Instructor

PH 445B is a 2-credit seminar course. Students will attend 16 weekly seminar meetings each semester and will receive a letter grade for their contributions. Students will present public health practice issues related to their field experience, provide constructive feedback and consultation

Offered: Spring Semester

PHIL - PHILOSOPHY

PHIL 200 - Contemporary Philosophical Topics (3.0)

This course introduces students to philosophy through a discussion of problems and issues of concern to philosophers today. Sample topics include contemporary discussions of ethics and the virtues, such as courage, conceptions of evil, just war and terrorism, and the nature and extent of human knowledge.

Core: Philosophical Inquiry

Offered: Both Semesters

PHIL 203 - Philosophical Issues in Feminism (3.0)

This course considers various feminist perspectives on issues concerning sex, gender, gender roles, ethics (particularly reproductive ethics), embodiment, epistemology, family, motherhood, law and politics. A majority of the readings cover contemporary perspectives, though theoretical topics and historical thinkers are also typically included.

Core: Philosophical Inquiry

Offered: Spring Semester (Even Years)

PLRL 205 - Classical Religion & Philosophy (3.0)

This course introduces students to the fundamental concepts of Greco-Roman religion and philosophy. Students are introduced to the ancient world first via its public and private religious practices and then via its philosophical perspectives on issues such as free will, ethical conflicts and the nature of the just person and the just state.

Core: Philosophical Inquiry

Offered: As Needed

PHIL 207 - Logic (3.0)

Credit by exam. This course is an introduction to informal logic, which uses ordinary language to identify and evaluate arguments and to identify and avoid common fallacies, and to formal symbolic logic, which uses symbolic notation and inference and equivalence rules to prove the deductive validity of arguments. (Recommended for students taking the LSAT.)

Offered: Fall Semester

PHIL 211 - Philosophy Through Film (3.0)

This course uses films to introduce students to some contemporary philosophical problems and issues. Topics covered may include issues in epistemology, metaphysics, personal identity, philosophy of mind, ethics, and existentialism. Particular attention will be given to questions concerning meaning and value.

Core: Philosophical Inquiry

Offered: Spring Semester (Odd Years)

PHIL 212 - Human Nature and Society (3.0)

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).

Core: Philosophical Inquiry

Offered: As Needed

PLRL 219 - Ethics & Leadership (3.0)

Ethics and leadership in key areas of society: e.g., education, religion, the military, corporations, and politics. The focus is on key principles of conduct and relevant virtues, such as courage, faith, humility, fortitude, and prudence. Theory and practice will be analyzed together, as examples will be drawn from important historical episodes.

Core: Philosophical Inquiry

Offered: As Needed

PHIL 220 - Professional Ethics (3.0)

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.

Core: Philosophical Inquiry

Offered: As Needed

PHIL 221 - Ethics (3.0)

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.

Core: Philosophical Inquiry

Offered: Both Semesters

ENPL 267 - Thematic Studies: Vice and Virtue (3.0)

Prerequisite: Completion of the Composition area of the core with a grade of C- or above. Through analysis and discussion of selected works of great literature, students will examine themes of vice and virtue. Topics may include the relation between individual and community, evil, ends and means, the good life, and moral conflict.(H2, CT)

Core: Literature

Offered: As Needed

PLRL 301 - Indian Thought (3.0)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. 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.

Core: Global Perspectives

Offered: As Needed

PHIL 305 - Great Figures in Western Political Thought (3.0)

Prerequisite: Completion of a course in philosophy: PHIL 200, PHIL 203, PLRL 205, PHIL 212, PHIL 221, or PHIL 319. This course introduces students to the philosophical texts and ideas of an important historical figure or of a group of closely related thinkers in the history of

philosophy. Students may repeat when a study of a different figure is offered.

Offered: As Needed

PLRL 306 - Chinese Thought (3.0)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. 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, ritual, social and political ethics, the development of the Confucian and Daoist traditions, the global diaspora of Confucianism, and the encounter of Confucianism with modernity (including the modern West).

Core: Global Perspectives

Offered: As Needed

PHIL 307 - History of Philosophy: The Ancient World to the Renaissance (3.0)

Prerequisite: Completion of a course in philosophy: PHIL 200, PHIL 203, PLRL 205, PHIL 212, PHIL 221, or PHIL 319. This course introduces some of the significant Western philosophical texts and thinkers from the ancient world to the Renaissance. The philosophical works of Plato, Aristotle, Augustine, Cicero, Anselm and Aquinas, as well as topics in political philosophy, ethics, epistemology, religion, metaphysics and philosophy of law, are typically covered.

Offered: As Needed

PHIL 308 - History of Philosophy: The Early Modern Era to the 20th Century (3.0)

Prerequisite: Completion of a course in philosophy: PHIL 200, PHIL 203, PLRL 205, PHIL 212, PHIL 221, or PHIL 319. This course introduces some of the primary texts and thinkers of Western philosophy from the 17th century to the 20th century. Thinkers covered typically include Descartes, Hobbes, Locke, Hume, Kant, Hegel, Marx, Kierkegaard and Nietzsche. Topics include philosophical issues in epistemology, metaphysics, ethics and political theory.

Offered: Spring Semester (Even Years)

PHIL 315 - Literature of Moral Reflection (3.0)

Prerequisite: Completion of the Philosophical Inquiry area of the Core or permission of the instructor. 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.

Cross-Listed as: Also offered as HON 315

Offered: As Needed

PHIL 316 - Perspectives in Global Health (3.0)

Prerequisites: Completion of the Scientific Thought and Philosophical Inquiry areas of the Core. This course examines basic advances in genetics, reproductive medicine and in combating infectious diseases and explores their ethical implications, particularly for non-Western cultures. Students use a case study approach to consider topics like genetics, epidemics, euthanasia and reproductive technology from a global, non-Western perspective.

Cross-Listed as: Also offered as HON 316

Core: Global Perspectives

Offered: As Needed

PHIL 319 - Biomedical Ethics (3.0)

Prerequisites: One course from the Scientific Thought section of the Core. This course takes a philosophical and scientific approach to understanding current ethical issues in medicine and covers topics such as abortion, euthanasia, genetic engineering, genetic testing, informed consent, organ transplantation and experimentation with human subjects.

Cross-Listed as: Also offered as HON 329

Core: Philosophical Inquiry

Offered: As Needed

PHIL 323 - Philosophy of Race (3.0)

Prerequisite: Completion of the Social and Behavioral Analysis core or Historical Analysis core. This course examines the history of race and racism, and the philosophical inquiry of race. It entails analysis of scientific, literary and philosophical texts from the 18th century to the present in respect to race and racism. Topics include: the origin of race and racial classifications, racial constructionism, racial skepticism, white privilege and racial justice.

Core: Philosophical Inquiry

Offered: Either Semester

PHIL 360 - Topics in Ancient Greek Philosophy (3.0)

Prerequisite: Completion of a course in philosophy: PHIL 200, PHIL 203, PLRL 205, PHIL 212, PHIL 221, or PHIL 319. 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.

Offered: As needed

PHIL 375 - Independent Study in Philosophy (1.0 - 3.0)

Prerequisites: 6 credits in philosophy and permission of the instructor.

Students work independently on some philosophic subject matter selected in consultation with the department. Reports and papers are given during the semester.

Offered: Both Semesters and Summer

PHIL 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

PHIL 399 - Internship (3.0 - 6.0)

Prerequisites: 18 credits in philosophy and permission of the department.

Participation in a supervised off-campus educational project that provides students with an opportunity to exercise philosophical reflection in a nonacademic setting. Credit requires submission of written work discussing the philosophical issues and/or implications of the work done in the internship. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

PLRL 470 - Senior Seminar (3.0)

Prerequisites: 9 credits in religion and/or philosophy or permission of the instructor. Advanced study of special topics in religion or philosophy.

Cross-Listed as: Double-numbered course; offered with graduate-level PLRL 570

Offered: Fall Semester As Needed

PLRL 497 - Critical Paper (1.0)

Prerequisites: 21 credits in religion or philosophy, junior or senior standing and permission of the instructor. Credit for a critical paper is earned by substantially expanding and revising a paper the student has written for a previous course in Philosophy or Religious Studies. The final critical paper of 15 to 20 pages is to be revised under the supervision of a departmental faculty member and defended before departmental faculty and students.

Offered: Either Semester

PHIL 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

PHIL 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

PHSC - PHYSICAL SCIENCE

PHSC 101 - An Introduction to Physical Science (4.0)

Prerequisites: MATH 099 or Level IB placement on Basic Math Skills Inventory

PHSC 101 An introductory course to explore physical science. The student will become knowledgeable with contributions and basic vocabulary of the physical sciences to everyday phenomena and experiences. The course is discovery-based. Basic math skills will be used.

Core: Scientific Thought-Lab

Offered: Fall

PHYS - PHYSICS

A grade of "C-" or above in prerequisite courses is required.

PHYS 101 - General Physics (4.0)

Prerequisite: Level III placement on the Basic Math Skills Inventory or MATH 120. Credit by exam. 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.

Core: Scientific Thought-Lab

Offered: Fall Semester

PHYS 102 - General Physics (4.0)

Prerequisite: PHYS 101. Credit by exam. A continuation of PHYS 101. Wave motion, electricity, magnetism, static and time varying fields, light and optical phenomena, lenses; application to practical problems.

Core: Scientific Thought-Lab

Offered: Spring Semester

PHYS 203 - Introductory Physics I (4.0)

Prerequisite: MATH 201 or concurrent enrollment in MATH 201. Credit by exam. Open to students who have not had PHYS 101. 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.

Core: Scientific Thought-Lab

Offered: Fall Semester

PHYS 204 - Introductory Physics II (4.0)

Prerequisites: PHYS 203 and MATH 202, or concurrent enrollment in MATH 202. Credit by exam. Open to students who have not had PHYS 102. Continuation of PHYS 203. Topics essentially identical to those in PHYS 102, but continuing the analytical approach and use of calculus.

Core: Scientific Thought-Lab

Offered: Spring Semester

PHYS 222 - Introduction to Modern Physics (3.0)

Prerequisites: PHYS 101, PHYS 102 or PHYS 203, PHYS 204 and MATH 201, MATH 202. A study of selected topics from atomic theories of matter, atomic spectra, special relativity, solid state and nuclear physics.

Offered: As Needed

PHYS 324 - Mechanics (3.0)

Prerequisites: PHYS 101, PHYS 102 or PHYS 203, PHYS 204, and MATH 201, MATH 202. 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.

Offered: As Needed

PHYS 325 - Electricity & Magnetism (3.0)

Prerequisites: PHYS 101, PHYS 102 or PHYS 203, PHYS 204 and MATH 201, MATH 202. 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.

Offered: As Needed

PHYS 335 - Teaching Assistantship in Physics (1.0 - 2.0)

May be repeated for a maximum of 4 credits. An opportunity for qualified students to assist in PHYS 101, PHYS 102, PHYS 203 and/or PHYS 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.

Offered: Either Semester

PHYS 375 - Independent Study (1.0 - 3.0)

Prerequisites: 6 credits of 200-level coursework in physics, and permission of the department. Independent study, reading and problems in a selected field of physics.

Offered: Both Semesters and Summer

PSCI - POLITICAL SCIENCE

PSCI 200 - Political Violence and Terrorism (3.0)

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.

Offered: Fall Semester and Summer

PSCI 202 - Women & Politics (3.0)

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 and focuses on women's political participation in radical social movements.

Core: Social and Behavioral Analysis

Offered: Fall Semester

PSCI 203 - Introduction to U.S. Politics (3.0)

Credit by exam. 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.

Core: Social and Behavioral Analysis

Offered: Both Semesters

PSCI 205 - Methods of Political Inquiry (3.0)

Prerequisite: Any 3 credits of social science or permission of the instructor. Sophomore standing required. For political science majors, PSCI 203 or PSCI 210 is recommended. This course introduces students to a variety of quantitative and qualitative research methods used in political science. Students 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.

Offered: Spring Semester

PSCI 210 - Comparative Politics (3.0)

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.

Core: Global Persp & Social Behav Analysis

Offered: Spring Semester

PSCI 215 - International Relations (3.0)

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.

Core: Global Perspectives

Offered: Fall Semester

PSCI 219 - Model United Nations (1.0)

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. The course provides critical preparation for the simulation experience.

Offered: Spring Semester (Even Years)

PSCI 220 - Maryland Student Legislature (1.0)

Prerequisite: Permission of the instructor. The MD Student Legislature is a student-run organization that brings together students from Maryland universities to conduct two legislative simulations per semester. Participants assume the role of the legislator, craft and submit legislation and shepherd bills through committee and floor debate. *Grading is on S/U basis. May be repeated for a total of 4 credits.*

Offered: Both Semesters

LWPS 230 - Introduction to Law (3.0)

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.

Core: Social and Behavioral Analysis

Offered: Both Semesters

AFPS 240 - African American Politics (3.0)

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.

Core: Social and Behavioral Analysis

Offered: As Needed

PSCI 299 - Special Topics in Political Science (3.0)

Prerequisite: PSCI 203. This course will be a general topics course in political science allowing faculty and students to study particular special interests in politics.

Offered: As needed

AFPS 301 - African-American Political Autobiography (3.0)

Prerequisite: 3 hours in African-American history, literary criticism or politics, or permission of the instructor. This course examines the connections between autobiography, political philosophy, utopian thought and politics in African-American autobiographies analyzing 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.

Core: Historical Analysis

Offered: As Needed

PSCI 302 - 9/11 in Global Perspective (3.0)

Prerequisites: PSCI 200 or PSCI 215 or permission of instructor. This course explores the philosophical motives of Al Qaeda, the U.S. government's institutional responses and failures, 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.

Offered: Spring Semester

PSCI 303 - Public Policy Analysis (3.0)

Prerequisite: PSCI 203 or permission of instructor. Students will explore the public policy-making process and engage in public policy analysis, focusing 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.

Offered: Spring Semester

PSCI 304 - Philanthropy and Civic Life (3.0)

Prerequisites: Successful completion of the Social and Behavioral Analysis or Historical Analysis areas of the Core or permission of the instructor. The course examines the political and practical aspects of philanthropy. Attention is given to the responsibilities of democratic citizenship, the merits of strategies for change and the relationship between scholarly inquiry and direct action. Students will study a community-based organization.

Core: Philosophical Inquiry

Offered: Spring Semester

PSCI 305 - U.S. Foreign Policy (3.0)

Prerequisite: PSCI 203 or PSCI 215. 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.

Offered: Fall Semester (Even Years)

PSCI 307 - American Constitutional Law (3.0)

Prerequisite: CJ 230, LW 230 or PSCI 203 or permission of the instructor. 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.

Offered: Fall Semester

PSCI 309 - Grants Writing and Fundraising for Nonprofit Organizations (1.0)

Prerequisite: PSCI 304 or permission of the instructor. Introduction to the basic concepts of grant writing and fund-raising in the corporate and public sectors for nonprofits.

Offered: Spring Semester

PSCI 313 - Great Political Trials (3.0)

Prerequisite: LW 230 or permission of the instructor. This course analyzes great political trials that have reflected the political controversies of their time. Western tradition of law and legal analysis through trials held in the United States, France and England will be examined and contrasted and compared with trials held under socialist, Islamic and indigenous political systems.

Cross-Listed as: Also offered as HON 313

Offered: (As Needed)

PSCI 317 - Urban Politics (3.0)

Prerequisite: PSCI 203. The course examines the politics of urban areas theoretically and considers some of the classical explanations used to explain how they are governed. The course also examines cities

historically, with consideration 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.

Offered: Spring Semester (Odd Years)

PSCI 320 - The American Presidency (3.0)

Prerequisite: PSCI 203 or permission of the instructor. This course analyzes the development of the modern presidency in the United States, the structure of the institution, and presidential elections. It assesses how presidents make decisions and shape policy and their relationships with Congress, the courts, and the public.

Offered: As needed

PSCI 323 - Politics of the Developing World (3.0)

Prerequisite: PSCI 210 or PSCI 215. Political regimes in the developing nations of Asia, Africa, the Middle East and Latin America.

Core: Global Perspectives

Offered: Spring Semester (Odd Years)

PSCI 324 - U.S. Campaigns and Elections (3.0)

Prerequisite: PSCI 203 or permission of the instructor. An analysis of U.S. campaigns and elections. Emphasis on the role that parties, interest groups and media play in our electoral system.

Offered: Fall Semester (Even Years)

PSCI 325 - Field Work in Politics (2.0 - 3.0)

Prerequisite: Permission of the instructor. Designed to acquaint the student with political activity. Supervised work with political campaign of student's choice.

Offered: As needed

PSCI 327 - Frederick, MD: From Colony to Suburb (3.0)

Prerequisites: Completion of the Social and Behavioral Analysis area of the Core. Open to political science majors or with permission of the instructor.

Frederick City will be studied from the perspectives of art, demography, economics, history, literature, race, politics and sociology. The evolution of Frederick City from a frontier colony to a suburb of Washington, DC will be examined in the light of regional, national and global forces,

Offered: As Needed

PSCI 331 - US Democracy in Crisis-How We Got Here (3.0)

Prerequisite: Fulfillment of Social/Behavioral Analysis Core or Permission of Instructor

The overall aim is for students to reflect on various theories of democracy, through the lens of primary historical writings on the topic, in order to cultivate their own deeply theoretically informed definition. Students read about definitions of democracy as a word, a political theory, and in terms of political values, practices, and institutions. Students reflect on and evaluate classical theories of liberal democracy and democratic republicanism as well as contemporary theories, such as participatory democracy, before considering related critiques from postmodernism, postcolonialism, and theories of identity.

Core: Philosophical Inquiry

Offered: Offered Fall or Spring Semester

PSCI 332 - Ancient Medieval Political Thought (3.0)

Prerequisite: Fulfillment of the Historical Analysis section of the Core or permission of the instructor. 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.

Offered: As Needed

PSCI 333 - Modern Political Thought (3.0)

Prerequisite: PSCI 203 or permission of the instructor. Open to juniors and seniors. Development of political ideas from Machiavelli to the present day. Analysis of the great political traditions in the context of contemporary problems. Democratic liberalism, socialism, fascism and communism.

Offered: Spring Semester

PSCI 335 - Teaching Assistantship in Political Science (1.0)

Prerequisites: Junior or senior standing, PSCI 203 and permission of the department. The assistant attends classes, tutor students, show films and participates in periodic conferences with the instructor and other teaching assistants, and may include assisting 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.

Offered: Either Semester

PSCI 336 - Gender and the Law (3.0)

Prerequisite: PSCI 203, PSCI 307 or permission of the instructor. A study of the various areas of sex-based legal discrimination and an examination of the relevant cases and statutes.

Offered: Spring Semester

AFPS 353 - Contemporary African Political Thought (3.0)

Prerequisite: HIST 246 or AFPS 350 or completion of the Philosophical Inquiry section of the Core. 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.

Core: Global Perspectives

Offered: As Needed

PSCI 354 - African Political Autobiography (3.0)

Prerequisite: HIST 246, AFPS 353, or completion of the Philosophical Inquiry section of the Core. This course explores the connections between autobiography, political philosophy and politics in African autobiographies. Selections 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

Core: Global Perspectives

Offered: As Needed

PSCI 356 - Jamestown: Commemoration and Interpretation (3.0)

Prerequisites: Completion of the Social and Behavioral Analysis category of the Core. Open to political science majors. 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.

Offered: Fall Semester (As Needed)

PSCI 375 - Independ Study in Political Science (1.0 - 3.0)

Prerequisite: Permission of the department. A readings course to supplement the regular offerings of the department. Conferences and written reports.

Offered: Both Semesters and Summer

PSCI 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

PSCI 399 - Internship in Political Science (3.0 - 15.0)

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. 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 S/U.

Offered: Both Semesters and Summer

PSCI 399C - Internship Colloquium in Political Science (1.0)

Co-Requisite: PSCI 399. The class will meet on a regular basis, read the assigned materials, process the internship experience with reference to the courses they have completed in the discipline, and present their experiences at the end of the semester. This course is mandatory for all students taking an internship for the first time. For a second internship, it is optional. Grading is S/U.

Offered: Both Semesters

PSCI 405 - Civil Liberties (3.0)

Prerequisites: 12 credits of political science, history and sociology, including PSCI 203 and SOC 101, or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level PSCI 505

Offered: Fall Semester

LWPS 406 - International Law (3.0)

Prerequisites: PSCI 215 or LWPS 290 or PSCI 307, or permission by instructor. This course will investigate the basic question underlying the debate over the utility of international law. The influence of global civil society, multinational corporations, and other non-state actors in the development and application of international law will be examined

Offered: As Needed

ECPS 414 - Environmental Policy (3.0)

Prerequisites: PSCI 203, PSCI 210 or PSCI 215 and ECON 310 or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level ECPS 514

Offered: Spring Semester (Even Years)

PSCI 470 - Seminar on Politics (3.0)

Prerequisites: PSCI 205 and senior standing or permission of the department. 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.

Offered: As Needed

PSCI 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

PSCI 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

PSY - PSYCHOLOGY

PSY 101 - Introduction to Psychology (3.0)

Credit by exam. 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.

Core: Social and Behavioral Analysis

Offered: Both Semesters

PSY 103 - Psychomythology: Psychology, Media, Science, and Pseudoscience (3.0)

Exploration of how psychological topics are represented and misrepresented in the media and how this leads to the creation and perpetuation of psychological myths. Evidence for and against common psychological myths as well as common properties of scientific misconceptions are reviewed. Emphasis is on becoming a skilled consumer of psychological information presented in the media.

Core: Social and Behavioral Analysis

Offered: Summer as Needed

PSY 203 - Survey of Clinical, Community and Counseling Psychology (3.0)

Prerequisite: PSY 101. 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.

Offered: As Needed

PSY 204 - Psychology of Death (3.0)

Review of the psychological aspects of death, dying, and bereavement. Topics include euthanasia, suicide, the grief process, fears and attitudes toward death, coping with dying, and developmental perspectives. Emphasis is on helping individuals deal with this inevitable event in an open and honest way.

Offered: Offered As Needed

PSY 205 - Social Psychology (3.0)

Prerequisite: PSY 101 or SOC 101 or SOC 215; or Permission of Instructor
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.

Offered: Both Semesters

PSY 208 - Psychology of Adolescence (3.0)

Prerequisite: PSY 101. 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

Offered: Offered As Needed

PSY 211 - Elementary Statistics (3.0)

Prerequisite: Level IB placement on the Basic Math Skills Inventory or MATH 098 or equivalent mathematics background. Not open to students who have received credit for ECMG 212, MATH 112, MATH 213 (p. 177) or SOC 261. 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.

Core: Computation/Quantitative Literacy

Offered: Both Semesters

PYSO 221 - Social Gerontology (3.0)

Prerequisite: PSY 101 or SOC 101. 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.

Offered: Offered As Needed

PSY 239 - Developmental Psychology (3.0)

Prerequisite: PSY 101. Introduction to the basic concepts and issues of psychological and biological growth and development from conception to old age. Emphasis placed on biophysical, cognitive and psychosocial development throughout the lifetime, and the important roles of gender and culture in this process. Applied aspects of developmental psychology are emphasized.

Offered: Both Semesters

AFPY 270 - African American Psychological Perspectives (3.0)

This course will explore the theories, research and practices of African-American psychology. Themes include the definition and development of African-American psychology, identity and personality formation of African-Americans, and historical and current issues affecting the lives of African Americans.

Offered: Offered As Needed

PSY 300 - Cognitive Psychology (3.0)

Prerequisites: PSY 101 and junior standing. Cognitive psychology is the scientific study of the mind. Our mind creates and controls mental functions, such as memory, perception, attention, language, emotions, and reasoning. Our mind also creates representations of our world so that we can act within it to achieve our goals. This course will look at all these interesting areas of study.

Offered: Fall Semester

PSY 301 - Human Memory (3.0)

Prerequisites: PSY 101 and junior standing. A review of the current theories, methods, and research in human memory, including working memory, encoding and retrieval, implicit and multiple memory systems, memory disorders, memory improvement, and the repressed memory controversy.

Offered: Spring Semester

PSY 302 - Psychology and Law (3.0)

Prerequisite: PSY 101 and junior standing or permission of the instructor. A study of psychological theory and empirical research as it relates to the law. Topics include eyewitness memory, repressed and false memories, interrogations and confessions, jury decision-making, criminal responsibility and intent, competence, rehabilitation and ethical and legal responsibilities in therapy and psychological research.

Offered: Spring Semester

PSY 303 - Animal Minds (3.0)

Prerequisites: Junior standing, completion of laboratory science core, PSY 101 and PSY 211 or MATH 112 or ECMG 212

This discussion-based class encourages critical and skeptical exploration of the study of comparative cognition. The class will examine how we gather information about animal minds, including exploring the methodology used in research, understanding the limitations of current research, and generating new research ideas.

Offered: Fall As Needed

PSY 306 - Psychology of Gender (3.0)

Prerequisites: PSY 101 or permission of the instructor.

An overview and analysis of psychological research on gender.

Emphases include the origins and consequences of gender stereotypes, as well as gender differences and similarities on a wide range of psychological traits and outcomes.

Offered: As Needed

PSY 312 - Research Methods I (4.0)

Prerequisites: PSY 101 or its equivalent and PSY 211 (C- minimum grade).

This integrated lecture and lab survey course exposes students to a variety of research methods, including correlational, quasi-experimental, experimental, single-case, and qualitative designs. Students gain experience with observational and survey methodology as well as literature reviews.

Offered: Both Semesters

PSY 315 - Research Methods II (4.0)

Prerequisites: PSY 312 (C- minimum grade). This integrated lecture and lab course exposes students to experimental research designs. Students gain experience with experimental methods, analyzing data, and presenting research results.

Offered: Both Semesters

PSY 319 - Drugs & Behavior (3.0)

Prerequisite: PSY 101 or permission of the instructor. Examines the major classes of drugs that affect behavior, including drugs of abuse and drugs used in the treatment of mental disorders. The course includes exploration of the historical background of drugs and drug use, as well as social context.

Offered: Fall Semester Odd Years; Winter (J-term)

PSY 335 - Teaching Assistantship in Psychology (1.0 - 3.0)

Prerequisites: Completion of PST 101, 12 credits of psychology and the course for which the student will serve as a teaching assistant, and permission of the instructor. A teaching practicum in PSY 101 for advanced psychology majors. Regularly scheduled hours will include meeting with course instructor regarding teaching experiences, methods, and issues, administration of quizzes/tests, tutoring, and guest lecturing. Relevant reading and a paper will be required. Grading is on a satisfactory/unsatisfactory basis.

Offered: Either Semester

PSY 369 - Psychology Junior Seminar (2.0)

Prerequisites: Junior Standing, PST 101, PST 205, PST 239, PST 211 or MATH 112; or Permission of Instructor

Discussion of important issues relevant to the pursuit of a career in psychology and related disciplines for majors. Topics include career exploration, APA writing style, graduate studies and schools, resume and curriculum vita preparation, personal statement and marketability preparation, thesis projects, internships, life after college, and more.

Offered: Fall or Spring

PSY 370 - Seminar in Contemporary Issues (3.0)

Prerequisite: Junior standing or permission of department. 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.

Offered: Either Semester

PSY 370A - Seminar: Introduction to Counseling (3.0)

Prerequisite: PSY 101 and junior standing or permission of department. This course provides an overview of counseling theory and practice. Students will learn about professional and ethical issues, history and status of counseling as a profession, major schools of counseling theory and practice, client needs throughout the lifespan, basic counseling and case conceptualization skills, and present and future work settings of counselors.

Offered: Both Semesters

PSY 370C - Seminar: Death and Dying (3.0)

Prerequisite: Junior standing or permission of department. This course focuses on how people's conceptions of dying, death, and bereavement have changed over the centuries, as well as on how they are experienced by various cultures, ethnic groups, and religions (including religious traditions surrounding death, cross-cultural mourning practices, and diverse philosophies of the role of death in life).

Offered: As needed

PSY 370E - Sem: Psychology of Human Sexuality (3.0)

Prerequisite: Junior standing or permission of department. This course will focus on the psychological, physical, and social aspects of human sexuality, addressing issues such as research methods, female and male anatomy, arousal and response, gender identity and roles, attraction, communication, sexual orientation, conception/pregnancy/childbirth, contraception and abortion, sexuality in childhood, adolescence, and adulthood, sexual dysfunctions, sexually transmitted infections, and sexual coercion/violence.

Offered: Summer

PSY 370H - Seminar: Positive Psychology (3.0)

Prerequisite: Junior standing or permission of department. The course will provide an introduction to positive psychology. It is designed to explore theories, concepts, research behind the concepts, and exercises that enhance well-being. In the last half-century psychology has largely focused on decreasing maladaptive emotions and behaviors, while ignoring optimal functioning. This course focuses on the psychological aspects of a fulfilling and flourishing life. Topics include happiness, life satisfaction, character strengths, optimism, willpower, empathy, friendship, love, achievement, creativity, mindfulness, and humor.

Offered: As needed

PSY 370I - Seminar: Psychological Bases of Criminal Behavior (3.0)

Prerequisite: PST 101 and junior standing or permission of the instructor. The purpose of the course is to give students an understanding of delinquent and criminal behavior from a psychological perspective—with particular focus on the developmental and cognitive-behavioral aspects of offending. Viewing the juvenile and adult offender as being embedded and continually influenced by multiple systems, it highlights how psychological, social, economic, political and ecological factors all play a role in influencing individual behavior. Assigned readings and the independent research required for engaged participation will utilize and expand on research, communication, and writing skills acquired in other courses.

Offered: Offered As Needed

PSY 373 - Psychology of Aging (3.0)

Prerequisite: PST 101 or permission of the instructor. 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. Considers the special methodological and research design problems of studying aging adults.

Offered: Offered As Needed

PSY 375 - Independent Study in Psychology (1.0 - 3.0)

Prerequisites: 8 credits in psychology and permission of the instructor.

Investigation of a psychological problem or issue according to individual interests.

Offered: Both Semesters and Summer

PSY 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

PSY 399 - Internship (3.0 - 12.0)

Prerequisites: 16 credits in psychology, a 2.00 cumulative and 2.50 major GPA and permission of the department. 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 the department. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

PSY 400 - Neuropsychology (3.0)

Prerequisite: Junior or senior standing. A review of elementary neuroanatomy and brain function, with an exploration of how clinical conditions (e.g., Alzheimer's, amnesia, Parkinson's, stroke, schizophrenia, agnosia, aphasia, Huntington's) affect cognitive, behavioral, affective, perceptual, and motor processes.

Offered: Spring Semester

PSY 401 - Theories of Personality (3.0)

Prerequisites: Open to junior or senior psychology majors or with permission of the instructor. An overview of the different approaches to the understanding of the personality. Emphasis is placed on the normal personality.

Offered: Fall Semester

PSY 405 - Advanced Social Psychology (3.0)

Prerequisites: PSY 205, PSY 312, PSY 315 and Junior Standing or Permission of Instructor

The advanced 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.

Cross-Listed as: Also offered as PSY 505

Offered: Fall Semester

PSY 409 - Learning and Memory (3.0)

Prerequisites: PSY 312. Open to junior and senior standing or with permission of the instructor. A contemporary survey of methods, theories, principles and processes in the fields of learning and memory. The course focuses on understanding the building blocks of behavior in human and nonhuman learning and operant conditioning, as well as exploration of higher-order processes (e.g., language, pattern learning).

Offered: Spring Semester Even Years

PSY 418 - Physiological Psychology (3.0)

Prerequisites: PSY 101. Open to junior and seniors or with permission of the instructor. Explores the relationships among physiological structure, functioning and behavior. Special attention is given to the overall structure of the nervous system, as well as the physiological bases of sensation, perception, learning, memory, cognition, emotion, and consciousness.

Offered: Fall Semester Even Years

PSY 420 - Advanced Personality Psychology (3.0)

Prerequisites: PSY 205, PSY 312, PSY 315, PSY 401. An overview of the different approaches to the understanding of the personality. Emphasis is placed on the normal personality. The class will explore modern theories and contemporary research applications.

Offered: Term Spring

PSY 431 - Psychological Disorders (3.0)

Prerequisites: Open to junior or senior psychology majors or with permission of the instructor. This course will cover clinical descriptions of psychological disorders, factors that contribute to the development and progression of psychological disorders, and treatment for psychological disorders.

Offered: Spring Semester

PSY 434 - Foundations of Psychological Testing (3.0)

Prerequisites: PSY 211 or MATH 112 or SOC 261. Open to junior or senior psychology majors or with permission of the instructor. 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.

Offered: Offered As Needed

PSY 441 - History of Psychology (3.0)

Prerequisites: PSY 101 or instructor permission. Open to senior psychology majors. This course surveys the development of psychology as both an academic and applied discipline. This includes the historical roots of psychology in philosophy and physiology, schools of psychology, and psychology as a modern discipline. Major conceptual developments since psychology became a distinct science are explored.

Offered: Spring Semester

PSY 456 - Behavior Modification (3.0)

Prerequisites: PSY 312. Open to junior or senior psychology majors or with permission of the instructor. Application of operant and respondent learning principles to change behaviors in a prosocial manner across individuals and situations.

Offered: Spring Semester Odd Years; Summer

PSY 498 - Special Topics (3.0)

An opportunity for a group of students to explore current topics in psychology as suggested by their special interests, and those of the faculty, but not included in the regular course offerings.

Offered: As needed

PSY 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

PSY 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

REL - RELIGION

REL 200 - What is Religion? Introduction to Religious Studies (3.0)

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

Core: Philosophical Inquiry

Offered: As Needed

REL 203 - Old Testament (3.0)

A critical study of the history, literature and religion of ancient Israel and the significance of the Hebrew Scriptures for Judaism and Christianity.

Core: Philosophical Inquiry

Offered: As Needed

REL 204 - The New Testament (3.0)

A critical study of the New Testament literature and its theological significance.

Core: Philosophical Inquiry

Offered: As Needed

PLRL 205 - Classical Religion & Philosophy (3.0)

This course introduces students to the fundamental concepts of Greco-Roman religion and philosophy. Students are introduced to the ancient world first via its public and private religious practices and then via its philosophical perspectives on issues such as free will, ethical conflicts and the nature of the just person and the just state.

Core: Philosophical Inquiry

Offered: As Needed

REL 211 - American Religious History (3.0)

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.

Core: Philosophical Inquiry

Offered: As Needed

PLRL 219 - Ethics & Leadership (3.0)

Ethics and leadership in key areas of society: e.g., education, religion, the military, corporations, and politics. The focus is on key principles of conduct and relevant virtues, such as courage, faith, humility, fortitude, and prudence. Theory and practice will be analyzed together, as examples will be drawn from important historical episodes.

Core: Philosophical Inquiry

Offered: As Needed

REL 233 - Eastern Religions (3.0)

This course surveys the history, doctrines, and practices of Eastern religious traditions. The traditions typically covered include Hinduism, Buddhism, Daoism, Confucianism and Shinto. This course is recommended for students looking for a broad introduction to the study of religion and who wish to take 300-level courses covering Eastern religions.

Core: Philosophical Inquiry

Offered: As Needed

AFRL 311 - Black Theology (3.0)

Prerequisite: 3 credits of history, religion, political science, or African-American Studies at the 200 level, or permission of the instructor. 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.

Core: Philosophical Inquiry

Offered: Either Semester (As Needed)

ARRL 330 - Archaeology of Ancient Israel (3.0)

Prerequisites: ART 220 or HIST 264 or permission of the instructor Examines archaeology in and around the modern country of Israel, from the Neolithic Age through the Iron Age (c. 12,000-586 B.C.), with focus on how scholars reconstruct social, economic, religious and political institutions. Evidence from archaeological sites and surveys, written documents from Israel.

Offered: Fall Semester (Odd Years)

REL 335 - Teaching Assistantship (1.0 - 2.0)

Prerequisite: Invitation of the department. (May be repeated for a maximum of 4 credits)

Offered: Either Semester

REL 342 - From Abolitionism to Human Rights (3.0)

Prerequisites: Completion of the Philosophical Inquiry and Historical Analysis areas of the Core or permission of the instructor. An exploration of the religious and political motivations British abolitionists had for changing the social, economic, and legal structures that supported slavery. What impact British abolitionism had on the evolution of human rights law will also be assessed.

Core: Global Perspectives

Offered: As Needed

REL 375 - Independent Study in Religion (1.0 - 3.0)

Prerequisites: 6 credits in religion and permission of the instructor. Students work independently on some religious subject matter selected in consultation with the department. Reports and papers are given during the semester.

Offered: Both Semesters and Summer

REL 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: Either Semester

REL 399 - Internship in Religion (3.0 - 6.0)

Prerequisites: 18 credits in religion and permission of the instructor.

Supervised off-campus educational project with an organization or institution approved by the department. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

PLRL 470 - Senior Seminar (3.0)

Prerequisites: 9 credits in religion and/or philosophy or permission of the instructor. Advanced study of special topics in religion or philosophy.

Cross-Listed as: Double-numbered course; offered with graduate-level PLRL 570

Offered: Fall Semester As Needed

PLRL 497 - Critical Paper (1.0)

Prerequisites: 21 credits in religion or philosophy, junior or senior standing and permission of the instructor. Credit for a critical paper is earned by substantially expanding and revising a paper the student has written for a previous course in Philosophy or Religious Studies. The final critical paper of 15 to 20 pages is to be revised under the supervision of a departmental faculty member and defended before departmental faculty and students.

Offered: Either Semester

REL 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. (Both semesters/6 credits) The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

REL 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. (Both semesters/6 credits) The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

SOC - SOCIOLOGY

SOC 101, SOC 259, SOC 260 and SOC 261 must be completed with a grade of C- or above to fulfill the prerequisite for higher level courses.

SOC 101 - Principles of Sociology (3.0)

Open to all students. Credit by exam. 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.

Core: Social and Behavioral Analysis

Offered: Both Semesters

SOC 215 - Social Problems (3.0)

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.

Core: Social and Behavioral Analysis

Offered: Fall Semester

SOC 216 - Criminology (3.0)

Prerequisite: SOC 101 or SOC 215 or Permission of Instructor. 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.

Offered: Spring Semester

SOSW 217 - Juvenile Delinquency and Juvenile Justice (3.0)

Prerequisite: SOC 101 or SOC 215 or SOWK 201 or permission of the instructor. 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, community-based programs, and strategies for working with delinquent and at-risk youth.

Offered: Fall Semester

PYSO 221 - Social Gerontology (3.0)

Prerequisite: PSY 101 or SOC 101. 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.

Offered: Offered As Needed

SOC 259 - Sociological Theory (3.0)

Prerequisite: SOC 101 or SOC 215 or Permission of Instructor. An examination of classical and contemporary sociological theory including theorists that have been under-recognized but still influential in shaping the discipline. Issues, debates, and controversies in sociology will be explored as well as its contributions to the social sciences and society.

Offered: Spring Semester

SOC 260 - Methods of Social Research (3.0)

Prerequisite: SOC 101 or SOC 215 or permission of the instructor. An introduction to the basic research methods of the social sciences. Includes an examination of the logic 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.

Offered: Fall Semester

SOC 261 - Quantitative Methods for the Social Sciences (3.0)

Prerequisites: SOC 101 or SOC 215 and MATH 098 or Level IB placement on the Basic Math Skills Inventory or permission of the instructor. An introduction to the methods used to analyze and interpret quantitative social science data with an applied focus. Students will demonstrate effective communication of quantitative data by accessing, interpreting, and presenting results in written and visual forms. Students will become familiar with various databases as well as apply their understanding of descriptive and inferential statistics.

Core: Computation/Quantitative Literacy

Offered: Spring Semester

SOC 263 - Grant Writing & Community Based Research (3.0)

Prerequisites: Completion of the English Composition and Social and Behavioral Analysis sections of the Core; or Permission of the Instructor An introduction to grant writing and methods of community-based research that can be applied across the social sciences and practiced in a variety of human and social service settings. Students will develop grant writing and career exploration skills and at least one of the following areas based on their own academic or career interests: program evaluation, community-needs assessment and/or policy analysis.

Offered: Spring Term

SOC 299 - Special Topics (3.0)

Offered at the discretion of the department.

Offered: As needed

SOC 300 - Social Inequality (3.0)

Prerequisite: SOC 101 or SOC 215 or permission of the instructor. An 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.

Offered: Spring Semester

SOC 308 - Sociology of Sexuality (3.0)

Prerequisite: SOC 101 or SOC 215 or permission of the instructor. An examination of how sexuality is constructed and regulated within a set of cultural and organizational arrangements. Emphasis is on examining the role of dominant paradigms embedded in U.S. institutions such as family, work, politics, military and religion.

Offered: Spring Semester (Even Years)

SOC 310 - Topics in Sociology (3.0)

Prerequisite: Completion of SOC 101 or SOC 215 with a grade of C- or above or permission of the instructor. 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.

Offered: Either Semester

SOC 311 - Sociology of Gender (3.0)

Prerequisite: SOC 101 or SOC 215 or permission of the instructor. A critical assessment of gender at both the individual and institutional level. Prominent gender theories 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.

Offered: Fall Semester

SOSW 312 - Addictions (3.0)

Prerequisites: SOC 101 or SOC 215 or SOWK 201 or permission of the instructor. An examination of current social scientific research and theory about different forms of addiction such as alcohol and other drugs, gambling, pornography, sex, food, and the internet. Students gain both a sociological understanding of addiction in its different forms and as familiarity with current programs, policies, and social work practice models for addressing addiction.

Offered: As Needed

SOC 318 - Global Social Problems (3.0)

Prerequisites: SOC 101 or SOC 215 or permission of the instructor. An analysis of social problems in a global context. The first part of the course focuses on the economic, political and cultural changes that produce changes between and within countries. The second part focuses on the problems associated with globalization, including poverty; disease; environmental degradation; terrorism and war; gender inequality; overpopulation; and environmental degradation.

Core: Global Perspectives

Offered: Fall Semester

SOC 323 - Ethnicity in the United States (3.0)

Prerequisite: SOC 101 or SOC 215 or permission of the instructor. 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.

Offered: Spring Semester

SOC 335 - Teaching Assistantship in Sociology (2.0)

Prerequisites: Junior or senior standing and permission of the course instructor. Assist with a sociology course at the 100 or 200 level. Teaching assistants attend all classes and may also lead discussions and review sessions, tutor students, assist with grading, show films, teach a class, and other tasks as assigned; they will also meet periodically with the instructor. Grading is on an S/U basis.

Offered: Either Semester

SOC 353 - Deviance and Social Control (3.0)

Prerequisite: SOC 101 or SOC 215 or permission of the instructor. A social constructionist approach to explaining non-normative behavior and its consequences. Analysis includes contextual processes affecting definitions of deviance and individual and institutional social control responses. Topics include substance use, family violence, body

modification, belief systems, sexuality, mental disorders, physical disabilities and suicide.

Offered: As Needed

SOC 375 - Independent Study (1.0 - 3.0)

Prerequisites: 6 credits in sociology and permission of the instructor. Reading and/or research in a selected field of sociology.

Offered: Both Semesters and Summer

SOC 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members.

Offered: As needed

SOC 399 - Internship (3.0 - 15.0)

Prerequisites: 12 hours of sociology and permission of the department.

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.

Offered: Both Semesters and Summer

SOC 482 - Practicum in Social Research (3.0)

Prerequisite: SOC 260, SOC 261, and SOC 263; or permission of the instructor. Students apply social science research skills in projects undertaken independently or in collaboration with local community agencies. Independent research and individual meetings with the instructor and/or agency staff are supplemented by a weekly one-hour class meeting devoted to topics such as using online research resources, writing a literature review, questionnaire development, focus groups, and reporting research results.

Offered: Spring Semester

SOC 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

SOC 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

SOWK - SOCIAL WORK

A grade of "C-" or above is required in all social work courses.

Social work majors must earn a grade of "C+" or above in SOWK 201 to continue in the major.

SOWK 201 - Introduction to Social Work and the Human Services (4.0)

Participation in 40 hours of service-learning is required to reinforce the course material. An introduction to the profession of social work. Includes an overview of the history of the profession, the social welfare system, professional values and ethics, the helping process, and areas of practice. Emphasis is on awareness of human diversity and the importance of examining one's own values and attitudes.

Offered: Fall Semester

SOWK 214 - Child Welfare: Policies and Services (3.0)

An overview of public and private human service organizations that serve children and families. Social policies that affect the welfare of children, and the values upon which these policies are based, will be explored from an historical perspective.

Offered: Spring Semester (Odd Years)

SOSW 217 - Juvenile Delinquency and Juvenile Justice (3.0)

Prerequisite: SOC 101 or SOC 215 or SOWK 201. 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, community-based programs, and strategies for working with delinquent and at-risk youth.

Offered: Fall Semester

SOWK 230 - Introduction to Families (3.0)

A study of the family using an interdisciplinary perspective. The purpose of this course is to give the student an understanding of the role of the family in society, current issues impacting families, and interventions to support families.

Offered: Fall Semester; Odd Years

SOWK 299 - Special Topics (3.0)

Offered at the discretion of the department. 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.

Offered: As needed

SOWK 301 - Social Policy and Human Service Programs (3.0)

Prerequisites: SOWK 201 and junior standing, or permission of the instructor. 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.

Offered: Spring Semester

SOWK 302 - Forensic Social Work (3.0)

Prerequisites: SOC 101 and SOWK 201 or permission of the instructor. An introduction to working with individuals, families, groups and organizations that are, or have been, involved in the criminal and juvenile justice systems in the United States. Focus is on how social

workers and others in the helping professions can bring about positive change through advocacy, empowerment, and therapeutic interventions for offenders and victims in various settings.

Offered: Spring Semester

SOSW 312 - Addictions (3.0)

Prerequisites: SOC 101 or SOC 215 or SOWK 201 or permission of the instructor. An examination of current social scientific research and theory about different forms of addiction such as alcohol and other drugs, gambling, pornography, sex, food, and the internet. Students gain both a sociological understanding of addiction in its different forms and familiarity with current programs, policies, and social work practice models for addressing addiction.

Offered: As Needed

SOWK 325 - From the Hospital to Home: Social Work and Community Behavioral Health (3.0)

Prerequisite: SOWK 201 or PST 101 or NUR 201 or permission of the instructor. An overview of mental health and mental illness from a social work perspective, including the history of treatment, current evidence-based prevention and recovery approaches, and mental health policy. This course emphasizes how trauma, substance use, and social determinants impact mental health and are approached by social workers. This course is not intended to build skills in providing treatment; however, students will learn about the treatment experience, including treatment planning, and ethical and cultural considerations.

Offered: Fall Semester

SOWK 327 - Gerontological Social Work: Policy and Practice (3.0)

Prerequisite: SOWK 201 or permission of the instructor. An introduction to the issues facing older adults and the policies and programs created to address them. This course exposes students interested in clinical practice or policy to a context in which to examine their interest. Includes field visits and involvement with senior services in addition to classroom instruction.

Offered: Fall Semester

SOWK 342 - Social Work Methods I (3.0)

Prerequisite: Junior or senior standing, SOWK 345, or permission of the instructor. 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.

Offered: Spring Semester

SOWK 345 - The Human Lifecycle and the Social Environment (3.0)

Prerequisite: SOWK 201 and junior or senior standing or permission of the instructor. An overview and assessment of theories of human behavior as they relate to the development of individuals from birth to old age. 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 affected by this development.

Offered: Fall Semester

SOWK 346 - Human Rights and Social Justice (3.0)

Prerequisites: SOWK 201. An analysis of human rights and social, economic and environmental justice and their intersection with the values, ethics, and practice of social work in a global context. Students learn and apply frameworks to specific practice areas relevant to the helping professions.

Offered: Fall Semester

SOWK 375 - Independent Study (1.0 - 3.0)

Prerequisites: SOWK 201, 6 additional credits in social work, and permission of the instructor. 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.

Offered: Both Semesters and Summer

SOWK 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

SOWK 442 - Social Work Methods II (3.0)

Prerequisite: Senior standing, SOC 260 and SOWK 342 and formal acceptance into the Social Work Program. An examination of theories of planned change and techniques of intervention with families, groups, organizations, and communities. Models of practice in mezzo and macro systems will be explored and critically evaluated. Empowerment, anti-oppressive practice, and social justice are emphasized.

Offered: Fall Semester

SOWK 445A - SoWk Field Practicum (4.0)

Prerequisites: SOC 260, SOWK 301, SOWK 342 and formal acceptance into the Social Work Program. A supervised field practicum experience in a social service setting that emphasizes application of social work theories, methods, and techniques. Requires 250 hours of fieldwork and weekly seminar meetings each semester. Each semester-long course comprises a 4-credit practicum graded on a satisfactory/ unsatisfactory basis and a 2-credit letter-graded seminar.

Offered: Fall Semester

SOWK 445B - SoWk Field Seminar (2.0)

Prerequisites: Senior standing, SOC 260, SOWK 301, SOWK 342 and formal acceptance into the Social Work Program. Two-credit letter-graded seminar.

Offered: Fall Semester

SOWK 446A - SoWk Field Practicum (4.0)

Prerequisites: SOWK 445A and SOWK 445B. A supervised field practicum experience in a social service setting that emphasizes application of social work theories, methods, and techniques. Requires 250 hours of fieldwork and weekly seminar meetings each semester. Each semester-long course comprises a 4-credit practicum graded on a satisfactory/ unsatisfactory basis and a 2-credit letter-graded seminar.

Offered: Spring Semester

SOWK 446B - SoWk Field Seminar (2.0)

Prerequisites: SOWK 445A and SOWK 445B. Two-credit letter-graded seminar.

Offered: Spring Semester

SOWK 452 - Seminar on the Social Work Profession (3.0)

Prerequisites: Formal acceptance into the Social Work Program, senior standing and completion of the major requirements through SOWK 445A and SOWK 445B. An examination of the issues facing social workers entering professional practice. In this capstone course, students integrate social work knowledge, values, and skills and articulate and clarify their professional orientation and style of practice. Emphasis on critical thinking skills, practice evaluation, preparation for job searching, and identification of potential fields of practice. Completes the student's training in the program.

Offered: Spring Semester

SOWK 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

SOWK 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

SPAN - SPANISH

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 (4.0)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

Core: Foundations/Foreign Language

Offered: Fall Semester

SPAN 102 - Elementary Spanish II (4.0)

Prerequisite: SPAN 101 or permission of the department chair. Credit by exam. Continuation of SPAN 101.

Core: Foundations/Foreign Language

Offered: Spring Semester

SPAN 105 - Spanish Conversation (1.0)

Prerequisite: SPAN 102, exemption by exam or permission of department. A one-credit conversation course conducted in Spanish designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based on attendance and participation and on one writing assignment in Spanish. May be repeated.

Offered: Both Semesters

SPAN 201 - Intermediate Spanish I (3.0)

Prerequisite: SPAN 102 or satisfactory performance in placement examination or permission of the instructor. Credit by exam. Further development of language skills with emphasis on reading and oral participation.

Core: Foundations/Foreign Language

Offered: Fall Semester

SPAN 202 - Intermediate Spanish II (3.0)

Prerequisite: SPAN 201 or permission of department chair. Credit by exam. Continuation of SPAN 201.

Offered: Spring Semester

SPAN 203 - Spanish Conversation & Composition (3.0)

Prerequisite: SPAN 202 or satisfactory performance on placement examination or permission of the department chair. Credit by exam. Concentration on writing, conversation and structural difficulties. Reading and discussion of cultural materials of an interdisciplinary nature. Weekly written compositions.

Offered: Fall Semester

SPAN 204 - Spanish Culture and Civilization (3.0)

Prerequisite: SPAN 203 or permission of the department chair. 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.

Offered: Spring Semester

SPAN 207 - Cultural Perspectives on Spanish Literature I (3.0)

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair. 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.

Core: Global Persp & Literature

Offered: Fall Semester

SPAN 208 - Cultural Perspectives on Spanish Literature II (3.0)

Prerequisite: SPAN 203 or permission of the department chair. 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.

Core: Global Persp & Literature

Offered: Spring Semester

SPAN 215 - Hispanic & Latino Film (3.0)

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair. A selection of films and documentaries from Latin America, Spain and the United States will be discussed as social texts that articulate through different genres and époques, crucial issues of national identity, violence, repression, north/south relations, gender and memory as a collective reconstruction of the past. Directors may vary.

Core: Global Perspectives & Visual Perf Arts

Offered: Either Semester

SPAN 220 - Cultural Perspectives on Latin America (3.0)

Prerequisites: SPAN 203 or permission of the instructor. The region of Latin America is seen through the lens of aesthetic, historical and cultural paradigms that helped shape the region. From past to present, students will be able to comprehend the significance of the colonial ties to contemporary Latin America.

Offered: As Needed

SPAN 240 - Latin American Lit Popular Culture (3.0)

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair.

A survey of the main trends in literary and popular culture from the 20th century. A close reading of the foundational texts of 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 historical novel.

Offered: As Needed

SPAN 302 - Third World Development Latin America (3.0)

Prerequisite: SPAN 220 or permission of the instructor.

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.

Cross-Listed as: Also offered as HON 302

Offered: As Needed

SPAN 310 - 100 Years of Spanish Non-Fiction Films (3.0)

Prerequisite: SPAN 203 and one of the following: SPAN 204, SPAN 207, SPAN 208, SPAN 215, SPAN 220, or SPAN 240. Or, permission of the instructor.

In this course, students will become familiarized with selected major works of Spanish Non-Fiction cinema produced from the 1930s to the present. Alongside these films, we will examine the transformations of Spanish society from the beginning of the 20th century to the beginning of the 21st. We will also analyze the four decades of Franco's dictatorship, the transition to democracy, and the 2008 financial crisis.

Offered: As Needed

SPAN 315 - Advanced Composition (3.0)

Prerequisites: SPAN 204 or SPAN 220 and at least 6 additional credits at the 200-level, or permission of the department chair. 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.

Offered: Spring Semester (Odd Years)

SPAN 323 - Spanish Cinema (3.0)

Prerequisites: SPAN 203 and one of the following: SPAN 204, SPAN 207, SPAN 208, LSSP 215, LSSP 220 or LSSP 240. This course will focus on selected major works of Spanish cinema produced from the 1930s to the present. Through Spain's cinematic history, students will acquire an

understanding of the evolution of Spanish society through the 20th and 21st centuries.

Core: Global Persp & Visual Perf Arts

Offered: Spring Semester (Even Years)

SPAN 333 - Latin American Poetry (3.0)

Prerequisites: SPAN 220 or SPAN 240 or Permission from Instructor

Study of selected poetry, essay, and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli, and Octavio Paz.

Core: Global Perspectives

Offered: As Needed

SPAN 335 - Teaching Assistantship in Spanish (1.0 - 3.0)

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.

Offered: Either Semester

SPAN 336 - Latin American Fiction (3.0)

Prerequisites: SPAN 220 or SPAN 240 or Permission of Instructor

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato, and other major writers.

Offered: As Needed

SPAN 343 - Spanish Theater (3.0)

Prerequisite: SPAN 207 or SPAN 208 or permission of the department chair. 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.

Offered: As needed

SPAN 375 - Independent Study in Spanish (1.0 - 3.0)

Prerequisites: Permission of the instructor and the department chair. Study of a selected subject. Conferences and reports.

Offered: Both Semesters and Summer

SPAN 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As needed

SPAN 399 - Internship in Spanish (3.0 - 9.0)

Prerequisite: Open to junior and senior majors, with permission of the department chair. 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.

Offered: Both Semesters and Summer

SPAN 470 - Seminar: Latin America or Iberia (3.0)

Prerequisites: 12 credits in Spanish above the intermediate level.

A study in depth of a subject selected according to the special interests of the students and those of the faculty.

Offered: As Needed

SPAN 499A - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

SPAN 499B - Departmental Honors (3.0)

Prerequisite: By invitation of the department. The departmental honors paper is 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.

Offered: Both Semesters and/or Summer

SUS - SUSTAINABILITY STUDIES

SUS 101 - Introduction to Sustainability (3.0)

Prerequisites: None. This course introduces students to the concepts of sustainability science. It provides an overview of the history and principles of sustainability and then introduces the concepts of systems thinking to critically evaluate interactions among humans, societies, and nature.

Core: Scientific Thought-Non-Lab

Offered: Spring Semester

SUS 201 - Sophomore Sustainability Seminar (3.0)

Prerequisites: SUS 101 and MATH 112. This course is an introduction to the ways scientists approach and investigate problems in sustainability science, including experimental design and critical evaluation of published literature. Each semester the topic will vary according to instructor and student interest.

Offered: Fall Semester

SUS 301 - Sustainable Energy Systems (3.0)

Prerequisites: Completion or concurrent enrollment in SUS 201

This course will introduce the basic concepts related to global energy usage and extraction. It will illuminate the interdependencies of energy, water availability and food production in the context of the water-energy-food nexus. It will highlight energy usage and extraction as a driver of global climate change. It will also survey the promises and challenges associated with the major sources of alternative energy.

Offered: Spring Semester

SUS 302 - Sustainable Watershed Management (4.0)

Prerequisite: Completion of SUS 201 or concurrent enrollment. This course is designed to introduce students to watershed science, management, and sustainability concepts. The course will begin with an overview of watersheds and their ecology. It will also cover the chemical, biological, economic, and social factors that affect watersheds.

Offered: Spring Semester

SUS 303 - Sustainable Food Systems (3.0)

Prerequisite: Completion of SUS 201 or concurrent enrollment. This course will introduce the basic concepts and terminology of global, national, and local food systems. We will explore the history of our current food system, and students will use systems thinking to assess its environmental, social, and economic sustainability.

Offered: Spring Semester

SUS 310 - Experiential Rotation in Sustainability (4.0)

Prerequisites: SUS 301, SUS 302, SUS 303. This class is a lab-driven study of theory and practice in all sustainability program focus areas, allowing students to develop facility with fundamental techniques. The team-taught course is composed of three, five-week rotations conducted in lecture/lab format.

Offered: Fall Semester

SUS 315 - Community-Based Food Systems (4.0)

Prerequisite: SUS 303. Combining lecture with a lab, students will investigate the theory as well as the practical tools to implement sustainable community-based food systems. We will discuss local food policy and the role of food sovereignty and food justice in community-based solutions.

Offered: Fall Semester (Even Years)

SUS 320 - Biotechnology of Food and Fuels (3.0)

Prerequisite: SUS 301 and SUS 303. This course is designed to give an overview of the biotech industry and to teach the scientific principles that apply to the numerous biotechnology sectors. The intersection of biology and technology will be emphasized in the context of foods, biomolecules and biofuels.

Offered: Spring Semester (Odd Years)

SUS 325 - Agroecology (4.0)

Prerequisite: BIOL 201 or ENSP 300. This course introduces students to agricultural systems from an ecological perspective, exploring the interplay between abiotic and biotic factors which drive the successes and failures in crop production.

Offered: Fall Semester (Odd Years)

SUS 375 - Independent Study in Sustainability (1.0 - 3.0)

Prerequisite: Permission of the instructor. Laboratory, library or field investigation of a sustainability issue. Selection of topic, preparation of study plan and evaluations of results are guided by means of weekly conferences with the instructor.

Offered: Both Semesters and Summer

SUS 397 - Special Topics (3.0)

An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: Offered As Needed

SUS 399 - Internship in Sustainability (3.0 - 15.0)

Prerequisites: College-wide Internship Requirements and Permission of Sustainability Director. Students work at off-campus sites with organizations concerned with issues of sustainability. These may be, but are not limited to, government agencies; legislators; or nongovernmental

organizations at local, state, regional and national levels. Grading is S/U.

Offered: Both Semesters and Summer

SUS 410 - Bioengineering for Sustainability (4.0)

Prerequisite: SUS 320. This course will provide an introduction to the use of enzymatic and microbial reactions in the production of desirable foods, beverages, biofuels and other bio-products.

Offered: Fall Semester (Odd Years)

SUS 415 - Urban Agriculture (4.0)

Prerequisites: Completion of SUS 325 or concurrent enrollment. This course provides a solid foundation in sustainable urban agriculture and the community building process. Students will gain hands-on experience working with organizations within the Frederick Food Security Network who have, or will be installing, an urban garden.

Offered: Fall Semester (Odd Years)

SUS 499A - Departmental Honors in Sustainability (3.0)

Prerequisite: By invitation of the Biology Department. A department honors paper is a two-semester senior-year program designed for students who wish to pursue intensive research or special projects. Students doing departmental honors in sustainability will also present a poster during the departmental poster session spring semester.

Offered: Both Semesters and/or Summer

SUS 499B - Departmental Honors in Sustainability (3.0)

Prerequisite: By invitation of the Biology Department. A department honors paper is a two-semester senior-year program designed for students who wish to pursue intensive research or special projects. Students doing departmental honors in sustainability will also present a poster during the departmental poster session spring semester.

Offered: Both Semesters and/or Summer

SWAG - STUDIES IN WOMEN AND GENDER

SWAG 200 - Introduction to Studies in Women's and Gender (3.0)

This course explores gender in the lived experiences of women and others who transgress gender norms historically and in contemporary society, as well as across diverse geographic and cultural locations.

Core: Social and Behavioral Analysis

Offered: As Needed

PLWS 203 - Philosophical Issues in Feminism (3.0)

This course considers various feminist perspectives on issues concerning sex, gender, gender roles, ethics (particularly reproductive ethics), embodiment, epistemology, family, motherhood, law and politics. A majority of the readings cover contemporary perspectives, though theoretical topics and historical thinkers are also typically included.

Core: Philosophical Inquiry

Offered: Spring Semester

SWAG 299 - Special Topics (3.0)

This course introduces general topics in women's studies, allowing faculty and students to examine specific areas of interest.

Offered: As Needed

SWAG 312 - Revisioning Motherhood in Modern Western Culture (3.0)

Prerequisite: Open to juniors and seniors or with permission of the instructor. An interdisciplinary study of the institution of motherhood and its representations in modern cultural productions of the Western world. Students will examine the myth and reality of mothering by analyzing readings in social, political and psychoanalytical theory as well literary and filmic texts. This course may be used for credit in the studies of women and gender minor.

Cross-Listed as: Also offered as HON 312

Offered: Fall Semester (Every 3 Years)

SWAG 375 - Independent Study (1.0 - 3.0)

Prerequisites: SWAG 200 and 3 credits in the minor and permission of the instructor. Research in a selected field of Studies in Women and Gender with faculty guidance.

Offered: Both Semesters and Summer

SWAG 397 - Special Topics (3.0)

Prerequisite: Junior or senior standing and at least one prior course in the Studies in Women and Gender is recommended. An upper-level special topics course offered at the discretion of the department. The content and methods vary with the interest of students and faculty members

Offered: As Needed

SWAG 399 - Internship (3.0 - 6.0)

Prerequisites: 9 credits in the minor, including SWAG 200, and permission of instructor and Studies in Women and Gender coordinator. 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 Studies in Women and Gender coordinator. Grading is on a satisfactory/unsatisfactory basis.

Offered: Both Semesters and Summer

THEA - THEATER

THEA 101 - The Elements of Acting (3.0)

The purpose of acting is to portray honest behavior under imaginary circumstances. This class will introduce students to a practical, on your feet approach to acting using script analysis, improvisation, and acting techniques grounded primarily in the concepts of Objective/Tactic and Given Circumstances. Ultimately the goal of all acting is to combine the precision of preparation with the spontaneity of improvisation. The class culminates in a showcase performance combining scenes, monologues, and improvisation.

Core: Art/Visual & Performing

Offered: Spring Semester

THEA 102 - Improvisation (3.0)

This class will introduce students to the basic skills of theatrical improvisation: Listening, Accept & Add (Yes, And), and Immediacy. As the semester continues we will add more advanced skills, including Characterization, Objectives, Game, and Heightening. These skills will be applied to both short form improv scenes and long form improv formats, which are typically designed to more closely resemble traditional scripted theatre. In addition, students will watch online improv sets, and then comment upon and critique those sets. The class will also include two showcase performances.

Core: Art/Visual & Performing

Offered: Fall Semester

THEA 202 - The Theatre and Films of Buster Keaton (3.0)

Prerequisite: Fulfillment of the Composition requirement of the Core. This class is an immersion in both the theatre and cinema of the great comedic actor, director and writer Joseph Frank "Buster" Keaton. The student will come to understand Buster's personal and artistic evolution from his early theatre days as a part of his family's vaudeville act to his early silent films with Roscoe "Fatty" Arbuckle and on through his masterpiece of silent cinema *The General* (1926) and beyond.

Core: Art/Visual & Performing

Offered: As Needed

ENTH 205 - Introduction to Playwriting (3.0)

Prerequisites: Open to students who have completed the Composition Requirement.

This class is an introduction to the art of playwriting and focused on developing a reliable process for student writers as they move from creative conception to completed dramatic script. It is designed for students with previous experience as well as those with minimal experience. All students will expand their conception of artistic possibilities by discussing the shorter plays of many significant playwrights as well as these writers' thoughts about their own processes for creation and playwriting.

Core: Art/Visual & Performing

Offered: As Needed

THEA 210 - Acting II (3.0)

Prerequisites: THEA 101 and permission of instructor.

An advanced course in acting in which students build upon the foundations developed in THEA 101. Students will explore more advanced acting techniques, possibly including elements of the Meisner, method acting, and/or physical theatre. They will also begin exploring unique approaches to various acting styles, from Shakespeare to modern realism and beyond.

Offered: Fall and/or Spring Even Years

ENTH 229 - History of Drama Theatre I (3.0)

Prerequisite: ENGL 100 or ENGL 101 or 3 credits from ENGL 110-139.

This course will examine the history, development, literary devices, and production values of a variety of theatre and drama, from Ancient Greece and Rome to the nineteenth century. Playwrights studied may include Sophocles, Aristophanes, liturgical dramatists, commedia performers, Shakespeare, Jonson, Chikamatsu, Molière, Sheridan, Tyler and Daly. (H1, G)

Core: Literature

Offered: Fall Semester

ENTH 230 - History of Drama and Theatre II (3.0)

Prerequisite: ENGL 100 or ENGL 101 or 3 credits from ENGL 110-139.

This course will examine the history, development, literary devices, and production values of a variety of theatre and drama, from nineteenth century Realism to the present day. Playwrights studied may include Ibsen, Wilde, Chekhov, O'Neill, Miller, Williams, Albee, Beckett, Pinter, Shepard, Mamet, Wilson and Kushner. (H2, G)

Core: Literature

Offered: Fall Semester (Even Years)

THEA 254 - Directing (3.0)

Prerequisites: Permission of the instructor. This class is an introduction to the artistic process of the director focusing on the fundamentals of directing plays for live theatre. We will touch on all aspects of the director's process from initial conception through the rehearsal process to performance.

Offered: As needed

THEA 270 - Theatre Practicum (1.0)

Students in Theatre Practicum will participate in Hood College Theatre productions, either on stage as actors, backstage as technicians and designers, or in some combination of both. In addition to participating in productions, students will participate in workshops given by guest artists throughout the semester, will learn the basics of lighting, set, and costume design, and will gain experience in live event marketing and publicity.

Offered: Offered Fall or Spring

THEA 299 - Special Topics (3.0)

Offered at the discretion of the department. 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.

Offered: As needed

ENTH 303 - Playwriting (3.0)

Prerequisite: ENGL 219. May not be taken on an audit basis.

This workshop course is designed to help the student understand the principles of dramatic writing through lectures, workshops, and staged readings of student work. Students will learn about dramatic structure, character, dialogue, and various approaches to theatricality. Suitable for all levels of experience.

Offered: As needed

THEA 375 - Independent Study (1.0 - 3.0)

Prerequisites: Permission of the instructor. Independent work in theater. Conferences.

Offered: Both Semesters and Summer

GRADUATE STUDIES

The Hood College Graduate School offers master's, doctoral and certificate programs, as well as Skill Accelerators badge opportunities designed to equip graduate students with the deep intellectual understanding and applied, real-world competencies needed for today's competitive job market.

Meaningful Master's and Doctoral Programs to Advance Your Career

The Graduate School at Hood College offers master's, doctoral, and certificate programs that reflect the job requirements of the region's top employers. All are specifically designed to equip you with both deep intellectual understanding and the applied, real-world competencies you need to increase your career marketability.

Learn while you work, thanks to classes conveniently scheduled in the evenings, online and on occasional weekends. Hood's Graduate School programs further emphasize relevance by providing opportunities for you to incorporate course work into your work day. Conversely, you are encouraged to bring your professional experiences into the classroom for discussion and problem-solving.

Excellent teaching is the key to an outstanding education. Hood's faculty are selected for their knowledge of and experience in the discipline they teach and, equally important, their exceptional teaching skills. Most are involved in independent research. Many are scientists, researchers, business leaders, educators, and policy leaders from companies and organizations in the region. All are gifted at sharing their passion and proven expertise in a way that inspires, motivates and prepares students for success in the contemporary workplace.

Small classes and an emphasis on collaboration stimulate dynamic exchange of ideas and information. There are no large lecture halls at Hood. Professors know you by name, not by number. Individual attention—even after you have graduated—is a hallmark of the Graduate School.

Internships, labs, and linkages to business and industry enable you to gain practical experience and forge valuable connections beyond the classroom. The Graduate School has close ties to an exceptional network of world-class research and development, life science, biomedical, information technology, aerospace, engineering, and other cutting-edge industries and government institutions. Education programs put theory directly into practice in the area's K-12 environment.

The graduate program you want is at Hood.

GRADUATE ADMISSION

Entrance Criteria - Master's and Certificate Programs

To be considered for admission to graduate study, the applicant must meet specified program requirements and hold a bachelor's degree from an accredited college or university with at least a 2.75 cumulative grade point average (although many programs require a higher GPA). Based on an applicant's background, the program director may require registration in specific foundational coursework and/or limit the number of credits for enrollment during the student's first semester. Some programs have additional admission requirements. Please check for special requirements listed in the sections of this catalog describing the programs.

Students may be admitted on a degree or non-degree basis. The Department of Homeland Security regulations require that students on F-1 visa status be admitted on a degree basis only.

Entrance Criteria - Doctoral Program

To be considered for admission to doctoral study, the applicant must hold a master's degree in any discipline for the Doctorate in Organizational Leadership and a master's degree in business for the Doctorate in Business Administration from a regionally accredited college or university with at least a 3.25 cumulative grade point average and a minimum of eight to ten years of progressive professional work experience. Applicants will be accepted into the program based on selection criteria that include graduate coursework, grade point average, personal statements, area of research interest, resume, and experience. For the Counseling Ph.D. program, applicants must have a master's in counseling from an accredited institution with a minimum 3.25 cumulative grade point average.

Entrance Criteria -English Proficiency

All graduate programs and certificates at Hood College require English proficiency in writing, reading, and speaking in an academic setting. Such proficiency may be demonstrated by earning a bachelor's or master's degree in the U.S., United Kingdom, Canada, Australia, Ireland or New Zealand or by obtaining a TOEFL score of 89 or higher, an IELTS composite score of 6.5 or higher, or a Duolingo (DET) score of 105 or higher. The Hood College school code for reporting purposes is 5296. If English proficiency is not demonstrated in one of the above ways, and English proficiency scores are between 79-88 (TOEFL), 5.5-6 (IELTS), or 100-104 (Duolingo), the admitted student will be required to complete an additional course titled, Advanced English for Academic Purposes (EAP 500) in his/her first semester at Hood College. Applicants whose test scores fall below the minimum requirements are not admissible.

At the discretion of the program director, a faculty adviser or the Admissions committee, an applicant or first-year graduate student may be required to enroll in EAP 500, even if the student would be exempt by standard admission requirements. An instructor may also request this additional requirement during the first semester the student is enrolled if the instructor determines that the student's English skills are not sufficient for successful completion of the course and/or graduate program. Such instructor requests should be made to the adviser, program director and Registrar, who determine if EAP 500 is necessary. If the adviser and program director support the request for EAP 500, the student may appeal their decision to the Dean of the Graduate School

with appropriate evidence and/or documentation of English proficiency. EAP 500 does not count towards the minimum credits required for specific program completion.

Procedure for Applying

Students must apply online at www.hood.edu/gradapply. International students should refer to the *International Student* section below for additional instructions.

The applicant must provide one copy of their official e-transcript reflecting highest degree conferred sent electronically directly to the Graduate School from the appropriate institutional registrar. Please see individual programs for individual additional application requirements and materials on our website. Student copies of transcripts will not be accepted. Students will not be permitted to begin coursework prior to the receipt of official transcripts.

International Students

International students requiring F-1 Visas must submit their admission material well in advance to the Graduate School. International students are encouraged to submit their application materials to the Graduate School before the official deadlines: July 15 for fall semester December 1 for spring semester. Late applications will generally be deferred for review for the following semester.

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 course-by-course evaluations from any member of the National Association for Credential Evaluation Services (NACES), www.naces.org; as well as from any member of the Association of International Credential Evaluators (AICE), www.aice-eval.org. The evaluation results must be received electronically by the Graduate School to gofurther@hood.edu (Hood College Graduate School) from the evaluating service by the established application deadlines. The evaluation must indicate the undergraduate degree is comparable or equivalent to a 4-year U.S. bachelor's degree to be eligible for admission.

All courses that are offered exclusively to graduate students are conducted during evening or weekend hours. International students with student visas must enroll in nine (9) hours of credit each fall and spring semester to be considered full-time graduate students. International applicants seeking F-1 visas must complete the application for I-20 after being admitted and before registering for coursework. As part of the I-20 application, students must arrange for financial support from their governments, from international organizations or from personal and family resources. See the graduate admissions webpage for estimated costs of attendance. I-20 applications will not be processed until an I-20 International Application (provided by the Graduate School) is submitted. 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. Please note: All graduate students are responsible for all fees and living expenses. Hood College generally provides on-campus graduate housing (see graduate housing website: <https://www.hood.edu/campus-community/housing-residence-life/housing-options/graduate-campus-housing>). International students are encouraged to investigate and secure local housing before arriving in the United States. The Office of International Student Services assists with any personal, academic and/or practical concerns.

Non-Degree Graduate Students

The Graduate School offers courses for individuals who hold at least a bachelor's degree and are interested in non-degree studies for professional development, continuing education or personal enrichment. Hood also provides the opportunity to sample a graduate degree program before deciding to apply. Up to twelve credits taken as a non-degree student may apply towards degree requirements for a master's or certificate program. Hood students registered for a 4PLUS or Skill Accelerators badge program may apply more than 12 credits to an approved graduate degree with approval of the program director. Non-degree graduate students must complete the non-degree graduate application and registration form (www.hood.edu/nondegree). You must also submit a copy of an official transcript to the registrar's office at hoodgrad@hood.edu for verification of bachelor's degree prior to enrollment. Applicants must have a cumulative GPA of 2.5 (3.0 for counseling coursework) to register as a non-degree student. Priority enrollment in graduate classes is given to degree-seeking students. Program director and/or instructor approval may be required for non-degree registration (counseling coursework requires program director approval and registrations may be held until degree-seeking students are enrolled). Please direct questions to the registrar's office, 301-696-3616 or hoodgrad@hood.edu. Information about Skill Accelerators badge opportunities is available on the Hood website: <https://www.hood.edu/graduate/academics/skill-accelerators>.

Examination of Admission Folder

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. Throughout the student's enrollment period at Hood College, they may examine the contents of their student file in the presence of a College officer at a time and date arranged with the Registrar's Office. This policy is in conformity with the amended Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment.

GRADUATE TUITION AND FINANCIAL ARRANGEMENTS

SCHOLARSHIPS AND AWARDS

Graduate School Awards

The following awards are granted to selected master's degree candidates at the end of their programs of study.

The Carlo and Valerie Bagni Outstanding Biomedical Science Student Award

The Kathleen Bands Outstanding Doctoral Student Award

The Bryce Blackwood Beau-champ '84, M.S.'87, MBA'06 Outstanding Computer Science Student Award

The Biomedical Science Faculty Award

The Dr. Dana G. Cable Outstanding Thanatology Student Award

The Dr. Keith R. Harris M.S. '99 Outstanding Educational Leadership Student Award

The Kristen S. Carter M.S. '18 Outstanding School Counseling Student Award

The Crespi-Hobby Outstanding Ceramic Arts Student Award

The Frederick W. and Lenora F. Dietzel MBA Student Award

The Daniel and Timothy Downs Outstanding Humanities Student Award

The Virginia Wheeler Jones '66, M.A.'88 Outstanding Reading Specialization Student Award

The Dr. Mary F. Kearney '96, M.S.'01 Outstanding Bioinformatics Student Award

The Amy Kaufman MacLeod '08, MBA'11 Outstanding MBA Student Award

The Terry L. Martin '76, M.A. '78 Grief & Trauma Counseling Award

The Dr. M. Elizabeth Mayfield Outstanding Mathematics Education Student Award

The MBA Director's Award

The Mark L. Nealey M.S. '97 and Claudia Nichols Nealey '84 Outstanding Environmental Biology Student Award

The Jenny E. Nunn M.S.'06 Outstanding Curriculum and Instruction Student Award

The Outstanding Dissertation Award

The Outstanding Dissertation Award for Quantitative Research to Advance Leadership in Business

The Outstanding Multidisciplinary Studies in Education Student Award

The Parrott-Anderson Outstanding Counseling Student Award

The Rosedale Outstanding Mathematics Instructional Leadership Student Award

Graduate School Scholarships

The Association of Medical Diagnostics Manufacturers Scholarship

The Dr. Ann L. Boyd Biomedical Science Graduate Scholarship

The Emerging Community Leaders Doctoral Scholarship

The Frederick Chess Club Scholarship for Hood Graduate Students

The Greater Washington Partnership Emerging Tech Talent Scholarship

The Health Resources and Services Administration (HRSA) Scholarship from the U.S. Department of Health and Human Services (HHS) for clinical mental health counseling students

The Nancy Logan Roe Hebdon '69 Scholarship for Mathematics Teachers at Hood College

The Dr. Mary F. Kearney '96, M.S.'01 and Dr. Ann L. Boyd STEM Scholarship

The Joyce Michaud Endowed Scholarship

The Morrow Scholarship Endowment

The Audrey Parrott Endowment for the Language Arts

The Benjamin Cawley Parrott Endowment for the Sciences

The Ifeoluwa O. Popoola M.S.'16 Scholarship

The Philip S. Renaud II M.S.'83 Scholarship

The Nora Roberts Creative Writing MFA Scholarship

TUITION, FEES AND OTHER CHARGES

2024-2025 Academic Year

Tuition per credit hour:

General	\$510	
Cluster		Science Cluster \$655
		Business Cluster \$690
		Creative Writing Program \$525
		Health Cluster \$788
		Doctor of organizational leadership cohort 2024-2025 ¹ \$1015
		Doctor of business administration cohort 2024-2025 \$1100
		Nursing Degrees and Health Doctorates \$1050
		*Renewal Not Retirement (RNR) per class \$100
		Audit \$300

**Hood's Renewal Not Retirement (RNR) program offers persons 60 years of age or older the opportunity to audit graduate courses. Studio and lab courses, practicums and self-directed study courses are not available for audit.*

¹ Rates are only for the cohort entering fall 2024. The DOL and DBA rates are locked by cohort for the duration of the program.

Comprehensive fee per term:

Non-doctoral: Fall, Spring	\$145	Non-doctoral: Summer, Winter	\$88
Doctoral (Fall/Spring only)			\$600

Refer to the Accounting Services website for more information, including which programs fall within each tuition cluster.

TUITION PAYMENT METHODS AND POLICIES

Refer to the Accounting Services website for information regarding payment methods and policies.

GENERAL INFORMATION FINANCIAL AID PROGRAMS

The Office of Financial Aid, located on the third floor of the Joseph Henry Apple Academic Resource Center, administers federal, state, and institutional financial aid programs. Financial aid representatives can be reached by phone at 301-696-3411 or by email at finaid@hood.edu.

Hood College administers the following types of aid: loans, grants, scholarships, and assistantships

- Loans are funds that are borrowed and must be repaid
- Scholarships are gift aid and no repayment is required
- Grants are gift aid and typically no repayment is required
- Assistantships provide tuition waivers and/or a stipend based on working a set number of hours

In order to be eligible for federal loans, a student must be a U.S. citizen or an eligible noncitizen, be accepted or enrolled in a graduate degree or certificate program; for a minimum of 3 credits each semester and be making satisfactory academic progress toward a degree or certificate from Hood as described below. To apply for a federal loan, a student must complete the Free Application for Federal Student Aid (FAFSA) with the Hood College school code of 002076 at <https://studentaid.gov/h/apply-for-aid/fafsa>

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 visiting the ElmSelect resources website at <https://www.elmselect.com/v4/>

There are limited institutional scholarships/grants available. Refer to the Graduate School Awards (p. 213) and Graduate School Scholarships (p. 213) sections.

Some programs offer teaching and graduate assistant positions to support graduate students through tuition waivers and/or small stipends. Students may inquire about this possibility with the appropriate program director and/or through the Graduate School at gofurther@hood.edu.

Satisfactory Academic Progress (SAP)

In accordance with the U.S. Department of Education, the Office of Financial Aid at Hood College monitors graduate students after the spring semester each academic year for successful completion of satisfactory academic progress (SAP) standards. For financial aid eligibility, terms are defined as fall, winter, spring and summer. All students are measured on qualitative (grade-based) and quantitative (time-based) standards. Students who fail to meet SAP standards are not eligible for any financial aid unless an appeal is approved. Students are not limited to one appeal.

Graduate programs range from 30 to 60 credits with most master's programs at the 36-credit level, and a 3.00 cumulative average is required to complete the degree. Students are considered to be making satisfactory progress toward degree completion for financial aid purposes by adhering to the Satisfactory Academic Progress (SAP) Policy outlined below.

Students who are not meeting the SAP standards at the end of the spring semester are notified in writing via email to their Hood College email address.

Cumulative GPA

The qualitative standard measures a student's quality of performance in terms of GPA. Graduate students must have a minimum cumulative GPA of 3.0 at the end of the spring semester in each academic year in order to meet this requirement. If a student fails to meet this requirement, the student will be suspended from financial aid but will have the opportunity to submit an appeal.

Cumulative Completion Rate (Also referred to as pace)

In order to maintain financial aid eligibility, the U.S. Department of Education requires a student to successfully complete 67 percent of the credits for which he/she attempted as shown in the example below:

Hood College Office of Financial Aid calculates the pace at which a student is progressing by dividing the cumulative number of credits successfully completed by the cumulative number of credits attempted. All periods of enrollment count when assessing quantitative standards, even periods in which the student did not receive aid.

Pace=Cumulative number of credits successfully completed/Cumulative number of credits attempted

Maximum Timeframe

The maximum timeframe in which a graduate student is expected to complete their degree is 150 percent of the published length of the program measured in years. 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 2 years, the maximum period must not exceed 3 years. The maximum timeframe in which a student is expected to complete their additional or dual degree is 150 percent of the published length of the program measured in years.

The maximum timeframe for Hood College programs is as follows:

- Certificate programs: - 2 years
- Master's degree - 3 years
- Doctorate degree- 6 years.

(Note: the SAP policy is separate from the time-to-completion Graduate School policy which allows up to seven years to complete a degree program.)

Students who fail to meet the maximum timeframe requirement towards completion of their degree will have their financial aid canceled. Students may appeal this suspension.

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

- Course withdrawals (W or WX) after the drop/add period are not included in the GPA calculation but are considered a non-completion of attempted coursework.

- Incomplete (INC) grades are not included in the GPA calculation but are considered a non-completion of attempted coursework until the incomplete grade is replaced with a permanent grade and academic progress can be reevaluated.
- An audit (AU) grade is not considered attempted coursework. It is not included in the GPA calculation or completion rate determination.
- A satisfactory (S) grade is treated as attempted credits earned, but it is not included in the GPA calculation.
- An unsatisfactory (U) grade is treated as attempted credits that are not earned, but it is not included in the GPA calculation.
- A failing grade (F) is treated as attempted credits not earned; it will be included in the calculation of the GPA and the minimum completion rate.
- All grades earned for a repeated course will be recorded on the transcript and the highest grade received will be included in the GPA calculation; however, every repeated attempt will be included in the completion rate determination.
- Transfer credits and/or credits for prior learning given at the time of enrollment will be counted in the total number of credits attempted and the maximum timeframe standard.

Students can only receive financial aid for a repeated, previously passed course one additional time. If the student registers for a previously passed course the third time, the course is ineligible for financial aid.

Students may only receive financial aid for courses which are required for their program of study.

Due to flexibility provided through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), attempted courses will be excluded from the qualitative component if the credits not completed was a result of the COVID-19 national emergency.

Financial Aid Suspension

Students are placed on financial aid suspension if they do not meet all of the SAP standards. Hood College monitors SAP annually at the end of the spring semester and students are notified accordingly with an email to their Hood College email account. Students are not given a warning period since the process is monitored once per academic year. Students have the option to appeal for financial aid once they are on suspension.

Financial Aid Probation

If the appeal is granted, students will be placed on financial aid probation for one semester and are expected to meet SAP standards by the end of the semester. 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 will be suspended.

If it is determined that the student will not be able to meet the SAP standards at the end of one semester of enrollment, the student will be placed on an academic plan for multiple semesters. If the student is placed on an academic plan as a condition of the appeal and is meeting the requirements of the plan, the student shall remain eligible for financial aid during the semesters specified in the academic plan. The academic plan may only be modified with prior approval of the academic advisor and/or relevant student services office.

Reinstatement of Aid

Reinstatement of financial aid may be achieved as follows:

- The student submits a written letter of appeal in accordance with the appeals process and the Financial Aid Appeals Committee approves the appeal. The student is placed on financial aid probation for one semester or on an academic plan, and is allowed to maintain their aid eligibility. SAP will be reviewed at the end of that semester; or
- The student enrolls in courses at Hood College, pays for tuition and fees without the help of student aid and does well enough in the coursework to satisfy all of 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 enroll in summer courses to eliminate the deficiency in credits or GPA. The student must notify the Office of Financial Aid if they are planning to take classes during the summer to eliminate the deficiency. Students can only take classes at Hood College and cannot take classes at another institution to resolve a GPA deficiency.

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 to regain eligibility. No financial aid will be disbursed during subsequent semesters for students on suspension.

Appeals Process

Students on financial aid suspension may appeal in writing to the Office of Financial Aid. Appeals must be submitted by August 1 in order to be reviewed for the upcoming fall semester. The written appeal must include the following:

1. A description of the extenuating circumstances that prevented the student from meeting the SAP standards. The student must demonstrate that they understand the reason behind failure to meet the SAP standards.
2. A description of the course of action and/or change in situation that will allow the student to meet the SAP standards by the end of the next semester or at the next SAP evaluation period. Include specific plans to rectify the SAP suspension status.
3. Documentation which supports the statements made in the appeal.

The Financial Aid Appeals Committee may request that the student submit an academic plan signed by the student's academic advisor if the student will not be able to meet the SAP standards by the end of the next semester of enrollment. The Office of Financial Aid will notify the student by email if such documentation is needed for the appeal.

The Financial Aid Appeals Committee will review the appeal and notify the student by email within ten business days of the decision. All decisions made by the Financial Aid Appeals Committee are final.

If the appeal is granted, students will be placed on financial aid probation for one semester and are expected to meet SAP standards by the end of the semester. If, at that time, the student does not meet SAP standards, the student will be suspended from financial aid and may appeal based on extenuating circumstances. If the student is successful, the student will be removed from probation and placed in good standing for financial aid eligibility.

If the student is placed on an academic plan as a condition of the appeal and is following the plan, the student shall remain eligible for financial aid during the semesters specified in the terms and conditions of the academic plan. The academic plan may only be modified with prior approval of the academic advisor and/or relevant student services office. Appeals should be delivered to the Office of Financial Aid in person (3rd floor of Apple Resource Center), or by:

- Email: finaid@hood.edu
- Fax: 301-696-3812

If students are unable to fax or email appeals, they may submit all required documentation by postal mail to:

Office of Financial Aid

Hood College

401 Rosemont Ave

Frederick, MD 21701

Maryland State Scholarship Program

The Maryland Higher Education Commission offers several need-based grants, scholarships, and loan repayment programs for Maryland residents. The scholarships and grants most frequently awarded to Hood students include, but are not limited to the Cybersecurity Public Service Scholarship Program, Workforce Shortage Student Assistance Grant Program, Senatorial Scholarship, and Delegate Scholarships. In order to be considered for Maryland State aid, students must file the FAFSA by March 1. In addition, some state scholarships may require a separate application. For more information regarding the State aid programs, please contact the Maryland Higher Education Commission-Office of Student Financial Assistance at 800-974-0203 or <https://mhec.state.md.us>.

Veterans' Educational Benefits

Hood College serves as a liaison/informational resource to veterans by providing Veterans Administration forms and certifying military students for benefits. Hood College Office of Financial Aid provides services to veterans and dependents of veterans eligible for education benefits. To initiate or continue benefits, veterans must contact the Office of Financial Aid, 301-696-3411, at the beginning of each semester to complete the required paperwork, in compliance with the policies and procedures established by the Office of Financial Aid and the Department of Veterans Affairs. Information and application forms may be obtained from the Office of Financial Aid or via the Hood College Financial Aid web page, under forms. Educational benefit programs include:

- Chapter 30, Montgomery GI Bill
- Chapter 31, Vocational Rehabilitation
- Chapter 33, Post-9/11 GI Bill [Forever GI Bill]
- Chapter 35, Survivors' and Dependents' Educational Assistance
- Chapter 1606, Selected Reserve

Hood College participates in the Department of Veterans Affairs Yellow Ribbon Program. The Yellow Ribbon GI Educational Enhancement Program (Yellow Ribbon Program) is a provision of the Post-9/11 Veterans Educational Assistance Act of 2008. Participating students remain in the Yellow Ribbon program throughout their enrollment at Hood College and remain eligible for Yellow Ribbon program

scholarship as long as each of the following applies: Hood College continues to participate in the Yellow Ribbon Program, the students remain in good academic standing, and the students have remaining VA Educational Benefits entitlement.

For information on each of these programs, current payment rates, availability of benefits or approvals call the local Regional VA Office at 1-888-442-4551.

VETERAN ENROLLMENT

Per Public Law 115-407 (Section 103), veterans who have submitted and been approved for education benefits may enroll in, attend, and participate in courses while payment for those courses is still pending.

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.

All students, whether enrolled in online or face-to-face programs are 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 Office of the Registrar.

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. 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.

All actions prohibited in the Hood College Honor Code apply. Cheating entails: copying another's work or allowing your work to be copied, bringing unauthorized materials into an exam, using electronic devices in an unauthorized manner to give or receive aid, using unauthorized materials to complete an exam or assignment, communicating (via any means) during an exam without approval, failing to turn in exam materials at the conclusion of an exam, taking an exam in an unauthorized location, leaving the exam environment (except in an emergency or with the approval of the proctor), giving or receiving unauthorized peer aid on assignments and/or completing individual assignments in a group setting, without the approval of the instructor, such that each student is not solely responsible for his or her own work.

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.

The Hood College Honor Code and its prohibitions on plagiarism apply. Plagiarism entails: any unacknowledged use of another person's language or ideas, whether intentional or unintentional. Students

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

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.

Similarly, the Hood College Honor Code prohibitions on re-submission apply. Re-submission entails: submission and/or duplication of work completed for one course in another course, without the approval of all instructors involved. Note that this prohibition on re-submission applies to all coursework (e.g. examinations, tests, quizzes, homework, projects, reports, thesis, notes, journals, and all creative work produced during any courses at Hood.)

Violations of academic standards and policy at Hood in the graduate program are taken very seriously, and infractions (whether explicitly listed in this document or not) may be grounds for dismissal from the college. Student are expected to familiarize themselves with the academic standards of the College, and lack of knowledge of these provisions will not be construed as extenuating circumstances. Hood expects all students, at both the undergraduate and graduate level, to conduct themselves with honesty and integrity in their work and scholarship.

The Use of Generative Artificial Intelligence (AI)

The Graduate School recognizes the evolving landscape of generative artificial intelligence (AI) tools and their increasing use in higher education. Certain uses of such tools may be suitable to support and enhance scholarly activities in certain disciplines or in specific courses, assignments and projects. At the same time, there are significant unresolved legal and ethical considerations about the use of these tools with respect to privacy, copyright, authorship, and intellectual property that have direct academic integrity implications. Faculty and students are expected to maintain the highest standards of academic integrity and transparency in all scholarly activities, whether generative AI tools are used or not. Decisions, attribution and any guidance regarding the use of such AI tools rest with the course instructor and may vary according to the course activity within the context of a given discipline. Failure to comply with course AI policies/allowances, which includes improper citation, will result in consequences outlined in the Violations of Academic Conduct policy (p. 217).

Internships and Capstones

For courses or credits that require an official partnership or agreement with an external entity or employer, students are required to provide offer letters on company/agency letterhead to the program director and/or the staff in the Career Center as outlined in the course requirements. Fraudulent or manipulated documentation can be grounds for denial of the experiential opportunity and/or immediate dismissal on the egregiousness of the submission.

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.

Additionally, when a graduate student is found to have violated the academic standards and policies set forth in the catalog, the instructor will file a report with the office of the dean of the Graduate School and with the director of the program in which the student is enrolled. This report should detail the nature of the violation and what penalty was assessed. The program director may suggest what action be taken for any future incidents. Any major violation of academic standards of conduct will trigger a review of the student's enrollment in graduate study at Hood.

Students may appeal the action of the instructor by written petition to the Graduate Council through the registrar's office at hoodgrad@hood.edu. The Graduate Council will investigate the appeal and render a decision, though the student may appeal this decision 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 student may appeal the resulting dismissal through the dean of the Graduate School.

Academic Standing and Warning

A student whose cumulative grade point average (GPA) is 3.0 or higher is in good academic standing, which is required for graduation. In accordance with the Degree Requirements (p. 219) policy, a 3.0 GPA is required for all courses applied to each degree or certificate program. If a student's GPA drops below 3.0, he or she will be placed on academic warning. The GPA must be restored to 3.0 within 9 credits completed from the term in which the GPA fell below 3.0. 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 their GPA. However, no more than 3 courses or 9 credits beyond those required for the degree can be used to raise the GPA, unless an extended academic warning is granted. Any additional coursework taken outside of the degree requirements **and** outside of the academic department, for the purpose of raising the GPA, must be approved by the program director prior to enrollment. Students who receive veterans' (VA) benefits or federal student loans should consult with the Office of Financial Aid prior to enrolling in any coursework outside of their program to ensure it is permissible. All coursework taken towards degree/program completion must be completed within the time limit policy.

If a student is at risk of being academically dismissed, they can request to transfer to another degree program more suitable to their academic background and needs (*see Changing from One Degree Program to Another* (p. 218) section). Any credits earned in the original program that will apply to the new program will be calculated in the cumulative GPA. As part of Hood's *Fresh Start* (p. 218) policy, grades from the original program that are not applied to the new program, will not be calculated

in the cumulative GPA, though they will remain on the transcript for historical purposes.

Academic Dismissal

Dismissal due to Academic Integrity and Student Conduct Violations

A student who has been found to be in violation of the Graduate School's regulations of academic and/or student conduct will be dismissed from the program and from the College (*see Graduate Student Conduct* (p. 231) and *Violations of Academic Conduct* (p. 217) sections). A student may appeal academic dismissal as outlined in *Exceptions to Academic Policies, Regulations or Requirements* (p. 230). Students who are dismissed from the College for academic and/or student conduct violations may not enroll in another graduate program or as a non-degree seeking student.

Dismissal due to Inferior Academic Performance and Fresh Start Policy

A student on academic warning who does not restore the GPA to 3.0 as required will be dismissed from the College. A student may appeal academic dismissal as outlined in *Exceptions to Academic Policies, Regulations or Requirements* (p. 230). Students who are dismissed from the College for poor academic performance in a particular program may apply to a different program for possible reinstatement to the College. In such cases, students will be required to submit a new application via the online software at www.hood.edu/gradapply. Original transcripts will have to be resubmitted as these documents are shredded after admission into a previous program. However, if accepted, only 6 credits of relevant, previous graduate coursework within the last five years (with grades of B or better) can be transferred into the new program with approval from the new program director. In addition, the seven-year time limit for degree completion starts anew with enrollment in the new program. As part of Hood's Fresh Start policy, grades from the program in which the student was dismissed will not be calculated in the cumulative GPA, unless they are part of the 6 credits transferred in as described above. However, all courses from the previous program will remain on the transcript for historical purposes. A cumulative GPA of 3.0 is required for graduation.

CHANGING FROM NON-DEGREE TO DEGREE STATUS

A student who wishes to change from non-degree status to a degree or certificate program must apply for admission through the Graduate School. 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 non-degree student does not guarantee admission to a degree program. A maximum of 12 credits taken by a non-degree student may apply to a degree or certificate program once they have been approved for admission. Hood students registered for a 4PLUS or microcredential program may apply more than 12 credits to an approved graduate degree.

CHANGING FROM ONE DEGREE PROGRAM TO ANOTHER

A student who wishes to transfer from one degree program to another must submit a Degree Change request form to the registrar's office, which will consult with the appropriate department(s) before rendering any decisions. The student must submit any additional documents

required of the specific program of interest (personal statements, CV, recommendation letters, etc.). Credits earned in the original program may apply to the new program if, in the opinion of the Registrar and the Program Director, 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, capstone, software project or thesis—may not transfer credits earned in that program to another degree program.

ADDITIONAL MASTER'S DEGREE OR CERTIFICATE

A student who has earned one master's degree or certificate from Hood College may earn a second master's degree or certificate upon satisfactory completion of the program requirements in the second graduate degree program. Up to 6 credits may be applied from the first graduate program to the second one, with approval from the program director. If programs share additional course requirements, the student may be exempted from completing the coursework in the second degree program but will have to replace it with appropriate electives subject to the approval of the student's adviser and program director. In special cases, a student may transfer additional credits into the program beyond the stated maxima if there are extenuating circumstances, at the discretion of the graduate school dean and program director. Courses eligible for transfer from the first program must have been completed no earlier than five years from the start of the second program. *See Transfer of Credit* (p. 222) **section for more information.**

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 concentration must be different from the first concentration. Students who complete one graduate program and wish to enroll in another one must apply for admission through the Graduate School.

In all cases of internal transfer credit, coursework completed in one graduate program (certificate, master's or doctoral) may only be utilized in one other graduate program, whether taken concurrently or sequentially. Students may not transfer the same courses to more than one graduate program.

SIMULTANEOUS ENROLLMENT IN TWO GRADUATE PROGRAMS

Graduate students may enroll in and pursue no more than two graduate programs (certificate, master's and/or doctoral) simultaneously. Students must complete and submit the Dual Enrollment request form to the Office of the Registrar, for enrollment in two master's degrees, enrollment in a doctoral program and a master's degree, or for adding a master's degree to existing enrollment in a certificate program. Students adding a certificate program to an existing master's program see *Enrollment in Related Certificate Programs* (p. 219) **section.** Additional documentation (i.e. personal statement, CV) may be required for admission to the additional program. The Registrar will consult with the student's current adviser and director of the second graduate 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 program directors. Pursuit of two graduate

degree programs will not be a justifiable excuse for requesting an extension of the time limit for program completion in any one program.

The following guidelines apply to students pursuing two master's degree programs simultaneously:

- The student must successfully complete a minimum of 9 credits in their first master's or doctoral degree program before requesting acceptance into a second degree program;
- The student must maintain a cumulative graduate GPA of 3.0 for good academic standing and degree conferral. In addition, a minimum GPA of 3.0 in courses for each degree is required.
- Up to six hours of graduate credit may be applied from the first degree program to the second one. If programs share additional course requirements, the student may be waived from completing the coursework in the second degree program but will have to replace it with appropriate electives subject to the approval of the student's adviser and program director. An exception to this policy includes students who complete a graduate certificate program prior to enrollment in a related master's degree (*see Transfer of Credit* (p. 222) **Section**);
- 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 and petitions to graduate;
- The student's transcript will note both graduate 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;
- Tuition rates are based on the student's primary program of enrollment.

ENROLLMENT IN RELATED CERTIFICATE PROGRAMS

Students who are enrolled in a master's or doctoral degree program and wish to earn a related certificate simultaneously, must complete the Certificate Declaration form on Hood's website. Certificates will not be awarded unless students have declared them with the registrar's office. In addition, students pursuing a certificate program in conjunction with a master's or doctoral degree, must also submit the Petition for Certificate Completion when they are close to completing certificate requirements. This form is also available at www.hood.edu/gradforms. The registrar's office will notify students when Certificate Declaration forms are processed.

DEGREE REQUIREMENTS

Faculty advisers, the program director and the registrar are available to assist students with questions related to degree requirements. 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, which can be viewed in the academic plan in Self Service. Students are expected to follow the program requirements in place in the College Catalog at the time of initial enrollment. However, if program requirements change and the new requirements are advantageous to a student, the student may request to

follow the new program requirements, subject to approval from the program director and the registrar. It is also the student's responsibility to request approval for any course substitutions from their academic adviser or program director prior to enrollment. Failure to receive approval for course substitutions prior to enrollment may result in a delay in program completion. A minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in each program (degree and/or certificate) are required for conferral and graduation.

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. Advises and approves course registrations
2. Assists the student in developing a concentration, if applicable
3. Assists in schedule planning and mapping a path for program completion
4. In some instances, supervises thesis, capstone or field work if such an option is selected

COMPREHENSIVE EXAMINATIONS (ISHB AND CERAMIC ARTS)

Comprehensive examinations are requirements in the Master of Arts programs in Interdisciplinary Studies in Human Behavior and Ceramic Arts. Exams 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 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*, which is available online at www.hood.edu/grdforms, by the published deadline. Upon submission of the form, the Registrar will secure the advisor's approval and schedule the student for specific date indicated on the form. No examination will be assembled unless the form is on file with the Office of the Registrar. Only students who are in good standing (maintaining a 3.0 cumulative grade point average) may take the comprehensive examination.
- **The Questions.** For Interdisciplinary Studies in Human Behavior (ISHB), comprehensive examination questions are written by the instructor of each course. Students in ISHB will indicate on the *Notification of Intention* form, on which courses they will be tested. Changes to chosen courses must be made by March 1 for Spring exams and October 1 for Fall exams. For ceramic arts, the questions will address underlying facts and principles, technical and aesthetic, and will consist of a number of essay questions requiring short, concise explanations or definitions. All students taking the exams should review class syllabi, outlines, prior class exams, notes, as well as any text readings from coursework to be tested.

- **Assembling the Examination.** In consultation with the student, the advisor or the program director prepares the comprehensive examination. Ordinarily, the test questions are drawn from one department.
- **Administration of the Examination.** Comprehensive examinations are administered in the Spring and Fall semesters. The exact dates of the examinations are published in the *Academic Calendar* for each year. The place of administration of the comprehensive examination will be announced and the program directors will determine how the examinations will be administered, which may include the use of Blackboard for online administration. Students are expected to comply with the rules of academic conduct found under the *Academic Standards* (p. 217) 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 Office of the Registrar and the program director 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.

- **Grading of the Examination and Reporting the Results.** The advisor or the program director, 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 advisor 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 Interdisciplinary Studies in Human Behavior are graded pass. Ceramic Arts students must score at least an 80% on the written exam. 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 advisor to notify the student and the Office of the Registrar 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* form. In the case of Interdisciplinary Studies in Human Behavior, the student will only be re-tested on the questions they failed. The student also confers with their advisor six weeks in advance of the re-examination. The student who has failed both the initial comprehensive examination and re-examination is not eligible for the master's degree. The dismissed student may appeal dismissal as outlined in the *Exceptions to the Academic Policies, Regulations or Requirements* (p. 230) section, or they may consider pursuing a different degree per the College's *Fresh Start Policy* (p. 218).

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.

FINAL FIELD WORK AND RESEARCH PROJECTS

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 and submit a written proposal to be approved by the field work or research adviser or instructor, program director and the Office of the Registrar. The 6-credit research project is similar to a master's thesis in structure, complexity, depth of study and rigor. Ideally, students will complete all requirements of the final project within the initial term of enrollment. For those who don't, the registrar will continue to re-register students each Fall and Spring semester for that final project for a minimum of 1-credit as "In Progress" or "IP" until a final grade is entered. Students are responsible to pay the tuition amount associated with that IP credit and the graduate school comprehensive fee each semester until the project is completed. Depending on the amount of work to be completed and/or the student loan requirements to maintain at least half-time enrollment, students may request to be registered as IP for up to 3 credits.

Exceptions for extenuating circumstances can be made on a case-by-case basis with the approval of the graduate school dean and the program director.

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). A grade of "S" is equivalent to a minimum grade of B (82%) at the graduate level. See Grading System (p. 224) section. 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 approved final paper, must be uploaded to MD-SOAR in accordance with the thesis/project deadlines published in the *Academic Calendar*. Students should review the guidelines for formatting and electronic submission processes in the Final Thesis, Projects, Capstones, and Research section of www.hood.edu/gradforms

The title of the report will also be noted in the student's academic record.

MASTER'S THESIS

A thesis is required in some degree programs and is an option in others. The thesis 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.

Registration must be completed during the regular registration period by submitting a signed copy of their thesis proposal and the Permission to Enroll form to the Office of the Registrar. Thesis courses are split into two 3-credit courses (580A and 580B), which enables the separation of registration and billing. If students elect to be registered for all 6 credits in one semester, they will be billed for all 6 credits.

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/gradforms 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* (p. 213) section of this catalog.

Ideally, students will complete all requirements of the final project within the initial term of enrollment. For those who don't, the registrar will continue to re-register students each Fall and Spring semester for that final project for a minimum of 1-credit as "In Progress" or "IP" until a final grade is entered. Students are responsible to pay the tuition amount associated with that IP credit and the graduate school comprehensive fee each semester until the project is completed.

Depending on the amount of work to be completed and/or the student loan requirements to maintain at least half-time enrollment, students may request to be registered as IP for up to 3 credits. Exceptions for extenuating circumstances can be made on a case-by-case basis with the approval of the graduate school dean and the program director. *Students in the doctor of organizational leadership and doctor of business administration programs should refer to the DOL/DBA section (p. 257) of the catalog for supplemental dissertation course requirements and policies.*

The final approved thesis, must be uploaded to ProQuest and MD-SOAR in accordance with the thesis/project deadlines published in the *Academic Calendar*. Students should review the guidelines for formatting and electronic submission processes in the Final Thesis, Projects, Capstones, and Research section of www.hood.edu/gradforms.

The title of the report will also be noted in the student's academic record.

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 a student enrolls in a different certificate or master's program, and one or more of the courses from the first program will satisfy a requirement of the second program, the program director will evaluate the transcript to determine whether previously completed courses may count in the new program and how the seven-year time limit will be applied.

If you started during	Your time expires end of	If you started during	Your time expires end of
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Fall 2016	May 2023	Spring 2021	December 2027
Spring 2017	December 2023	Fall 2021	May 2028
Fall 2017	May 2024	Spring 2022	December 2028
Spring 2018	December 2024	Fall 2022	May 2029
Fall 2018	May 2025	Spring 2023	December 2029
Spring 2019	December 2025	Fall 2023	May 2030
Fall 2019	May 2026	Spring 2024	December 2030
Spring 2020	December 2026	Fall 2024	May 2031
Fall 2020	May 2027	Spring 2025	December 2031

For students beginning their program of study during a summer term, their time limit will begin that Fall semester. For students beginning their program of study during a winter term, their time limit will begin that Spring semester.

In extenuating circumstances, a student who is in good academic and financial standing at the College and who has completed the majority of their degree coursework, may request a time extension by completing the Time Extension Request form (www.hood.edu/gradforms). The request must include the rationale for more time and a timeline to complete remaining requirements. A statement of support from the student's academic adviser, project adviser and/or program director is also required. Program directors may approve extension requests of up to one-year beyond their seven-year time limit. Time extension requests beyond one-year must be reviewed by the Graduate Council Committee on Student Petitions (please refer to the section titled *Exceptions to Academic Policies* (p. 221)). The student may appeal the outcome of the extension request to the Dean of the Graduate School.

TRANSFER OF CREDIT – INTERNAL AND EXTERNAL

A student may transfer a maximum of 6 graduate credits from another Hood graduate program or from an accredited institution prior to the first semester of graduate study for the majority of programs with some exceptions that follow. A student in the M.S. in Counseling or the MFA in Ceramic Arts programs may transfer up to 9 graduate credits external to Hood. Those in the DOL or DBA programs may transfer up to 8 credits of post-master's or doctoral-level work. In special cases, a student may transfer additional credits into the program beyond the stated maxima if there are extenuating circumstances, at the discretion of the graduate school dean and program director. Per the guidelines below, transfer credit for work completed elsewhere may be accepted after enrollment at Hood College with the permission of the program director and Office of the Registrar. External transfer credit does not apply toward the cumulative grade point average, but internal transfer credit does. Exceptions to this policy may exist through Memoranda of Understanding with other institutions. For more information, please contact the program director.

Requested transfer credit must meet the following criteria:

- Courses eligible for transfer (internal or external) must have been completed no earlier than five years from the start of the current Hood graduate program;
- Courses must carry at least two semester hours of credit;

- Courses must carry a grade of B or better; courses earned on a pass/fail basis are not eligible for transfer;
- Coursework completed in one graduate program (certificate or master's) may only be utilized in one other graduate program, whether taken concurrently or sequentially.

The procedure to transfer credits is as follows:

- The student must complete the Graduate Transfer Course Permission form, obtain the required signatures/approvals, and submit to the Office of the Registrar. Syllabi or course descriptions for the requested transfer courses must accompany the form.
- Upon completion of external coursework, the student must submit an official transcript to the Office of the Registrar to have the approved transfer credits awarded on the Hood transcript.

Students who completed a Hood College certificate in the following areas within five years of enrollment in the related master's program, may apply all certificate credits towards the master's program. No additional internal transfer credit will be accepted, and students may not apply coursework from two certificate programs to one master's or doctoral program:

- Bioinformatics certificate into Bioinformatics (M.S.)
- Ceramic Arts certificate to Ceramic Arts M.A. or MFA
- Cybersecurity certificate into Information Technology, Cybersecurity (M.S.), or Computer Science (Cybersecurity certificate courses may only be used once towards one of these master's degrees)
- Elementary STEM certificate into Curriculum and Instruction (science and mathematics concentration)
- GIS certificate into Environmental Biology
- Accounting, Financial Management or Organizational Management certificate into MBA
- Secondary Mathematics Education certificate into Mathematics Education or Mathematics Instructional Leadership
- Thanatology certificate into Counseling
- Trauma, Crisis, Grief and Loss certificate into Counseling

Students who completed a master's degree at Hood College in one of our graduate education programs and wish to pursue the Educational Leadership 18-credit certificate, may transfer any applicable coursework taken, where a minimum grade of B was earned, from that master's degree to the certificate program. The coursework must have been completed within five years of enrollment in the certificate program. Any coursework beyond the five years the student wishes to transfer from the master's program to the certificate program, will require additional approval of the program director and registrar.

CONFERRING OF DEGREES AND CERTIFICATES

Degrees and certificates are conferred and awarded January 15, June 5, and September 15. Only students earning master's or doctoral degrees participate in commencement. Students earning master's or doctoral degrees in January and June participate in the May commencement ceremony. Students earning master's or doctoral degrees in September participate in the May ceremony the following year. Commencement information is available online at www.hood.edu/commencement, which is updated regularly. Attendance is not required, but all are encouraged

to participate. For further information, see the section on *Graduation* (p. 223) in this chapter.

Only students who have officially declared enrollment in a certificate program, either as a sole program or in conjunction with a master's program, will have said certificate conferred.

The Petition for Certificate Completion form and the Petition to Graduate form are both found online at www.hood.edu/gradforms.

Graduation

Students must complete and submit the Petition to Graduate form to the Office of the Registrar by the established deadlines posted to the College's academic calendar to ensure they appear as candidates for the graduation date intended. The College, however, reserves the right to confer a degree on a student who has completed all of the requirements for a degree even though the student has not petitioned to graduate; such an individual would then be subject to the College's usual rules and restrictions regarding future enrollment or registration. In such cases where the College confers a degree for a student who has not petitioned to graduate, the diploma will convey the legal name listed in the student record.

The Office of the Registrar may send notices to students who have completed a minimum of 21 graduate credits (depending on the program) toward their program requirements; however it is the student's responsibility to review the deadlines and submit the Petition to Graduate form by the established deadlines. The Petition form includes information for those planning to complete their degree requirements within a year's time. *See Degree Requirements* (p. 219) section for GPA requirements.

A list of potential graduates for master's and doctoral degrees is submitted for faculty and trustee approval during their scheduled meetings. If a student petitions the Office of the Registrar but does not complete the degree requirements on schedule, the student must submit a new petition indicating a new completion date.

The College celebrates graduation in a formal commencement ceremony in May. It is Hood's policy that only those students who graduated in September and January immediately preceding the ceremony date, and those candidates for June of the commencement year, may participate in commencement. Diplomas will be available for pickup by the student in the Office of the Registrar or may be mailed to the student at his or her request after the degree conferral date. Commencement regalia may be purchased through the College bookstore. Students may only attend one commencement ceremony per degree earned. Failure to participate in the commencement ceremony where the degree was originally earned, does not qualify students to attend future ceremonies.

GENERAL POLICIES AND OPERATING PROCEDURES

Campus Safety

The Office of Campus Safety is located on the second floor of the Whitaker Campus Center, and can be reached by calling 301-696-4548. 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

During inclement weather, the College will activate its emergency notification system, which alerts community members of time-sensitive

information during unforeseen events or emergencies. This system uses voice, email, and text messaging options. By default, all active students, faculty and staff are registered in the system to receive the email option. To receive the other options, you may log into your account, through the campus safety website and update it. You may also receive the latest information on weather related announcements at www.hood.edu or contacting the weather hotline at 301-696-3131 ext. 9.

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

Students with financial holds due to unpaid fees will not be able to register for coursework until the balance is cleared. Questions about billing should be directed to the accounting office at accounting@hood.edu.

Parking

Parking is permitted on a first-come, first-served basis. Given the 24/7 nature of campus life, the number of vehicles on campus and the number of available spaces fluctuate throughout the day and evening. Additional parking can typically be found on the streets surrounding the College. When parking in the surrounding community, be courteous and respectful of neighbors. Do not block driveways or park in such a way as to inhibit another driver's ability to maneuver in or out of a parking space. Whether parking on or off campus, pay attention to all parking signs, especially those that identify restricted or reserved spaces, fire lanes and no parking areas. Hood College does not have parking jurisdiction in the community. Frederick City Police Department will ticket and/or tow vehicles at the owner's expense.

Parking permits are required for cars parked in all campus lots. Vehicle registration can be completed through Self Service and students can submit their email confirmation receipt to the Office of Campus Safety in the Whitaker Campus Center, room 108, where they will be issued a parking hangtag.

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 director of accessibility services (the Student Success Center) as soon as possible. Early notification prevents delays in initiation of services and ensures

the student full access to educational activities. The director, 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. Students requiring ASL interpreters should visit the ASL Interpreter Requests webpage at <https://www.hood.edu/academics/josephine-steiner-student-success-center/asl-interpreter-cart-services-requests>.

Transcripts

Hood College has authorized the National Student Clearinghouse to provide official transcript ordering. This service provides 24/7 access to ordering site; secure transactions; secure electronic transcript delivery worldwide; automatic order updates via mobile text alerts and email; and online order tracking.

All orders for official transcripts may be placed via Self Service (no log-in necessary) or www.getmytranscript.com.

Please note: we are unable to process transcript orders for students with a hold for failure to complete the required sexual assault prevention training. Please resolve the hold and task with the graduate school (gofurther@hood.edu).

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 pool and fitness center.

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 Satisfactory mastery of course content and ability to apply course content concepts. Work indicates a 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, research, field work, software engineering projects, some special topics or some internship coursework; equivalent to a minimum B grade (82%) at the graduate level.
- U Unsatisfactory performance on thesis, research, field work, software engineering projects, some special topics or some internship coursework; 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.
- WX Administrative withdrawal due to extensive absences.

INC Incomplete work

IP In Progress

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 GPA requirement for graduation. A student whose GPA is below 3.0 may be dismissed for academic reasons after the academic warning period (see Academic Standing and Warning section (p. 218)).

Grade	Point Value	Grade	Point Value
A	4.00	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	F	0
B-	2.67	U	0

Grades of W, WX and INC carry no point value and are not considered when calculating the GPA

Incompletes

An incomplete may not be granted unless a student has completed at least half of the work of the course with a passing grade and by permission of the instructor and program director. 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. It is not meant to be used to allow for late assignment submission.

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 Registrar's Office or online at www.hood.edu/gradforms. 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. The instructor, the student, and the program director must sign and approve the Application for Incomplete Grade form and the provisions for completion. The completed Application for Incomplete Grade form must be submitted to the Office of the Registrar no later than the last day of classes for the term.

All assignments for the course in question must be completed by March 15 for fall courses, October 15 for summer courses and August 15 for spring courses, but instructors may assign deadlines before these standard dates. Any subsequent request for a further extension of the incomplete grade must be submitted by the student and approved by the instructor, program director and Registrar. Upon completion of all related assignments, the grade of "I" will remain permanently on the candidate's transcript with the final grade earned beside it.

ACADEMIC SEMESTERS AND SESSIONS

The academic year at Hood contains a fall semester, a winter term in January, a spring semester and two summer sessions. A calendar published in this catalog gives significant dates within the semesters and sessions.

AUDITING

With instructor permission, degree and non-degree seeking students may audit graduate lecture courses as space permits. As the term implies, auditors listen rather than engage in class discussions and projects.

Auditors attend class meetings but do not write papers or take exams or quizzes. A course that was previously audited may be taken for credit at a later time. A course that was taken for credit and successfully passed, may be taken again for audit. See the *Tuition, Fees and Other Charges* (p. 213) section for rates.

Limits/Restrictions:

- The student receives neither credit, letter grade nor grade points for an audit; however, the audit and a grade of "AU" does appear on the transcript.
- There is no limit on the number of courses that a student may audit; however, students may not exceed a combined 12 credits of for-credit and/or audit bearing coursework in a given semester.
- It is not possible to audit courses such as creative writing, studio arts and other courses where the nature of the activity requires the participation of the student.
- No changes to or from the audit option may be made after the end of the drop/add period of the academic term.

COURSE CANCELLATION

The Graduate School reserves the right to cancel courses in which fewer than eight students are enrolled during the fall and spring semesters, and fewer than five students enrolled for summer and winter terms.

Courses may also be canceled due to unforeseen circumstances of faculty availability. If a course is canceled, students will be notified, and 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. Syllabi for such courses will clearly outline different expectations for graduate and undergraduate students. 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.

In addition, some courses at the doctoral (600) level are double numbered with courses at the graduate (500) level, and doctoral students will be expected to submit additional work to ensure doctoral level work is fulfilling the credits required for the course.

EXEMPTION FROM COURSES

A student may request an exemption or waiver from taking a course offered and/or required for their program. 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 Office of the Registrar, 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 for master's level and 675 for doctoral level. These courses offer students an opportunity to undertake an individual project supervised by a faculty member for topics not covered by coursework that is offered in the program. 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. Students may not enroll in Independent Study topics to fulfill existing coursework offered in the program.

To register for an independent study, the student must submit to the Office of the Registrar a completed Permission to Enroll Form. The form requires a written proposal (which may be an abstract or syllabus) and signatures of the student, instructor, program director and the Registrar. Registration must be completed during the regular registration period. This form is available from the Registrar's office or online at <http://www.hood.edu/gradforms/>.

The student and instructor must arrange a regular schedule for conferences and submission of work throughout the semester, including the date when the final paper is due.

A student may register for no more than 6 credits of independent study in any master's degree or certificate program and no more than 8 credits for the doctoral program. A student may register for 1, 2 or 3 credits of independent study during any semester or during the summer session.

ELECTIVE INTERNSHIP OPPORTUNITY

Many graduate programs offer an internship course (597) that can be taken to fulfill elective credits for the degree. This offers students the opportunity to gain practical experience pertaining to their degree program, while earning credit. This course also meets eligibility requirements for international students studying on F1 visas, seeking Curricular Practical Training (CPT) options. Elective internship credits may not be used to substitute for required courses in the program, unless written approval by the program director is submitted to the registrar's office.

The programs with elective internship opportunities are:

PROGRAM	COURSE	CREDITS AVAILABLE
Biomedical Science	BMS 597	1-3
Computer Science	CSIT 597	1-6
Cybersecurity	CYBR 597	1-6
Health Informatics	HIFX 597	1-6
Humanities	HUM 597	1-3
Information Technology	CSIT 597 or ITMG 597	1-6
Management Information Systems	ITMG 597	1-6
MBA	MGMT 597	1-6
DOL/DBA	LEAD 697	1-8

Students should review the course description for their program's internship option to determine eligibility and prerequisite requirements.

Finding an Internship

Students may seek out internship opportunities on their own or may work with Career Center staff to locate internship opportunities. As this process may take 8-12 weeks, it is important for students to allow ample time to work with the career counselors to explore opportunities, assist with cover letters and resumes/CVs, and interview practice. For more information, and to make an appointment through Handshake, visit the Career Center website.

Time Requirement

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

Internship Paperwork

Step 1: Students must complete the Graduate Application for Internship (www.hood.edu/gradforms) and submit to the registrar's office for confirmation that eligibility requirements have been met.

Step 2: If a student receives an offer of employment, they must obtain an official letter from the employer that includes the following:

- Offer should be on company letterhead
- Details of the internship
 - Position and responsibilities
 - Location
 - Number of hours expected to work
 - Dates of employment
 - Salary, if applicable

- Employer contact name, phone number and email address
- Site supervisor contact name, phone number and email address

Step 3: Verification of employer and opportunity - the Career Center will review the offer of employment, application for internship, and verify the employer as well as the position/opportunity are valid. This process may take up to two weeks.

- If approved, student proceeds to Step 4
- If not approved, career center will notify the student, registrar's office and department faculty. They may continue to work with the student to locate valid employers or opportunities to start the process over.

Step 4: Secure a Hood faculty instructor - as there are academic components to the internship, the student will need to find Hood faculty member from their department who can serve as instructor for this internship. If they agree, they will provide the student with a syllabus detailing required assignments, meetings, and learning outcomes.

- Provide a copy of Application for Internship paperwork to the designated faculty after the student has received the offer of employment and after the Career Center has signed the form validating the opportunity.
- If the faculty member agrees to serve as the internship instructor, they should sign the Application of Internship form.
- Internship instructor may also ask the student to complete a learning agreement.

Step 5: Submit the approved and signed Application for Internship paperwork, along with the employment letter to the registrar's office via email at hoodgrad@hood.edu for registration processing. The paperwork must be submitted by the drop/add deadline of the term in which the student plans to enroll. Once registered, the registrar's office will provide a copy of the Internship Time Sheet, which the student will use to track hours worked, and obtain the site supervisor's signature at the completion of the internship. This time sheet should be returned to the Hood faculty internship instructor by the end of the enrolled term to be factored into the final course grade.

Once enrolled, the internship instructor may provide a learning agreement to the student, indicating course objectives and requirements. For F1 students - once enrolled, the PDSO will update the student's SEVIS record and provide the student with an updated I-20. To apply for SSN (Social Security Number), the student will need the updated I-20, offer letter, valid passport, and letter of support from the PDSO.

Some programs specify the maximum internship credits allowed in the course description. For those that don't, no more than 6 credits of elective internship coursework within a degree program are allowed and require program director approval.

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.

Internship opportunities are not Guaranteed. Interns are not placed in sites, and it is the student's responsibility to find a site. The Center for Career Development and Experiential Education 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, the student should officially withdraw from the internship course by the course withdrawal deadline outlined in the academic calendar. Students who withdraw from coursework after the drop/add period will receive a grade of "W", which has no effect on the GPA, but is not eligible for refunds or credit on tuition.

Time Requirements

An internship represents a time commitment of 40 hours per enrollment semester, per credit hour at the internship site along with time spent in reflection and critical thinking of their internship activities. To support these goals and to build a peer community of practice, students should plan on meeting with their Hood instructor/supervisor periodically during internship term. In addition, students should expect to submit additional work to the Hood instructor/supervisor, which may include, but are not limited to journal activities, book or article reviews, portfolio or paper detailing the experience at the internship.

REGISTRATION AND ENROLLMENT

A student must be officially admitted as either degree or non-degree seeking, 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 term. Dates and hours when students may register and instructions for registering are available online at www.hood.edu/gradregister. Students are encouraged to register online using Self-Service after their initial term of enrollment. *Note: Students in the doctoral program in organizational leadership are registered every term by the registrar's office.*

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 will require written approval by the instructor. Non-degree 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 drop/add period of the semester as defined on the Academic Calendar.

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 or 6 credits 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 GPA. A student who fails required coursework for their program twice is subject to dismissal from the program. They may appeal to the Graduate Council Subcommittee

on Student Petitions for reinstatement and an exception to the Repeat Course policy (*see Exceptions to Academic Policies, Regulations or Requirements*).

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.

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. Students accept full responsibility for missed content and/or timely submission of assessments due to their absence. This policy equates "absence" with lack of participation, especially for coursework that is held online asynchronously.

The College recognizes that there are other justifiable reasons for class absence, like the observance of religious holidays or illness. 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. Failure to attend class or properly withdraw will result in a grade of "WX" (administrative withdrawal) or "F".

Due to Homeland Security requirements for full-time enrollment, students on F-1 visas may not withdraw from any coursework in the Fall and Spring semesters, which would lower their course load below full-time status (9 credits). A student with an F-1 visa who chooses to withdraw from coursework that would put them into part-time status, will be in violation of Homeland Security regulations and will have their visas terminated.

Graduate students should notify the Dean of the Graduate School if they are unable to attend class due to serious illness or an emergency situation. With permission from the student who is admitted to the hospital or at home for medical reasons, Hood College Health and Counseling Services can notify the Dean on the student's behalf, who will notify the student's professors and program director that the student is absent with the estimated date of return to classes. No other information about diagnosis or treatment will be shared. The student will be responsible for contacting professors, determining class status, and making arrangements for completing coursework upon their return. For situations requiring an extended absence, students should refer to the Leave of Absence section for graduate students in the College Catalog. The Dean of the Graduate School can be reached by calling 301-696-3600 or email GradDean@hood.edu.

Limits/Restrictions:

- For face-to-face courses, students must attend the first class meeting of each of their courses. For online courses, students must participate in the online class as outlined in the syllabus during Week 1 of the semester. Failure to do so or failure to notify the instructor or the Registrar's office of their absence, 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 or participation policy risks dismissal from the course. Instructors may

have a student withdrawn from a class and a grade of WX recorded up until the deadline for course withdrawal. After the course withdrawal deadline has passed, the student receives a grade of F in such cases.

- 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.
- Students who withdraw or are withdrawn from coursework after the designated drop/add period, are responsible for all tuition and fees associated with that coursework.

SCHEDULE CHANGES

Students may drop or add courses through Self Service throughout the registration period until the day before the term begins. Drop/add requests after the term begins and during the drop/add period as outlined in the Academic Calendar, must be processed in writing with the Office of the Registrar. A student may be added to a class once the term 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 (see registration and course withdrawal forms online at www.hood.edu/gradforms).

Please see the *Withdrawal from Classes and Refunds* section (p. 229) for further information on the tuition refund/credit policy.

STUDENT COURSE LOAD

Master's and graduate certificate program enrollment status levels (Fall and Spring):

- 9 or more credits = full-time
- 6-8 credits = three quarter time
- 3-5 credits = half-time
- less than 3 credits = less than half-time

Doctoral program enrollment status levels (Fall and Spring):

- 7 or more credits = full-time
- 5-6 credits = three quarter time
- 3-4 credits = half-time
- less than 3 credits = less than half-time

Students may start or continue their degree in summer semesters. Three credits of approved graduate coursework are considered to be equivalent of full-time enrollment in summer semesters

only for internal purposes (*Note: Hood College will still officially report enrollment based on the status levels above to all agencies*). 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. Due to the rigorous nature of graduate coursework, students are encouraged to limit enrollment to 9 credits each fall and spring semester, however in programs where appropriate, a student may take 12 credits a semester after consultation with their academic advisor. If a student has outstanding Incomplete (INC) grades from previous terms, those credits may count in the 12 credit maximum allowance, thus reducing the credit allowance for the current term. International students with student visas (F-1) must enroll full-time each fall and spring semester, unless enrolled in their final semester of coursework and they have a Petition to Graduate on file with the Registrar's office. If a student is in their final semester and has completed all degree requirements, except the internship (CPT) course (usually numbered 597), registration in any CPT course satisfies full-time enrollment. Otherwise, if an F-1 student elects to complete CPT in a semester prior to their final semester, it must be part of the minimum full-time enrollment normally required.

A current graduate student may not enroll in more than 12 credits per term without written permission by the program director and academic adviser. Permission may be granted after the program director and academic adviser consider: the student's rationale for the request provided by the student in a brief, written statement which will be submitted to the Office of the Registrar no later than two weeks before the start of the term in consideration; and achievement in courses completed at Hood College.

A student enrolling in their first term at Hood College may not register for more than 12 credits.

STUDENT GUIDELINES FOR ONLINE, BIMODAL AND HYBRID COURSES

I. Definitions

A. Distance Education: Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

B. Distance Education Programs follow the U.S. Department of Education definition, whereby all required coursework for program completion is able to be completed via distance education courses.

C. Course Categories:

1. **TRAD** or Traditional = face-to-face, on-campus courses with an assigned room, day(s) and meeting time(s).
2. **HYB** or hybrid = a combination of on-campus and remote instructional modalities. Blended options include **A**) synchronous on-campus (noted as TRAD above) + synchronous online or **B**) synchronous on-campus + asynchronous online. **NOTE: No more than 49% of the course content can be delivered remotely.**
3. **S-OL** or online synchronous = 100% online with an assigned day(s) and time for required weekly online meetings/activities. **NOTE: Faculty may incorporate some asynchronous meetings under this format, but the majority of the course meetings should occur synchronously.**

4. **A-OL** or online asynchronous = 100% online and asynchronous; no assigned, nor required weekly meetings/activities.
5. **BIMO** or Bimodal = A single course section that allows students to attend synchronously either in person on campus or online. Instructors may appear in person or online and are required to enter attendance in Self Service every class meeting.

<https://nces.ed.gov/ipeds/>

II. Student Requirements and Expectations

1. The ability of students to succeed in the online environment depends on their ability to understand the class structure and the technology of online content delivery, online interactions, motivation and self-discipline.
2. Online courses are part of the student's regular course load, and they are counted the same as on-campus courses.
3. Students enrolling in online courses or programs must have reliable internet access and be able to successfully navigate the LMS and use the required technologies.
4. In addition to the standard teaching evaluation students complete for all Hood College courses, students are required to complete a few additional questions on the evaluation specific to the online delivery of a given course.

III. Student Integrity and Authentication

1. Students are issued a unique username and password for access to Hood's LMS.
2. Proctored exams requiring the student to be present on campus may only be used in hybrid courses.
3. Faculty may use other means or technologies to authenticate the work of online students (e.g., proctored exams, special software, web cameras). If a faculty member chooses to use additional means of authenticating the work of online students, the students must be informed in writing at the time of course registration of any actual and/or projected associated costs (e.g., cost of specialized software, estimated cost of web camera). Any projected additional student costs associated with verification of student identity/authentication of online student work must be approved by the graduate dean following a recommendation from the program director.
4. Students in all courses and programs, regardless of delivery format, must adhere to Hood's Academic Integrity policy and college policies as outlined in the College Catalog.

IV. Student Privacy: Student privacy in all courses and programs regardless of delivery format is protected as per the Policies and Procedures Relating to the Family Education Rights and Privacy Act.

V. Technical Support

1. The institution provides online students with reasonable technical support for each educational technology hardware, software, and delivery system required in a program.
2. Online students will have direct access to telephone and online chat technical support during business hours (9-5pm EST) and offline (email) support at all other times.
3. Blackboard is the College's learning management software, which also provides vendor-supported assistance 24/7. See the link for the Blackboard support in your Bb classroom.

WITHDRAWAL FROM CLASSES AND REFUNDS

It is the responsibility of the student to notify the Office of the Registrar that they are withdrawing. Notification of withdrawal must be in writing and must indicate the course number and section. Students are encouraged to withdraw by submitting the online withdrawal form (available at www.hood.edu/gradforms) via secure email submission. It is the student's responsibility to call to ensure receipt. Refunds will be given if the drop/withdrawal notice is received by the Registrar before the first course meeting or within the drop/add period as defined by the academic calendar. The drop/add period for summer terms is the first week of each term. After the first class meeting and within the drop/add period, there is an 80% refund/credit and the student is responsible for 20%. **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 be treated as a course "drop" and 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.

A graduate student may withdraw from a course by the withdrawal deadline as posted in the Academic Calendar. After the deadline, 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 the course withdrawal form referenced above by the course withdrawal deadline and 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.

Hood College is obligated to record a Withdrawal when students attend courses beyond our stated drop/add deadline, no matter their reason for late dropping, to maintain accurate record keeping for federal aid regulations. We need to accurately maintain a record of attempted credits on the transcript for Satisfactory Academic Progress (SAP) rules and, per those regulations, because we cannot exclude courses where students attended beyond the drop/add period, our SAP calculations and our quantitative standards need to include those attempted credits. So, while a student may have myriad reasons for needing to leave a course, the Withdrawal is not a value statement, is not punitive, and must remain on the transcript.

Failure to begin or ceasing to attend classes does not constitute official notice of withdrawal or reason for refund/credit on tuition. It is the responsibility of the student to notify the Office of the Registrar in writing of the student's desire to withdraw from a class.

WITHDRAWAL FROM HOOD COLLEGE AND READMISSION

Students who wish to withdraw from the College must submit the Graduate Withdrawal from the College form, found at www.hood.edu/gradforms. Students who wish to re-enroll at the College after they have withdrawn must submit the Graduate Readmission Request form (www.hood.edu/gradforms). Readmission is granted into the same program of original enrollment, under the catalog and program requirements in place at the time of readmission. Students who wish to be readmitted to a different program must apply through the Graduate School. Students withdrawn from the College due to dismissal must submit a petition for reinstatement to hoodgrad@hood.edu for review by the Graduate Council Sub-Committee on Student Petitions.

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.

Readmission of service members

A school must promptly readmit a service member with the same academic status as he had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service.

EXCEPTIONS TO ACADEMIC POLICIES

Exceptions to academic policies as stated in this catalog or elsewhere are rarely made. A student who believes an exception is justified may submit a petition via email (hoodgrad@hood.edu) to the registrar's office. The petition should include:

1. The student's name, Hood ID number, academic program, and email;
2. The expected date of graduation;
3. The specific exception being requested and the reason(s) for the request;
4. A timeline of completion, in the case of time limits and/or academic performance issues;
5. Letters/statements from the academic adviser and program director addressing whether or not they support the petition. In the case of thesis or project petitions, a letter from the thesis or project adviser is also required.

The petition and supporting documentation will be reviewed by the Graduate Council Committee on Student Petitions. The registrar's office will notify the student of the Committee's decision. The student may appeal the outcome to the dean of the graduate school. A student may not petition for reinstatement more than once. For clarity and legal reasons, all formal complaints and appeals must be in written, not oral form.

GRADE APPEAL

If a student receives a final grade in a course that she or he believes is incorrect or unfair, he or she may appeal that grade by following this procedure:

- Student must contact the faculty member involved, in writing, within 30 calendar days of the posting of the disputed grade. The grade appeal request must outline the specific grievances about the grading procedure, grounds for appeal and attach relevant documentation (syllabus, guidelines for papers or presentations etc.).
- The instructor should provide a decision regarding the grade appeal review within 30 calendar days of the receiving the request from the student.
- If, after hearing the instructor's explanation, the student still wishes to appeal the grade, she or he must present the grade appeal to the program director within 30 days of notification from the instructor. The program director must provide a decision regarding the grade appeal review within 30 calendar days of receiving the request from the student.
- If the student is still not satisfied, the student may make a final appeal to the dean of the Graduate School. In such cases, the dean must be contacted prior to the end of the term immediately following the semester the grade was posted.
- Failure to follow this timeline provides sufficient grounds for dismissing an appeal. 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, dean) are to maintain strict confidentiality until the matter is resolved.

For clarity and legal reasons, all formal complaints and appeals must be in written, not oral form.

GRADUATE STUDENT CONDUCT

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 student conduct. Graduate students 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 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:

1. Behaviors that disrupt or interfere with teaching, research or other academic activities
2. Behavior that can lead to physical harm
3. Physical or verbal threats, intimidation that may interfere with another's full participation in the life of the College
4. Conduct that constitutes sexual harassment or any violation of Policy 55
5. Unauthorized access to College or personal data
6. 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 body. All allegations should be filed in writing within 14 calendar days of the incident with the exception of a violation under Policy 55 (see policy on Hood's Human Resources site). The dean will provide a thorough investigation of the incident and take appropriate action. These sanctions may include:

1. 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 the appropriate office for assistance.
2. 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.
3. Dismissal: termination of student status at the College.

Smoking, Alcohol and Substance Use Policies for Graduate Students:

Policies Graduate Student Smoking is prohibited in all Hood College campus buildings including residence hall rooms, hallways, porches, fire

escapes and balconies; private offices, conference rooms and hallways; lounges, rest rooms and other enclosed work spaces. This policy prohibits all tobacco products, including e-cigarettes, vaporizers and other smoking paraphernalia. Smoking also is prohibited in campus vehicles, leased and owned and outdoors on campus property. Violations of this policy will result in a fine. No drugs or alcohol may be consumed or possessed on campus or in classroom settings with the exception of approved celebrations, where alcohol may be served to graduate students 21 and older. While recreational and medical use of cannabis is legal in Maryland for adults 21 years and older, its possession, distribution and use remain strictly prohibited on campus. Students in violation of tobacco, alcohol, or drug policies will be referred to the Graduate School for disciplinary action.

APPEAL PROCESS

Within 14 calendar days of receiving notification from the dean concerning the decision, the student may submit a written request to the Graduate Council Subcommittee at hoodgrad@hood.edu 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 Graduate Council Subcommittee will then review the sanction and proceedings and report its findings to the student and dean. The student can make a final written appeal of the outcome to the provost within 14 calendar days after receiving the subcommittee's decision. For clarity and legal reasons, all formal complaints and appeals must be in written, not oral form.

GRADUATE ACADEMIC PROGRAMS AND FIELDS OF STUDY

Doctoral Programs

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- Organizational Leadership, DBA/DOL (p. 257)

Master of Arts

- Ceramic Arts (p. 237)
- Humanities (p. 250)

Master of Business Administration

- Business Administration (p. 235)
 - accounting (p. 235)
 - data analytics-STEM (p. 236)
 - finance (p. 235)
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 - information systems-STEM (p. 236)
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 - public management (p. 235)

Master of Fine Arts

- Ceramic Arts (p. 237)
- Creative Writing (p. 240)

Master of Science

- Bioinformatics (p. 234)
- Biomedical Science (p. 234)
 - biotechnology/molecular biology (p. 234)
 - microbiology/immunology/virology (p. 234)
- Computer Science (p. 237)
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- Counseling (p. 237)
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- Mathematics Instructional Leadership (p. 254)
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 - Grades 4-9 (p. 254)
- Nursing
 - Healthcare Leadership
 - Nursing Education
 - Adult-Gerontology Primary Care Nurse Practitioner
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Nursing

- Healthcare Leadership
- Nursing Education
- Adult-Gerontology Primary Care Nurse Practitioner

- Nutrition (p. 256)
 - Dietetics (p. 256)
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Certificates

Accounting (p. 260)
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Geographic Information Systems (GIS) (p. 261)
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Trauma, Crisis, Grief and Loss (TCGL) (p. 264)

BIOINFORMATICS, M.S.

Program Director: Eckart Bindewald, Ph.D., bindewald@hood.edu

Bioinformatics is a multidisciplinary field that combines biology, computer science, and mathematics to develop methods for the processing and interpretation of biological data. Bioinformatics drives biological research through the development of computational tools while computational biology focuses on the use of existing tools to analyze and interpret biological data. The M.S. in Bioinformatics is designed to ensure that students develop expertise in both the biological and computational concepts needed for success as either a bioinformatician or as a computational biologist. Employers are seeking bioinformaticians and computational biologists with a strong understanding of the underlying biology and the ability to analyze and interpret complex data. Students will learn to perform robust and reproducible analyses using existing computational resources and will gain the skills necessary to build new computational tools adapted to evolving data types. In addition, students will develop the leadership and communication skills necessary to function effectively in a complex matrix environment. Students are encouraged to showcase their skills through internships or collaborative projects, and the degree culminates in a hands-on capstone or thesis experience that can be performed at a wide variety of nearby federal and corporate biotech labs.

The MS in Bioinformatics has the following learning outcomes:

- Demonstrate proficiency in R, Python, Unix/Linux and an understanding of programming best practices.
- Obtain, utilize, archive, and share data using the best practices for reproducible research.
- Understand, interpret and present results from “-omics” data, including Next Generation Sequencing results.
- Apply principles of machine learning to identify and interpret patterns in data.
- Utilize leadership skills to plan and execute a project in a matrix environment.

Application Requirements:

Students wishing to enter the program must have 1) a completed undergraduate degree (BA or BSc) in a life science or computer science field with a GPA of 2.75 or higher; or 2) an in-progress or completed Hood College Certificate in Bioinformatics with a 3.0 or higher; or 3) a completed Master's degree (MA or MSc) in a biology-related field or computer science related field with a 3.0 or better.

PROGRAM REQUIREMENTS

The 33-credit M.S. in Bioinformatics includes options for a 3-credit capstone project or a 6-credit thesis. All of the classes are taught in the evening by experts in the field who interact personally with their students. The degree includes a required “gateway” foundational course that differs according to the student’s background in either biology or computer science. The coursework includes the following:

Core Courses - 24 credits required

BIFX 501/BMS 501	Foundation in Life Sciences	3.0
or		
BIFX 502	Foundations in Computer Science	3.0
BIFX 503	Biostatistics in R	3.0
BIFX 504	Advanced Molecular Bio for Bioinformatics	3.0

BIFX 545	Leading Reproducible Research	3.0
BIFX 550	Functional Genomics: Sequence Analysis and Structural Bioinformatics	3.0
BIFX 551	Advanced Programming for Bioinformatics	3.0
BIFX 552	Bioinformatics Data Skills	3.0
BIFX 553	Applied Data Science for Bioinformatics	3.0

CSIT 512 (p. 278) will fulfill the requirement for the BIFX 502 foundation course.

Elective Courses - 3-6 credits required

BIFX 506	Sequencing Analysis Practicum	3.0
BIFX 530/IT 530	Applied Database Systems	3.0
BIFX 546	Machine Learning for Bioinformatics	3.0
BIFX 547	Building and Using Web-based BIFX Applications	3.0
BIFX 548	Data Visualization for Bioinformatics	3.0
BIFX 572	Computational Genomics Practicum	3.0

Capstone or Thesis

BIFX 579	Bioinformatics Capstone or Bioinformatics Master's Thesis I	3.0
BIFX 580B	Bioinformatics Master's Thesis II	3.0

BIOMEDICAL SCIENCE, M.S.

Program Director:

Meredith Yeager, Ph.D.; yeager@hood.edu
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.

Application Requirements

Applicants will be accepted into the program based on selection criteria that include undergraduate coursework, grade point average, area of research interest and experience. Relevance of the undergraduate degree is considered. Priority is given to students who majored in biology, biochemistry or chemistry. Undergraduate coursework required includes completion of the following with a **grade of B or better**: microbiology, organic chemistry, upper level genetics (equivalent to Hood's BIOL 316), and cell biology (equivalent to Hood's BIOL 339). All official transcripts must be submitted. In addition, an essay that discusses the student's work experience and future goals is required.

For additional admission information, see *Graduate Admission* (p. 211).

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 Faculty for Biomedical Science.

4PLUS Dual Degree

Students majoring in Biology or Biochemistry may during their junior year apply to the BMS program for dual degree status. If accepted in the program, students may take some of the required and elective courses at the 400 level as undergraduates and not repeat them during the graduate degree phase. In the senior year the student may pursue research for the undergraduate capstone requirement and pursue more in depth research for the Master's thesis. A student in dual degree status may apply 9 credits of 500-level BMS courses toward both undergraduate and graduate degrees with prior approval.

PROGRAM REQUIREMENTS

Foundation Course

The foundation course provides background knowledge and skills necessary for the completion of the degree requirements. Students admitted to the BMS program that do not meet all of the academic requirements for admission to the program will be required to take this course in addition to the 33 credits required for program completion. Students who are waived from foundation coursework cannot complete it for elective fulfillment.

BMS 501/BIFX 501	Foundations in Life Sciences	3.0
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Core Courses (all concentrations)

The core courses provide a foundation for electives in either curricular concentration: Biotechnology/Molecular Biology or

Microbiology/Immunology/Virology		
BMS 511/BIOL 411	Protein Biochemistry	3.0
BMS 523	Cell Structure & Function	3.0
BMS 524/BIOL 424	Molecular Biology of Eukaryotic Cells	3.0
BMS 537/BIOL 437	Introduction to Bioinformatics	3.0

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.

Concentration in Biotechnology/Molecular Biology

BMS 505	Biostatistics	3.0
BMS 512/BIOL 412	Biochemistry of Intermediary Metabolism	3.0
BMS 520	Protein Purification and Characterization	3.0
BMS 525/BIOL 425	Virology	3.0
BMS 528/BIOL 428	Immunology	3.0
BMS 529	Oncology Drug Discovery	3.0
BMS 533	Basic Principles & Methods in Molecular Genetics	3.0
BMS 534/BIOL 434	Molecular Genetics	3.0
BMS 535	Methods of Molecular Research	3.0
BMS 539	Molecular Immunology	3.0

BMS 540	Advanced Topics in Recombinant DNA Technology: Genome Analysis & Mapping	3.0
BMS 541	Advanced Topics in Recombinant DNA Technology: Gene Structure & Function	3.0
BMS 542	Ethics in Science	3.0
BMS 552	Biomedical Literature Review	3.0
BMS 575	Independent Study	1.0 - 3.0
BMS 590	Advanced Topics in Biomedical Techniques	3.0
BMS 597	Internship	1.0-3.0

Concentration in Microbiology/Immunology/Virology

BMS 505	Biostatistics	3.0
BMS 512/BIOL 412	Biochemistry of Intermediary Metabolism	3.0
BMS 525/BIOL 425	Virology	3.0
BMS 527	Pathogenic Microbiology	3.0
BMS 528/BIOL 428	Immunology	3.0
BMS 529	Oncology Drug Discovery	3.0
BMS 533	Medical Virology	3.0
BMS 539	Molecular Immunology	3.0
BMS 541	Advanced Topics in Recombinant DNA Technology: Gene Structure & Function	3.0
BMS 542	Ethics in Science	3.0
BMS 543	Advanced Immunology	3.0
BMS 552	Biomedical Literature Review	3.0
BMS 575	Independent Study	1.0 - 3.0
BMS 590	Advanced Topics in Biomedical Techniques	3.0
BMS 597	Internship	1.0-3.0

Thesis Track Requirements

Four core courses	12.0
Five elective courses	15.0
BMS 580A	Biomedical Science Thesis A
BMS 580B	Biomedical Science Thesis B

BMS 580 (A and B): under the direction of a thesis adviser and a reading committee (3 credits for each section; 6 total thesis credits).

An oral defense of the thesis is required.

The following courses are labs: BMS 520, BMS 527, BMS 534, BMS 535, BMS 539, BMS 541

Non-thesis Track Requirements

Four core courses	12.0
Six elective courses, three of which must be laboratory lecture courses	18.0
BMS 571	Biomedical Science Seminar

The following courses are labs: BMS 520, BMS 527, BMS 534, BMS 535, BMS 539, BMS 541

BUSINESS ADMINISTRATION, MBA

Program Director: Tiamming Li, Ph.D.; li@hood.edu; 301-696-3688

The goal of the MBA curriculum is to provide students with a comprehensive professional education that prepares them for responsible leadership and management positions in business and public service. Students take a creative and innovative approach to solve complex problems in today's global business environment by integrating business theory and practical application. The importance of making both socially and ethically responsible decisions in today's business world is stressed.

In addition to the versatility of a broad business education, the program empowers students to think entrepreneurially and become thought leaders in reshaping, re-imagining and reinventing modern business.

The program is designed for full and part-time students who wish to complete their MBA by taking classes in the evening (with the option for some weekend courses in an accelerated format). 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' leadership, team-building, critical-thinking and communication skills.

The MBA program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP), whose mission is to promote "continuous improvement and recognize excellence in the accreditation of business education programs around the world."

At Hood, *it is not business, as usual*. The MBA program is designed to be personally enriching and professionally rewarding.

Application Requirements

Submit official transcripts from all institutions attended.

Students applying for the MBA program must complete an essay of 250 words or less that includes background experience and future goals.

Students whose cumulative GPA from their conferring institution is below 3.0 must also submit a résumé and two letters of recommendation, which can be emailed to the Graduate School at gofurther@hood.edu.

For additional admission information, see *Graduate Admission* (p. 211).

NOTE: Course substitutions are not permitted. A student may be exempted from these requirements by petition to the program director. The petition must be in writing and, if approved, written evidence of the exemption must be forwarded to the Office of the Registrar by the program director. The exemption is made a part of the student's record. When a course is formally exempted, another course must be taken. Exemption from a course does not constitute credit towards the MBA degree.

PROGRAM REQUIREMENTS

Foundation Courses

Five foundation courses (15 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. Students who have taken appropriate undergraduate coursework over an extended period (5 years or longer) may be required to take foundation courses. The MBA director will make the decision on a case-by-case basis. It is expected that students meet the foundation requirements before they enroll in core requirements. Any exceptions to this must be approved by the MBA director. Any foundation courses required are in addition to the 36 (thirty-six) credits required for program completion.

ECON 551	Foundations of Economics	3.0
MGMT 550	Business Analytics	3.0
MGMT 551	Management Theory	3.0
MGMT 553	Foundations of Accounting	3.0
MGMT 554	Legal Environment of Business	3.0

Core Requirements

Ten core courses (Thirty credit hours) provide a common body of knowledge and are required of all students in the MBA program. These courses provide a solid foundation in the functional areas of business, such as finance, marketing, and accounting and expose students to the environmental factors affecting business operations. Included in the core is a capstone course, MGMT 590 Strategy and Competitive Advantage, which is taken by MBA 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 academic adviser.

ECON 560	Managerial Economics	3.0
MGMT 560	Leadership & Organizational Behavior	3.0
MGMT 561	Financial Management	3.0
MGMT 562	Financial & Managerial Accounting	3.0
MGMT 563	Marketing Management	3.0
MGMT 564	Production & Operations Management	3.0
MGMT 565	International Management	3.0
MGMT 566	Information Management & Technology	3.0
MGMT 567	Organizational Sustainability	3.0
MGMT 590	Strategy & Competitive Advantage	3.0

Focus Area Courses

Students are required to complete two elective courses (six credits). Students may elect to take courses in one focus area (accounting, data analytics, finance, human resource management, information systems, marketing or public management) or may take courses from two different focus areas to receive a general management MBA. No substitutions are allowed with regard to any focus area courses. Courses may count for requirements in two focus areas, but the credits can only count toward one. Six credits are required for each focus area. No more than two focus areas may be pursued within the MBA degree.

Accounting Focus Area

MGMT 568	Accounting Information Systems	3.0
MGMT 580	Strategic Cost Management	3.0
MGMT 581/MGMT 481	Financial Statement Analysis	3.0

Data Analytics-STEM Focus Area

ITMG 516	Introduction to Data Analytics and Business Data Mining and	3.0
CSIT 512	Elements of Computer Programming or	3.0
ITMG 526	Practical Approach to Data Analytics	3.0

Finance Focus Area

MGMT 576	Advanced Financial Management	3.0
MGMT 577	Portfolio and Investment Management	3.0
ECMG 578/ECMG 478	International Financial Management	3.0
MGMT 581/MGMT 481	Financial Statement Analysis	3.0

Human Resource Management Focus Area

MGMT 582	Negotiation & Conflict Resolution	3.0
MGMT 585	Human Resource Management	3.0

Information Systems-STEM Focus Area

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 Focus Area

MGMT 570	Marketing Analysis for Managers	3.0
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MGMT 571	Advertising Management	3.0
MGMT 572	Supply Chain Management	3.0
Public Management Focus Area		
MGMT 585	Human Resource Management	3.0
MGMT 587	Public Administration	3.0

CERAMIC ARTS, M.A.

The ceramics arts program was discontinued in 2023. Current students should consult the catalog from their matriculation year to confirm degree requirements.

CERAMIC ARTS, MFA

The ceramics arts program was discontinued in 2023. Current students should consult the catalog from their matriculation year to confirm degree requirements.

COMPUTER SCIENCE, M.S.

Program Director: Aijuan Dong, Ph.D.; dong@hood.edu; 301-696-3884
 The Master of Science in Computer Science is a comprehensive 33-credit program designed for individuals seeking to advance their professional qualifications through graduate study in computer science. Graduates of this program will gain in-depth knowledge and hone problem-solving skills, equipping them for diverse scientific and technical roles in computing. The program's flexible structure, including a wide range of elective courses, allows students to explore various topics such as artificial intelligence, security, and software engineering. Additionally, students can specialize in one of two concentrations: data science or cybersecurity. This program also prepares graduates for potential doctoral studies.

Application Requirements:

All official transcripts and a résumé must be submitted.

For additional admission information, see *Graduate Admission* (p. 211).

PROGRAM REQUIREMENTS

Foundation Courses

The foundation courses represent background knowledge and skills necessary for successful completion of degree requirements. Some or all of the foundation 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 foundation courses. Any foundation courses required are in addition to the 33 credits required for program completion. Students who are waived from foundation coursework cannot complete it for elective fulfillment.

MATH 505	Discrete Math	3.0
CS 508	Computer Organization and Design	3.0
CSIT 512	Elements of Computer Programming	3.0
CS 519	Advanced Data Structures	3.0

Degree Requirements

A student must complete 33 credits beyond foundation 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	3.0
CS 524	Principles of Software Engineering	3.0

CS 528/CS 428	Artificial Intelligence	3.0
CS 564	Operating Systems	3.0
One of the following courses:		
CS 561/CS 461	Computer Architecture	3.0
CS 571	Programming Languages: Their Design and Compilation	3.0

Electives

Students must complete 18 credits of elective work, which may include a 6-credit thesis (CS 580), a 6-credit fieldwork project (CS 585), a 6-credit software engineering project (CS 595), or an internship (CSIT 597). All elective courses must be chosen from CS or CSIT prefixed coursework. Certain pre-approved courses from the CYBR program may also be chosen. Students may use their electives to pursue a concentration in Data Science or Cybersecurity (see concentration options below).

Concentrations

Students may elect a concentration in Data Science (12 credits) or Cybersecurity (15 credits), completing the remaining credits (6 or 3) required for program completion from elective options. Students who do not wish to pursue one of these concentrations will complete 18 credits of elective coursework.

Data Science Concentration

CS 522/CS 422	Data Mining	3.0
CS 527/CS 427	Data Science	3.0
CS 543/CS 443	Machine Learning	3.0
CSIT 565	Advanced Database Management Systems	3.0

Cybersecurity Concentration

Students cannot simultaneously pursue both the cybersecurity concentration and the cybersecurity certificate.

CSIT 532/CYBR 532	Computer Forensics	3.0
CSIT 534/CYBR 534	Network and Internet Security	3.0
CSIT 548/CYBR 548	Telecommunications and Networking	3.0
CSIT 555/CYBR 555	Information Systems Security	3.0
CSIT 537/CYBR 537	Applied Encryption and Cryptology	3.0
or		
CYBR 556	Ethical Hacking	3.0

COUNSELING, M.S.

Program Directors:

Clinical Mental Health Counseling: Megan Shaine, Ph.D.; shaine@hood.edu; 301-696-3166

School Counseling: Atiya Smith, Ph.D.; smitha@hood.edu; 301-696-3758

The Master of Science (M.S.) in Counseling will provide students with the knowledge and skill set needed to work as Clinical Mental Health Counselors or pre-K through 12th grade School Counselors. The program is designed to meet Maryland professional counselor licensure requirements; Maryland State Department of Education certification of the school counseling specialty is projected for 2017. In addition, the program conforms to the standards set by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), and CACREP accreditation will be sought when the program becomes eligible to apply, in 2018. Graduates of the program will demonstrate the professional knowledge, skills and practices necessary to address a wide variety of counseling activities in various settings. Graduates will be instructed in the following domains: foundations; counseling, prevention, and intervention; diversity and advocacy; assessment; research and evaluation; diagnosis; academic development; collaboration and consultation; and leadership.

Application Requirements

To be considered for admission to the M.S. in Counseling program, applicants should have a minimum undergraduate GPA of at least 3.0. Undergraduate coursework in psychology is strongly recommended. Depending on the applicant pool, GPAs under 3.0 may be considered if associated materials are strong. Applicants are encouraged to complete the GRE and/or additional counseling-related coursework to strengthen their applications. Selected applicants will be contacted to attend an interview day, with online or video interviews used for applicants who live more than two hours from campus.

Individuals applying to the master's in counseling program are required to submit:

- The online application and application fee
- Official e-transcripts from all post-secondary schools attended (these must be sent directly from previous institutions either to gofurther@hood.edu or via Parchment to the Hood Graduate Admission office)
- A current résumé or curriculum vitae, which can be attached to the online application by the applicant
- A 500-word personal statement describing factors that influenced the decision to apply to graduate school and how this program will facilitate the fulfillment of the applicant's professional goals, which can be attached to the application by the applicant.
- A 500-word essay on past experiences working with diverse populations and your understanding of cultural differences, which can be attached to the application by the applicant.
- A minimum of two (three preferred) academic and/or professional letters of recommendation (recommendation links will be emailed to references once the applicant enters their information in the online application. If they do not receive the links, references can email their recommendations to gofurther@hood.edu)

All application materials should be submitted by February 1 for fall admission and October 1 for spring admission. All materials and interview experiences will be considered by the department's admissions committee in order to render a decision.

PROGRAM REQUIREMENTS

Core Requirements

COUN 500	Human Development as a Lifelong Process	3.0
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COUN 501	Professional, Legal and Ethical Responsibilities	3.0
COUN 502	Social and Cultural Foundations of Counseling	3.0
COUN 503	Lifestyle and Career Development	3.0
COUN 504	Counseling Techniques	3.0
COUN 505	Group Dynamics, Processing and Counseling	3.0
COUN 506	Research and Program Evaluation	3.0
COUN 511	Theories and Principles of Counseling	3.0
COUN 534	Tests and Measurements	3.0

Students will select one of two specializations. School counseling students are permitted to complete coursework associated with the Clinical Mental Health specialty as their elective courses.

Additional state requirements for licensure eligibility may apply.

CLINICAL MENTAL HEALTH COUNSELING

Required Specialty Courses

COUN 530	Alcohol and Drug Counseling	3.0
COUN 531	Diagnosis & Psychopathology	3.0
COUN 532	Advanced Counseling Techniques	3.0
COUN 533	Marriage and Family Counseling	3.0

Choose 12 credits from the following:

COUN 507	Trauma & Crisis Interventions	3.0
COUN 521	Grief, Mourning and Bereavement	3.0
COUN 523	Principles of Thanatology	3.0
COUN 528	Developmental Perspectives in Thanatology	3.0
COUN 529	Historical and Multicultural Perspectives in Thanatology	3.0
COUN 560	Affirmative Therapy w/ LGBTQIA+ Client	1.0
COUN 561	Intro to Sexual Wellness in Counseling	3.0
COUN 562	Attachment Theory in Clinical Practice	1.0
COUN 563	Foundations in EMDR Therapy	1.0
COUN 564	Psychopharmacology	1.0
COUN 565	Introduction to Creativity in Counseling	1.0
COUN 566	Mindfulness-Based Behavioral Approaches	1.0
COUN 575	Independent Study	1.0 - 3.0
COUN 567	Foundations in Disaster Mental Health	1.0
COUN 568	Crisis Response & Prevention in Schools	1.0
COUN 570	Contemporary Issues in Veterans' Health	3.0
COUN 590	Teaching Assistantship	1.0
COUN 595	Independent Research Project	3.0
COUN 599	Special Topics in Counseling	1.0

Practicum and Internship Requirements

COUN 596	Practicum in Clinical Mental Health Counseling or School Counseling	.5 - 3.0
COUN 597	Internship I: Mental Health or School Counseling	.5 - 3.0
COUN 598	Internship II: Clinical Mental Health or School Counseling	.5 - 3.0

SCHOOL COUNSELING

Required Specialty Courses

COUN 540	Foundations of School Counseling	3.0
COUN 541	Program Planning, Management and Evaluation of School Counseling Programs	3.0
COUN 542	Collaboration, Consultation and Supervision	3.0
COUN 543	Counseling Children and Youth	3.0

Choose 12 credits from the following:

COUN 507	Trauma & Crisis Interventions	3.0
COUN 521	Grief, Mourning and Bereavement	3.0
COUN 523	Principles of Thanatology	3.0

COUN 528	Developmental Perspectives in Thanatology	3.0
COUN 529	Historical and Multicultural Perspectives in Thanatology	3.0
COUN 530	Alcohol and Drug Counseling	3.0
COUN 531	Diagnosis & Psychopathology	3.0
COUN 532	Advanced Counseling Techniques	3.0
COUN 533	Marriage and Family Counseling	3.0
COUN 560	Affirmative Therapy w/ LGBTQIA+ Client	1.0
COUN 561	Intro to Sexual Wellness in Counseling	3.0
COUN 562	Attachment Theory in Clinical Practice	1.0
COUN 563	Foundations in EMDR Therapy	1.0
COUN 564	Psychopharmacology	1.0
COUN 565	Introduction to Creativity in Counseling	1.0
COUN 566	Mindfulness-Based Behavioral Approaches	1.0
COUN 567	Foundations in Disaster Mental Health	1.0
COUN 568	Crisis Response & Prevention in Schools	1.0
COUN 570	Contemporary Issues in Veterans' Health	3.0
COUN 575	Independent Study	1.0 - 3.0
COUN 590	Teaching Assistantship	1.0
COUN 595	Independent Research Project	3.0
COUN 599	Special Topics in Counseling	1.0

Practicum and Internship Requirements

COUN 596	Practicum in Clinical Mental Health Counseling or School Counseling	.5 - 3.0
COUN 597	Internship I: Mental Health or School Counseling	.5 - 3.0
COUN 598	Internship II: Clinical Mental Health or School Counseling	.5 - 3.0

CERTIFICATE OPPORTUNITIES

Certificate in Trauma, Crisis, Grief and Loss (TCGL)

In addition to the MS degree in Counseling, students may complete the required courses for the *Certificate in Trauma, Crisis, Grief and Loss* (p. 239) as electives for the master's program.

Certificate in Thanatology

In addition to the MS degree in Counseling, students may obtain a *Certificate in Thanatology* if they choose the following as their four elective courses:

COUN 521	Grief, Mourning and Bereavement	3.0
COUN 523	Principles of Thanatology	3.0
COUN 528	Developmental Perspectives in Thanatology	3.0
COUN 529	Historical and Multicultural Perspectives in Thanatology	3.0

Students must indicate intent to complete the Certificate in Thanatology by submitting the Certificate Declaration form, found online at www.hood.edu/gradforms.

NOTE: Course substitutions are not permitted. A student may be exempted from these requirements 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 Office of the Registrar by the program director. The exemption is made a part of the student's record. When a course is formally exempted, another course must be taken. Exemption does not constitute credit.

Subtotal: 60.0

COUNSELOR EDUCATION AND SUPERVISION PH.D.

Program Director: Shannon Shoemaker, Ph.D.,
shoemaker@hood.edu; 301-696-3169

The Doctor of Philosophy in Counselor Education and Supervision program at Hood College is dedicated to producing proficient and empowered counselors, supervisors and counselor educators, who will be equipped to lead in both clinical and academic settings. Grounded in the values of inclusivity, social justice and collaboration, graduates of the program are poised to shape the future of counseling and education, contributing to the well-being of individuals and communities alike.

Our 60-credit program, based on CACREP guidelines, combines coursework in counseling, supervision, teaching, research and scholarship, and leadership and advocacy. You will also complete a series of hands-on internships, as you demonstrate your clinical counseling and clinical supervision skills working with clients and supervisees at the [NeighborHood Counseling Training Center](#). Throughout the program, you will conceptualize, research, write and defend your dissertation, which will be based on your own unique personal and professional goals in collaboration with faculty advisement.

The counselor education and supervision Ph.D. program will pursue accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Application Requirements

Along with their application, candidates must submit:

- Resume/CV detailing counseling-related training, work experiences and scholarship
- Official transcripts must demonstrate completion of an advanced degree (M.A., M.S. or Ed.S.) from an entry-level graduate counseling program, with preference given to CACREP-accredited programs. Transcripts should reflect the academic program and credits earned. If transcripts do not reflect CACREP accreditation status, please include that in career goals statement.
- Personal statement should be no more than two pages in length, single-spaced. This essay provides the applicant with an opportunity to supplement the other information available to the admission committee relative to their objectives in pursuing doctoral work. The statement should include:

- Personal information and background relevant to doctoral work in counselor education
- Why applicant decided to apply to Hood College's counselor education and supervisions doctoral program
- Strengths and areas of change in relation to the counseling profession. Consider these questions: What strengths do you have that would contribute to you being a good counselor educator? What do you believe to be the facets of your personality, behavior and outlook that, if modified or changed, would make you a better person/counselor/educator? What plans, if any, do you have for making any such change(s)?
- Three letters of recommendation concerning the applicant's academic and professional abilities and potential are required. These letters should address the applicant's ability to meet graduate-level

academic challenges and to work in the counseling professions. At least one individual should be well acquainted with the candidate's academic potential. At least one person should be a supervisor or trainer who can discuss in detail the applicant's counseling skills.

PROGRAM REQUIREMENTS

This program consists of theory, research, professional application, dissertation and specialization based on electives, all of which extend the knowledge base of the counseling profession in a community of scholarly inquiry and engagement.

Theory (12 Credits)

CNED 602	Advanced Theories in CES	3.0
CNED 605	Pedagogy & Andragogy in CES Planning	3.0
CNED 607	Leadership & Consultation in CES	3.0
CNED 609	Advocacy in CES	3.0

Research (15 Credits)

CNED 601	Profession Issues in CES	3.0
CNED 604	Scholarly Writing & Presentation in CES	3.0
CNED 608	Res Meth:Design,Impl,Eval Res Projects	3.0
CNED 611	Stat Meth for Soc Sci Res: Design/Analys	3.0
CNED 612	Advanced Quantitative Methods	3.0
CNED 613	Advanced Qualitative Methods	3.0

Professional Application (12 Credits)

CNED 600	Adv Coun Techniques & Treatment Plan	3.0
CNED 603	Adv Couns Skills-Doctoral Internship I	3.0
CNED 606	Supervision in CES: Doc Internship II	3.0
CNED 610	Supervision Theory/Prac: Internship III	3.0

Electives (9 Credits)

COUN 507	Trauma & Crisis Interventions	3.0
COUN 521	Grief, Mourning and Bereavement	3.0
COUN 523	Principles of Thanatology	3.0
COUN 528	Developmental Perspectives in Thanatology	3.0
COUN 529	Historical and Multicultural Perspectives in Thanatology	3.0
COUN 543	Counseling Children and Youth	3.0
COUN 560	Affirmative Therapy w/ LGBTQIA+ Client	1.0
COUN 562	Attachment Theory in Clinical Practice	1.0
COUN 563	Foundations in EMDR Therapy	1.0
COUN 564	Psychopharmacology	1.0
COUN 565	Introduction to Creativity in Counseling	1.0
COUN 566	Mindfulness-Based Behavioral Approaches	1.0
COUN 567	Foundations in Disaster Mental Health	1.0
COUN 568	Crisis Response & Prevention in Schools	1.0
COUN 575	Independent Study	1.0 - 3.0

Some COUN 599 Special Topics coursework may also be completed to fulfill elective credits with director approval.

Comps and Dissertation (12 Credits)

CNED 629	Comprehensive Exam	3.0
CNED 630	Dissertation I	3.0
CNED 631	Dissertation II	3.0
CNED 632	Dissertation III	3.0

Students are highly encouraged to develop interdisciplinary scholarship through their dissertations and other research expectations. Doctoral students work closely with faculty in designing, implementing and evaluating innovative educational and research projects in response to the needs of society.

Writing the dissertation requires a major commitment of time and effort on both the part of the doctoral student and the faculty advisor. There should be consultation between the student and the dissertation chair

about what is expected to be accomplished and how much time is to be invested before the student registers.

CREATING WRITING, MFA

Program Director: Elizabeth Knapp, Ph.D.; knapp@hood.edu; 301-696-3725

The Low-Residency Master of Fine Arts in Creative Writing is a two-year, 48-credit program in Fiction or Poetry that involves three on-campus summer residencies and four remote mentorship semesters. Central to the philosophy of the low-residency model is the idea of balance—between writing and the demands of everyday life, between periods of solitude and social interaction—as well as the presence of a diverse and cohesive literary community. By the end of the program, students will have produced a book-length manuscript of fiction or poetry and will be beginning to submit and publish their work.

ADMISSION REQUIREMENTS

To apply to the Low-Residency MFA in Creative Writing program, please submit the following to the Graduate School:

1. A completed application.
2. Official copies of all college transcripts.
3. A 1,000-word essay in response to a book of fiction or poetry published within the last 10 years. The book you choose to write on must correspond to the genre for which you are applying (e.g., poetry applicants should write an essay in response to a poetry collection).
4. A 500-word personal statement on what you hope to achieve from the program; your reading life and which authors have been especially important or influential to you as a writer; any challenges or obstacles you have faced in your writing life as a result of your background, and how you have responded to those challenges; and your current writing projects.
5. A creative writing sample in the genre for which you are applying. Fiction should be at least 10 and no more than 25 double-spaced pages of one or several stories, a portion of a novel, or a combination. If submitting a novel excerpt, please attach a brief plot synopsis. Poetry should be at least 10 and no more than 15 single-spaced pages, with one poem per page.

Application Due Date:

Application due date is March 15 and new cohorts will begin each June.

PROGRAM REQUIREMENTS

1. Participation in three 10-day summer residencies, the second of which may be an optional three-week residency through the Prague Summer Program for Writers (18 credit hours)
2. Completion of four mentorship semesters (16 credit hours)
3. Completion of a course in literary publishing (2 credit hours)
4. Completion of a substantive research paper of at least 25 pages written during the third mentorship semester (4 credit hours)
5. Completion and presentation of a book-length creative thesis of professional quality (4 credit hours)
6. Development and presentation of a one-hour craft lecture (4 credit hours)
7. Evidence of broad reading in literature and contemporary letters, as demonstrated by a bibliography of at least 50 entries

The Residency Experience

The cornerstone of the Low-Residency MFA in Creative Writing is the intensive residency experience. For 10 days in June, students in the program will attend residencies on the Hood College campus, during which they participate in rigorous writing workshops and attend lectures, panels, and readings by permanent and guest faculty and graduating students. Residencies are designed to immerse students in activities and subjects central to the writing life and to foster a sense of community and fellowship with other writers; therefore, students are strongly encouraged to stay on campus in one of our newly renovated dorms for the duration of each residency.

At the core of the residency is the writing workshop, in which developing writers share their work for critique and provide commentary on the work of other members. Led by accomplished writers in each genre, workshops meet daily in the mornings, and students are guaranteed an expert and detailed review of their work.

In the afternoons, faculty and graduating students present lectures and panels on a range of topics within literary history, theory, and practice, while evenings are devoted to literary readings. At the end of the residency period, students return to their individual writing lives reenergized and recommitted to the practice of writing. They then commence a period of concentrated reading and writing in the semester between residencies under the close guidance of a faculty mentor.

For the second residency, students have the option of attending the Prague Summer Program for Writers, the nation's oldest study-abroad program for creative writers in the English language. Fees for the two-week program are equal to those for a 10-day on-campus residency. Students are responsible for their own airfare and meals. A funded teaching assistantship that includes remission of residency fees is available by application. Students also have the option of a genre switch for the second residency, either in Prague or at Hood.

The Mentorship Semester

Along with the residency experience, literary mentorship is a hallmark of the Low-Residency MFA in Creative Writing. The mentorship semester is designed to help students develop close working relationships with experienced teachers and published authors who can direct them in all matters of literary craft, criticism, and publishing. As immersive experiences, the mentorship semesters also provide students with a solid foundation in literary history, theory, and practice, and students are expected to read broadly and deeply both within their genre and across genres.

Under the guidance of a faculty mentor, students produce original creative work while developing their own course of study in literary history, theory, and practice. At the beginning of each semester, students confer with their faculty mentor to create a reading list, along with a submission schedule for critical essays and original work. Throughout the semester, students submit to their faculty mentor packets of original fiction or poetry and critical essays. The faculty mentor then provides extensive feedback, including suggestions for revision and further reading. For the third mentorship semester, students have the option of working in another genre. Participation in the residencies is required for enrollment in the mentorship semesters.

PROGRAM REQUIREMENTS

Course Sequence

Semester Courses

First	CW 500A: First Residency; CW 501F or CW 501P: Mentorship Semester I
Second	CW 502F or CW 502P: Mentorship Semester II; CW 505: Literary Publishing
Third	CW 500B: Second Residency (optional residency in Prague; optional cross-genre residency); CW 503F or 503P: Mentorship Semester III (optional cross-genre semester); CW 506: Research Project
Fourth	CW 504F or 504P: Mentorship Semester IV; CW 507: Creative Writing Thesis
Final Residency	CW 500C: Third Residency; CW 508: Oral Presentation

Required Courses (48 Credits)

CW 500A	Creative Writing First Residency	6.0
CW 500B	Creative Writing Second Residency	6.0
CW 500C	Creative Writing Third Residency	6.0
CW 501F	Mentorship Semester I Fiction or Mentorship Semester I Poetry	4.0
CW 501P	Mentorship Semester I Poetry	4.0
CW 502F	Mentorship Semester II Fiction or Mentorship Semester II Poetry	4.0
CW 502P	Mentorship Semester II Poetry	4.0
CW 503F	Mentorship Semester III Fiction or Mentorship Semester III Poetry	4.0
CW 503P	Mentorship Semester III Poetry	4.0
CW 504F	Mentorship Semester IV Fiction or Mentorship Semester IV Poetry	4.0
CW 504P	Mentorship Semester IV Poetry	4.0
CW 505	Literary Publishing	2.0
CW 506	Research Project	4.0
CW 507	Creative Writing Thesis	4.0
CW 508	Oral Presentation	4.0

CURRICULUM AND INSTRUCTION, M.S.

Program Director: Marisel Torres-Crespo, Ph.D.
torrescrespo@hood.edu, 301-696-3416

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. In addition, candidates may earn a certificate from Hood College in Elementary-Science-Technology-Engineering-Mathematics (STEM) Education. **This 36-credit program does not lead to initial teacher certification. The Hood College STEM certificate does not lead to MSDE STEM certification.**

Application Requirements

Submit the online application including one official transcript reflecting the highest degree conferred, a copy of the applicant's teaching certificate, and a writing sample. Qualified applicants will be contacted for an interview with the program director of Curriculum and Instruction or the advisor in the Concentration area. Program expectations and requirements are explained to the applicant at this time. In addition, applicants must produce an acceptable writing sample during the application process.

All Curriculum and Instruction graduate students are required to have regular access to a U.S. P-12 classroom throughout the program in order to successfully complete assignments, including various course assessments and the capstone action research project. Applicants to the program who are not current classroom teachers must submit evidence that they will have regular access to observe and volunteer in a classroom in the form of an approval letter from the school principal. Such approval letters must be submitted annually to the student's advisor. Applicants are responsible for meeting all requirements for school volunteers, as determined by the individual school and/or district. Applicants also are responsible for meeting any school and/or district requirements for conducting research in the school setting.

For additional admission information, see *Graduate Admission* (p. 211).

All Curriculum and Instruction candidates will need to complete the course requirements for the selected concentration. Candidates will work with an academic advisor to ensure completion of degree requirements at an acceptable level.

CURRICULUM AND INSTRUCTION: 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 professional knowledge and skills. Content focuses upon the areas of curriculum and advanced methodology, as well as theory and practice courses. **This program does not lead to initial teaching certification.**

Professional Education Core Courses

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 577	Introduction to Educational Research	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 582	Educational Philosophy in a Diverse Society	3.0

Vanguard teachers enrolled in the program may take EDUC 599V1 (p. 288) in lieu of EDUC 502.

Foundation Courses (12 credits):

In addition to the four 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 & Practice	3.0
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EDUC 534	Current Issues in Early Childhood & Elementary Education	3.0
EDUC 561	Teaching Diverse Learners in an Inclusive Setting	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0

Content Electives (9 credits)

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. Substitutions are permitted with approval by the program director or academic advisor. (9 credits)

Reading

EDUC 511	Children's Literature	3.0
EDUC 517	Materials for Teaching Reading: Instruction & Methods	3.0
EDUC 518	Reading Instruction: Elementary	3.0
EDUC 520	Reading Diagnosis	3.0
EDUC 521	Contemporary Issues in the Teaching of Reading	3.0
EDUC 535	Integrating the Elementary Curriculum through Language Arts	3.0
EDUC 599LETRS1	LETRS Word Recognition: Units 1 & 2	3.0
EDUC 599LETRS2	LETRS Word Recognition: Units 3 & 4	3.0

Mathematics/STEM

EDMA 530	Mathematics Education Leadership I	3.0
EDUC 530	K-12 Blended Learning	3.0
EDUC 540	Modern Science Methods	3.0
EDUC 545	Modern Mathematics Methods	3.0
EDUC 546	The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School	3.0
EDUC 547	The Teaching of Geometry & Measurement in Elementary & Middle School	3.0
EDUC 553	Foundations of Elementary STEM (Science-Technology-Engineering-Mathematics) Education	3.0

Special Populations

EDUC 500	Methods for Teaching Multilingual Learners	3.0
EDUC 574	Curriculum & Methods in Inclusive Classrooms: English Language Arts & Social Studies	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0

CAPSTONE COURSES (3 CREDITS):

Candidates enrolled in the M.S. in Curriculum and Instruction degree program in capstone course must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the capstone courses: EDUC 597A (p. 288) and EDUC 597B (p. 288) Capstone Research Project.
2. Complete acceptable performance activities as part of the collaborative practice component in EDUC 597A and EDUC 597B.
3. Successful evaluation of a yearlong action research project.
4. Complete the Exit Survey, a self-assessment measure on the Institutional Outcomes

The Capstone project is year-long, split across two courses and terms: EDUC 597A in the Fall and EDUC 597B in the Spring. Each course is 1.5 credits each, for a total of 3 credits for the project.

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

CURRICULUM AND INSTRUCTION: ELEMENTARY SCHOOL SCIENCE AND MATHEMATICS CONCENTRATION

The purpose of this 36-credit hour program is to provide teachers with cutting-edge, innovative and research-supported elementary science and mathematics methods and topics. Emphasis is placed upon the understanding, development and application of constructivist, elementary Science-Technology-Engineering-Mathematics (STEM) curricula, materials, methods and activities that are applicable within the elementary classroom. **This program does not lead to initial teaching certification.**

Professional Education Core Courses

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 577	Introduction to Educational Research	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 582	Educational Philosophy in a Diverse Society	3.0

Vanguard teachers enrolled in the program may take EDUC 599V1 (p. 288) in lieu of EDUC 502.

Foundation Courses (12 credits):

In addition to the four 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	3.0
EDUC 545	Modern Mathematics Methods	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0

Content Electives (9 credits):

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 (9 credits).

EDUC 500	Methods for Teaching Multilingual Learners	3.0
EDUC 530	K-12 Blended Learning	3.0
EDUC 542	Topics in Elementary Physical & Earth Science	3.0
EDUC 544	Topics in Elementary Life Science	3.0
EDUC 546	The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School	3.0

EDUC 547	The Teaching of Geometry & Measurement in Elementary & Middle School	3.0
EDUC 553	Foundations of Elementary STEM (Science-Technology-Engineering-Mathematics) Education	3.0

CAPSTONE COURSES (3 CREDITS):

Candidates enrolled in the M.S. in Curriculum and Instruction degree program in capstone course must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the capstone courses: EDUC 597A (p. 288) and EDUC 597B (p. 288) Capstone Research Project.
2. Complete acceptable performance activities as part of the collaborative practice component in EDUC 597A and EDUC 597B.
3. Successful evaluation of a yearlong action research project.
4. Complete the Exit Survey, a self-assessment measure on the Institutional Outcomes

The Capstone project is year-long, split across two courses and terms: EDUC 597A in the Fall and EDUC 597B in the Spring. Each course is 1.5 credits each, for a total of 3 credits for the project.

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.

CURRICULUM AND INSTRUCTION: 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.**

Professional Education Core Courses

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 577	Introduction to Educational Research	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 582	Educational Philosophy in a Diverse Society	3.0

Vanguard teachers enrolled in the program may take EDUC 599V1 (p. 288) in lieu of EDUC 502.

Foundation Courses (9 credits):

In addition to the four 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	3.0
EDUC 565	Classroom Organization & Management in Special Education	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0

Content Electives (12 credits):

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. Students should check with their academic adviser each semester for course availability and additional courses that may become available (12 credits):

Art

Biomedical Science

BMS	Protein Biochemistry	3.0
511/BIOL 411		
BMS	Biochemistry of Intermediary Metabolism	3.0
512/BIOL 412		
BMS 523	Cell Structure & Function	3.0
BMS	Molecular Biology of Eukaryotic Cells	3.0
524/BIOL 424		

Chemistry

Computer Science

Economics

Education

English

Environmental Biology

ENV 501	Introduction to Environmental Biology	3.0
ENV 502	Principles of Ecology	3.0
ENV	Pollution Biology	3.0
503/ENSP 403		
ENV	Natural Resource Management	3.0
507/ENSP 407		

French

German

History

Mathematics

MATH 500	Statistics	3.0
MATH 501	Explorations in Geometry	3.0
MATH 502	Explorations in Algebra	3.0
MATH 505	Discrete Math	3.0
MATH 507/MATH 407	Introduction to Graph Theory	3.0
MATH 509/MATH 409		
EDUC 547	Elementary Number Theory	3.0
	The Teaching of Geometry & Measurement in Elementary & Middle School	3.0

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	The Teaching of Geometry	3.0
EDUC 552	The Teaching of Algebra	3.0

EDUC 595	The Teaching of Statistics & Probability: Decision Making with Mathematics	3.0
EDUC 596	The Teaching of Mathematical Modeling: Strategies for Contemporary Problems	3.0

Political Science

Psychology

Sociology

Spanish

CAPSTONE COURSES (3 CREDITS)

Candidates enrolled in the M.S. in Curriculum and Instruction degree program in capstone course must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the capstone courses: EDUC 597A (p. 288) and EDUC 597B (p. 288) Capstone Research Project.
2. Complete acceptable performance activities as part of the collaborative practice component in EDUC 597A and EDUC 597B.
3. Successful evaluation of a yearlong action research project.
4. Complete the Exit Survey, a self-assessment measure on the Institutional Outcomes

The Capstone project is year-long, split across two courses and terms: EDUC 597A in the Fall and EDUC 597B in the Spring. Each course is 1.5 credits each, for a total of 3 credits for the project.

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.

CURRICULUM AND INSTRUCTION: 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 work with students with disabilities in general or special education classrooms. Emphasis is placed on providing a balance of theoretical background and methodology appropriate for the needs of exceptional children and youth. **This program does not lead to initial teaching certification.**

The special education program reflects the 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 MSDE approved program for currently-certified teachers who wish to obtain additional certification in special education.

DEGREE REQUIREMENTS

Professional Education Core Courses (12 credits)

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 577	Introduction to Educational Research	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 582	Educational Philosophy in a Diverse Society	3.0

Vanguard teachers enrolled in the program may take EDUC 599V1 (p. 288) in lieu of EDUC 502.

Foundation Courses (9 credits):

In addition to the four 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 & Management in Special Education	3.0
EDUC 571	Historical, Philosophical & Legal Foundations of Special Education	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0

EDUC 571: 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.

Content Electives (12 credits):

In addition to the professional education core and foundation courses, the candidate must select four elective courses. One must be taken in reading. Substitutions are permitted with approval by the program director. (12 credits)

EDUC 500	Methods for Teaching Multilingual Learners	3.0
EDUC 530	K-12 Blended Learning	3.0
EDUC 553	Foundations of Elementary STEM (Science-Technology-Engineering-Mathematics) Education	3.0
EDUC 573	Assessment, Diagnosis & Prescription in Special Education	3.0
EDUC 574	Curriculum & Methods in Inclusive Classrooms: English Language Arts & Social Studies	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0

Reading

EDUC 511	Children's Literature	3.0
EDUC 517	Materials for Teaching Reading: Instruction & Methods	3.0
EDUC 518	Reading Instruction: Elementary	3.0
EDUC 520	Reading Diagnosis	3.0
EDUC 521	Contemporary Issues in the Teaching of Reading	3.0
EDUC 535	Integrating the Elementary Curriculum through Language Arts	3.0
EDUC 599LETRS1	LETRS Word Recognition: Units 1 & 2	3.0
EDUC 599LETRS2	LETRS Word Recognition: Units 3 & 4	3.0
EDUC 599LETRS3	LETRS Word Recognition: Units 5 and 6	3.0
EDUC 599LETRS4	LETRS Word Recognition: Units 7 and 8	3.0

CAPSTONE COURSES (3 CREDITS):

Candidates enrolled in the M.S. in Curriculum and Instruction degree program in capstone course must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the capstone courses: EDUC 597A (p. 288) and EDUC 597B (p. 288) Capstone Research Project.
2. Complete acceptable performance activities as part of the collaborative practice component in EDUC 597A and EDUC 597B.
3. Successful evaluation of a yearlong action research project.
4. Complete the Exit Survey, a self-assessment measure on the Institutional Outcomes

The Capstone project is year-long, split across two courses and terms: EDUC 597A in the Fall and EDUC 597B in the Spring. Each course is 1.5 credits each, for a total of 3 credits for the project.

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.

CYBERSECURITY, M.S.

Program Director: George Dimitoglou, Ph.D. Dimitoglou@hood.edu; 301-696-3980

Overview:

The Master of Science in Cybersecurity is designed to provide students with the necessary professional training and academic background to secure, defend and protect information, systems and networks from cyber-attacks. Students engage in theoretical and hands-on activities with coursework that covers topics in information security, network security, risk management and information assurance, computer forensics, ethical hacking and other contemporary topics in cybersecurity.

The 30-credit program is designed for both technical and non-technical students with a bachelor's degree. A prior background in computing is desirable, but not required to enter this program. Individuals without such background can enter the degree program by enrolling in two prerequisite foundation courses. The structure of the program allows students to enter from different disciplines, provides a common foundation and robust subject matter training necessary in today's Cybersecurity job market.

This program is offered in a standard, face-to-face delivery format on-campus, as well as a fully online format. Students enrolled in the online program will complete courses with an "OL" designation in the course number.

Application Requirements:

Students applying to the Cybersecurity program must submit all official transcripts and a résumé/CV that provides educational and professional experience with specific information about mathematics background, programming background, if any, and their technical skills. Applicants should also provide a statement of purpose indicating their motivation for choosing the program and the goals they hope to achieve through completing it.

For additional admission information, see *Graduate Admission*.

PROGRAM REQUIREMENTS

The Master of Science in Cybersecurity requires completion of foundation courses designed to provide the appropriate background knowledge. Students with undergraduate degrees in computer science may be waived from both of these courses at the time of application review. If these courses are required, they are in addition to the 30 credits required for program completion.

Foundation Courses

Any foundation courses required are in addition to the 30 credits required for program completion. Students who are waived from foundation coursework cannot complete it for elective fulfillment.

IT 510	Computing Hardware and Software Systems	3.0
CSIT 512	Elements of Computer Programming	3.0
Core Requirements		
CYBR 521/CSIT 521	Info Assurance & Risk Assessment	3.0
IT 530/BIFX 530	Applied Database Systems	3.0
CYBR 532/CSIT 532	Computer Forensics	3.0
CYBR 534/CSIT 534	Network and Internet Security	3.0
CYBR 535/IT 535	Security Policies, Ethics and Law	3.0
CYBR 548/CSIT 548	Telecommunications & Networking	3.0
CYBR 555/CSIT 555	Information Systems Security	3.0
CYBR 556	Ethical Hacking	3.0
CYBR 560	Cybersecurity Capstone	3.0

Electives

Choose One:		
CYBR 537/CSIT 537	Applied Encryption and Cryptology	3.0
CYBR 538/IT 538	Secure Systems Administration	3.0
CYBR 539/IT 539	Advanced Secure Systems Administration	3.0
CYBR 575	Independent Study	1.0 - 3.0
CYBR 597	Cybersecurity Practical Training	1.0 - 6.0
CYBR 599	Special Topics	3.0

Independent study credits may only be used to study topics that are not offered in the program and require program director and instructor approval. Internship credits also require approval. Students must complete the Graduate Permission to Enroll form to enroll in independent studies and/or internships.

EDUCATION, MULTIDISCIPLINARY STUDIES, M.S.

Program Director: Amy Kilpatrick, Ph.D. kilpatrick@hood.edu; 301-696-3467

The 36-credit Master's degree in Education, Multidisciplinary Studies is designed primarily for certified classroom teachers and qualified support staff who want to design a personalized program that will meet their individual instructional and professional needs. This program allows candidates to select courses from Hood's three existing Maryland

Higher Education Commission (MHEC) approved Master's degree programs: Reading Specialization, Educational Leadership, and Curriculum and Instruction. In addition, candidates are able to choose elective coursework from content areas outside of the education department. The curriculum includes a core of four professional courses, one course from each of the three existing education graduate programs, four elective courses, and a culminating capstone research project. **This program does not lead to initial or advanced certifications.**

Application Requirements

Submit application materials, including a writing sample and one official transcript reflecting the highest degree conferred. Qualified applicants will be contacted for an interview with the program director. Program expectations and requirements are explained to the applicant at this time.

All Multidisciplinary Studies graduate students are required to have regular access to a U.S. P-12 classroom throughout the program in order to successfully complete assignments, including various course assessments and the capstone research project. Applicants to the program who are not current classroom teachers must submit evidence that they will have regular access to observe and volunteer in a classroom in the form of an approval letter from the school principal. Such approval letters must be submitted annually to the student's advisor. Applicants are responsible for meeting all requirements for school volunteers, as determined by the individual school and/or district. Applicants also are responsible for meeting any school and/or district requirements for conducting research in the school setting.

For additional admission information, see *Graduate Admission*. (p. 211) Candidates will work with an academic advisor to ensure successful completion of degree requirements. The Education, Multidisciplinary Studies Advisory Council will review any conditional advancements and denials for advancement.

PROGRAM REQUIREMENTS

Professional Education Core Courses (12 Credits)

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 577	Introduction to Educational Research	3.0
EDUC 582	Educational Philosophy in a Diverse Society	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0

Note: Vanguard teachers enrolled in the program may take EDUC 599V1 (p. 288) in lieu of EDUC 502.

Masters Level Education Program Courses (9 credits)

Select **one** course from **each** of the following master's degree education programs.

Curriculum and Instruction (3 credits)

EDUC 500	Methods for Teaching Multilingual Learners	3.0
EDUC 511	Children's Literature	3.0
EDMA 530	Mathematics Education Leadership I	3.0
EDUC 530	K-12 Blended Learning	3.0
EDUC 533	Effective Home-School Interaction: Research & Practice	3.0
EDUC 534	Current Issues in Early Childhood & Elementary Education	3.0

EDUC 535	Integrating the Elementary Curriculum through Language Arts	3.0
EDUC 540	Modern Science Methods	3.0
EDUC 542	Topics in Elementary Physical & Earth Science	3.0
EDUC 544	Topics in Elementary Life Science	3.0
EDUC 545	Modern Mathematics Methods	3.0
EDUC 546	The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School	3.0
EDUC 547	The Teaching of Geometry & Measurement in Elementary & Middle School	3.0
EDUC 551	The Teaching of Geometry	3.0
EDUC 552	The Teaching of Algebra	3.0
EDUC 553	Foundations of Elementary STEM (Science-Technology-Engineering-Mathematics) Education	3.0
EDUC 561	Teaching Diverse Learners in an Inclusive Setting	3.0
EDUC 565	Classroom Organization & Management in Special Education	3.0
EDUC 571	Historical, Philosophical & Legal Foundations of Special Education	3.0
EDUC 573	Assessment, Diagnosis & Prescription in Special Education	3.0
EDUC 574	Curriculum & Methods in Inclusive Classrooms: English Language Arts & Social Studies	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 595	The Teaching of Statistics & Probability: Decision Making with Mathematics	3.0
EDUC 596	The Teaching of Mathematical Modeling: Strategies for Contemporary Problems	3.0
Educational Leadership (3 credits)		
EDUC 513	School Law	3.0
EDUC 514	Administration of Student Services	3.0
EDUC 578	Educational Leadership and Group Dynamics	3.0
EDUC 584	Systemic Change Processes for School Improvement	3.0
Reading Specialization (3 credits)		
EDUC 517	Materials for Teaching Reading: Instruction & Methods	3.0
EDUC 518	Reading Instruction: Elementary	3.0
EDUC 519	Reading Instruction: Secondary	3.0
EDUC 520	Reading Diagnosis	3.0
EDUC 521	Contemporary Issues in the Teaching of Reading	3.0
Elective Content Courses (12 credits)		
Select courses to address individual needs and interests that will total 12 credit hours. These content courses can come from within the education department as well as from other content area departments. These graduate courses must be at the 500 level or higher, and the candidate must have course approval from both the advisor and program director and/or department chairperson which is offering the course.		
Capstone (3 credits)		
EDUC 597A	Capstone Research Project	1.5
EDUC 597B	Capstone Research Project	1.5

The Capstone project is year-long, split across two courses and terms: EDUC 597A in the Fall and EDUC 597B in the Spring. Each course is 1.5 credits each, for a total of 3 credits for the project.

Program Follow Up

Program completers in the Education, Multidisciplinary Studies will complete the following activities:

1. Program Evaluation Survey at the completion of EDUC 597MSE.
2. Exit Survey, a self-assessment measure on the Institutional Outcomes.

EDUCATIONAL LEADERSHIP PROGRAM, M.S.

Program Director: Daniel Shea, shea@hood.edu; 301-696-3766

The Educational Leadership program provides students with a comprehensive foundation in the principles and practices of school administration and supervision. The program offers two options: A Master of Science degree in Educational Leadership and an 18-credit Educational Leadership Certificate 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 students to earn the Administrator I license. Students may also take the ETS School Leaders Licensure Assessment (SLLA) exam to earn the Administrator II license. The program is designed for:

- Certified teachers and school system central office staff 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 and school system central office staff who want a graduate degree with a broad background in the fields of administration and supervision
- Teachers and school system central office staff who have a master's degree and who seek certification in administration and supervision

Program Requirements:

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 to earn the MSDE Administrator I license. Students may request that six credits from another institution be accepted after a review of the prior courses to determine if they match courses in the Hood College program.
2. Educational Leadership Certificate Program (p. 261)
Students enrolled in this track must have a master's degree in a related education field and must complete 18 credit hours in six required courses to earn the MSDE Administrator I license. Students enrolled in this program are not eligible to transfer in any credits.

As a prerequisite requirement to Administrator I certification in Maryland, the student must qualify for a Maryland State Advanced Professional Certificate in addition to the Educational Leadership program. Candidates for the Administrator I license must also have the required three credits of special education. Both the M.S. in Educational Leadership and the Educational Leadership Certificate program lead to the Administrator I license.

Application Requirements

As part of completing the online application, applicants must submit an official transcript reflecting the highest degree conferred, a copy of their State of Maryland Educator Certificate and a letter of recommendation from their principal/supervisor. Qualified applicants will be contacted for an interview during which time program expectations and requirements are explained. An applicant for the Master's program may request that up to six credits from another program be transferred into the Hood program in accordance with graduate transfer course policy. All Educational Leadership graduate students are required to have regular access to a U.S. P-12 classroom throughout the program in order to successfully complete assignments, including various course assessments and the capstone action research project. Applicants to the program who are not current classroom teachers must submit evidence that they will have regular access to a school setting with the approval of the school principal. Applicants also are responsible for meeting any school and/or district requirements for conducting research in the school setting.

For additional admission information, see *Graduate Admission* (p. 210).

ALL 12 COURSES FOR THE MASTER'S DEGREE; FINAL 6 COURSES FOR THE CERTIFICATE

View Educational Leadership certificate requirements here (p. 261).

Course Sequence

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 577	Introduction to Educational Research	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 582	Educational Philosophy in a Diverse Society	3.0
EDUC 514	Administration of Student Services	3.0
EDUC 578	Educational Leadership and Group Dynamics	3.0
EDUC 513	School Law	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0
EDUC 584	Systemic Change Processes for School Improvement	3.0
EDUC 586	Principles of Educational Supervision	3.0
EDUC 589	School Business & Personnel Administration	3.0
EDUC 587A	Administrative Internship	1.5
EDUC 587B	Administrative Internship	1.5

Vanguard teachers enrolled in the program may take EDUC 599V1 (p. 288) in lieu of EDUC 502. The last two courses should be taken after all other courses. The internship course must be in the last year of the program.

The internship courses are year-long, split across two courses and terms; EDUC 587A in the Fall and EDUC 587B in the Spring. Each course is 1.5 credits each, for a total of 3 credits of internship.

During the internship year, candidates must have three (3) successful evaluations (at a proficient or advanced level) from the mentor.

PROGRAM COMPLETION

Interns in both programs are required to pass their courses to earn the MSDE Administrator I license. Students who pass all their courses and

then pass the School Leaders Licensure Assessment (SLLA) are eligible for the MSDE Administrator II license. Hood College will accept official SLLA score results up to one year post program completion for notation on transcripts.

PROGRAM FOLLOW UP

Program completers in both programs will complete the following activities:

1. Assessment of Dispositions and Program Exit Survey at the end of the yearlong internship
2. Program survey one year after program completion.

Candidates enrolled in the Educational Leadership Certification program are exempted from the surveys based on the possession of their earned master's degree in a related education field.

ENVIRONMENTAL BIOLOGY, M.S.

Program Director: Eric Annis, Ph.D.; annis@hood.edu; 301-696-3362

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.

Application Requirements

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. A minimum 2.75 cumulative GPA is required for admission to the Graduate School and to the Environmental Biology program, however a GPA of 3.0 or higher is preferred. All entering students must have completed undergraduate coursework in the following: Biology (2 semesters, with lab), Chemistry (2 semesters, with lab), and Mathematics (1 semester).

For additional admission information, see *Graduate Admission* (p. 211).

PROGRAM REQUIREMENTS

The program has two tracks, a research and non-research track—both require the completion of 33 credits. The research track includes either a 6-credit thesis (invitation only) or a 3-credit independent research project. The non-research track includes either a 3-credit internship at an approved agency or an intensive capstone course as the final programmatic experience. Both tracks are designed for students from a variety of academic backgrounds.

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 their 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 1-credit courses may be taken in lieu of one 3-credit elective for thesis students. All other students (project option or non-research track) must complete three of the 1-credit courses as part of their 33 credit minimum.

Required Courses

All students must complete the following:

ENV 501	Introduction to Environmental Biology	3.0
ENV 502	Principles of Ecology	3.0
ENV	Pollution Biology	3.0
503/ENSP 403		
ENV 505	Biostatistics	3.0
ENV	Natural Resource Management	3.0
507/ENSP 407		

All students must complete one of the following (3 credits each):

ENV	Conservation Biology	3.0
511/ENSP 411		
ENV 511G	Conservation Biology	3.0
ENV 512	Insect Ecology	3.0
ENV 512G	Insect Ecology	3.0
ENV 513	Marine Ecology	3.0
ENV 513G	Marine Ecology	3.0
ENV	Plant Ecology	3.0
551/BIOL 451		
ENV 551G	Plant Ecology	3.0
ENV 563	Freshwater Ecology	3.0
ENV 563G	Freshwater Ecology	3.0

Elective Courses

Electives include, but are not limited to, the following:

BMS	Introduction to Bioinformatics	3.0
537/BIOL 437		
CHEM	Environmental Chemistry	3.0
501/CHEM		
401		
ECPS	Environmental Policy	3.0
514/ECPS 414		
ENV 506	Environmental Microbiology	3.0
ENV 515	Research Design & Data Analysis	3.0
ENV 516	Watershed Hydrology	3.0
ENV 522	Ecological Sampling	1.0
ENV 524	Taxonomy	1.0

ENV 526	Analytical Techniques	1.0
ENV 528	Specialty Courses	1.0
ENV 550	Current Topics in Environmental Biology	3.0
ENV 575	Independent Study	1.0 - 3.0
ENV 577	Climate Change	3.0
ENV 599	Special Topics	6.0

If not taken as part of core requirements:

ENV	Conservation Biology	3.0
511/ENSP 411		
ENV 512	Insect Ecology	3.0
ENV 513	Marine Ecology	3.0
ENV	Plant Ecology	3.0
551/BIOL 451		
ENV 563	Freshwater Ecology	3.0

Research Track - 33 credits:

After the successful completion of 12 ENV credits, students are required to meet with their adviser to discuss the student's remaining academic path. Once the research track is chosen, a student may not switch from this track to the non-research track.

Thesis Option:

Upon the successful completion of 12 ENV credits, ENV faculty will invite a limited number of exceptional students to complete a comprehensive thesis project. If the student accepts, they are responsible for securing a thesis advisor and committee. Thesis students must complete 6 elective credits, as well as ENV 515 and ENV 580A and ENV 580B Thesis (6 credits), for a program total of 33 credits.

Independent Project Option:

Students choosing to complete an independent project must complete ENV 515 and ENV 579 Project (3 credits), and 9 elective credits for a program total of 33 credits. Of the 9 elective credits, 3 must be designated as lab or field credits (ENV 522-528 and ENV 565).

Alternative Track - 33 credits:

After the successful completion of 12 ENV credits, students are required to meet with their adviser to discuss the student's remaining academic path. If the alternative track is chosen, they have the flexibility to switch between the two options under this track, but it is not possible to change from the alternative track to the research track.

Internship Option:

As part of their 33 credits, internship students will complete a 3-credit internship (ENV 591) at a facility approved by the ENV program director. Students are required to complete ENV 515 and 9 elective credits for a program total of 33 credits; 3 of 9 elective credits must be designated as lab or field credits.

Capstone Option:

Students, who choose the capstone option, are required to complete a program total of 33 credits, which includes 12 elective credits; 3 of the 12 elective credits must be designated as lab or field credits (ENV 522, ENV 526-ENV 528 and ENV 565). Once a student enrolls in ENV 578, they are not permitted to change options within the alternate track.

HEALTH INFORMATICS M.S.

Program Director: Timothy P. Coffin, Ph.D., coffin@hood.edu

The Master of Science (MS) in Health Informatics program is designed to prepare students for leadership roles at the intersection of healthcare, information technology, and data science. This comprehensive program combines advanced coursework, practical training, and research opportunities to equip students with the knowledge and skills necessary to address complex healthcare challenges using innovative technology solutions. Students will learn to understand the fundamentals of health informatics, including terminology, standards, regulations, and ethical considerations. They will demonstrate proficiency in managing health data, including collection, storage, analysis, and reporting. Additionally, they will learn to apply principles of information technology and systems management to optimize healthcare workflows and improve patient outcomes.

The MS in Bioinformatics has the following learning outcomes:

1. Possess a comprehensive understanding of healthcare systems, electronic health records, and health information technologies.
2. Demonstrate proficiency in managing and analyzing healthcare data to drive evidence-based decision-making. Apply advanced data analytics techniques to extract meaningful insights and support healthcare quality improvement initiatives.
3. Develop and implement health information systems, ensuring interoperability, security, and compliance with industry regulations.
4. Evaluate the impact of technology solutions on healthcare delivery, patient outcomes, and population health management.
5. Demonstrate leadership skills and ethical decision-making in the context of health informatics.
6. Communicate effectively with diverse stakeholders, including healthcare professionals, policymakers, and technology specialists.
7. Contribute to research and innovation in health informatics through independent projects and collaborations.
8. Demonstrate proficiency in R, Python, Unix/Linux and an understanding of programming best practices.
9. Obtain, utilize, archive, and share data using the best practices for reproducible research.
10. Apply principles of machine learning to identify and interpret patterns in data.
11. Utilize leadership skills to plan and execute a project in a matrix environment.

Application Requirements:

Students wishing to enter the program must have 1) a completed undergraduate degree (BA or BSc) with a GPA of 2.75 or higher in a STEM related field; or 2) an in-progress or completed Hood College Certificate in Health Informatics with a 3.0 or higher; or 3) a completed Master's degree (MA or MSc) in a Healthcare Related field or computer science related field with a 3.0 or better.

PROGRAM REQUIREMENTS

The 30-credit M.S. in Health Informatics includes a 3-credit capstone project. All of the classes are taught in the evening or online by experts in the field who interact personally with their students. The degree includes a required "gateway" foundational course that differs according to the student's background in either biology or computer science.

PROGRAM REQUIREMENTS

Foundation Courses

The foundation coursework represents background knowledge and skills necessary for successful completion of degree requirements. The foundation course 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, the foundation course. Any foundation course required is in addition to the 30 credits required for program completion.

CSIT 512	Elements of Computer Programming or Foundations in Computer Science	3.0
BIFX 502		3.0

Core Requirements (21 credits)

HIFX 500	Fundamentals of Health Informatics	3.0
HIFX 501	Health Information System & Data Standards	3.0
HIFX 502	Introduction to US Healthcare Systems and Economics	3.0
BIFX 503	Biostatistics in R	3.0
BIFX 530/IT 530	Applied Database Systems	3.0
BIFX 551	Advanced Programming for Bioinformatics	3.0
HIFX 579	Health Informatics Capstone	3.0

Electives (9 credits)

BIFX 545	Leading Reproducible Research	3.0
BIFX 546	Machine Learning for Bioinformatics	3.0
BIFX 548	Data Visualization for Bioinformatics	3.0
BIFX 552	Bioinformatics Data Skills	3.0
BMS 542	Ethics in Science	3.0
CS 527/CS 427	Data Science	3.0
CS 528/CS 428	Artificial Intelligence	3.0
CS 543/CS 443	Machine Learning	3.0
HIFX 575	Independent Study	1.0 - 6.0
HIFX 597	Curricular Practical Training in HIFX	1.0 - 6.0
HIFX 599	Special Topics	3.0

HUMANITIES, M.A.

Program Director: Karen Hoffman, Ph.D.; hoffmank@hood.edu; 301-696-3433

The Master of Arts in Humanities is a 30-credit interdisciplinary program that appeals to students with a variety of professional and personal backgrounds. From educators and working professionals to retirees and lifelong learners, the program's students share a passion for the humanities and engage in exciting interdisciplinary exchange as they pursue their particular interests in the fields of history, literature, art, music, philosophy and/or religion.

Application Requirements

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 to previous academic experience and occupational or personal goals, and identifying a proposed area of study within the program. Given the importance of written work in the humanities, 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 in 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.

For additional admission information, see *Graduate Admission*. (p. 211)

PROGRAM REQUIREMENTS

Required Proseminars:

All students must successfully complete the following proseminars, offered on a two-year cycle with one course offered each semester. Substitutions for these courses are not permitted and transfer credit will not be accepted as exemptions.

FA 501	Art and Music Proseminar: Aesthetics, Culture, and History	3.0
HIST 501	History Proseminar	3.0
LIT 501	Literary Studies Proseminar: Tragedy, Ideology, and the Tradition of Literary Criticism	3.0
PLRL 501	Philosophy and Religion Proseminar	3.0

Electives

Students must complete four or five 3-credit elective courses. Students completing the Thesis option will take four elective courses. Students completing the Portfolio option will complete five elective courses.

AFHS 524/AFHS 424	Race and Racism in the United States	3.0
AFPS 570/AFPS 470	African American Feminist Thought	3.0
ENGL 501/ENGL 401	Pop Culture & Theory	3.0
HIST 570	Seminar: Topics in History	3.0
HIST 575	Independent Study	1.0 - 3.0
HUM 550	Directed Readings	1.0 - 3.0
HUM 560	Humanities Colloquium	3.0
HUM 570	Humanities Research Seminar	3.0
HUM 575	Independent Study	1.0 - 3.0
HUM 597	Humanities Internship	1.0 - 3.0
HUM 599	Special Topics	1.0 - 6.0
PLRL 501	Philosophy and Religion Proseminar	3.0
PLRL 570/PLRL 470	Seminar in Religion and Philosophy	3.0
	Discipline-Specific 500-level course One graduate level course in a non-Humanities field	3.0

Final Projects

In collaboration with their academic advisor(s), students will complete either a final portfolio project or a thesis. Substitutions for these courses are not permitted and transfer credit will not be accepted as exemptions. Students must submit the written proposal for either course to the MAHAC (Master of Arts in Humanities Advisory Committee). If the proposal is approved and signed by MAHAC, the student will then submit the Permission to Enroll form (www.hood.edu/gradforms) and the approved proposal to the Office of the Registrar for registration processing. Registration for these courses must be completed during the regular registration period, by the drop/add date (see Academic Calendar). If the written proposal is not approved, the student will be contacted by a member of MAHAC. A

detailed statement of regulations and guidelines concerning the Humanities Portfolio and Thesis are available online (www.hood.edu/gradforms) and should be consulted before a student initially enrolls and before submission of final project. The Registrar will continue to re-register students in each of these courses each Fall and Spring semester as "IP" (In Progress) until a final grade is submitted. Students are responsible for paying the graduate comprehensive fee each semester until the project is completed.

They will complete one of the following courses:

HUM 594	Humanities Portfolio	3.0
or		
HUM 580A	Humanities Thesis A and	3.0
HUM 580B	Humanities Thesis B	3.0

INFORMATION TECHNOLOGY, M.S.

Program Director: Ahmed Salem, Ph.D.; salem@hood.edu; 301-696-3731

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 designed to enable students with varying entering levels of competency to meet their individual educational needs. This program is offered in a standard, face-to-face delivery format on-campus, as well as a fully online format. Students enrolled in the online program will complete courses with an "OL" designation in the course number.

It is intended for students interested in pursuing or advancing their careers in management of implementation, maintenance or integration of information technology in a variety of environments. Students completing this program will be well equipped to utilize existing information technology and tools to help organizations plan and solve business, engineering or scientific problems with the use of technology. The program prepares students by providing them a rigorous theoretical and applied background in decision support systems, databases, systems engineering, networking and security.

Application Requirements

Students applying to the Information Technology program must submit all official transcripts and a résumé/CV that provides educational and professional experience with specific information about mathematics background, programming background, if any, and technical skills must be submitted. Applicants should also provide a statement of purpose indicating their motivation for choosing the program and the goals they hope to achieve through completing it.

For additional admission information, see *Graduate Admission* (p. 211).

PROGRAM REQUIREMENTS

Foundation Courses

The Master of Science in Information Technology requires completion of foundation 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. Any foundation courses required are in addition to the 30 credits required for program completion. Students who are waived from foundation coursework cannot complete it for elective fulfillment. The foundation courses are:

IT 510	Computing Hardware and Software Systems	3.0
CSIT 512	Elements of Computer Programming	3.0

Information on exemption from the prerequisite courses may be obtained from the Department of Computer Science.

Core Requirements

IT 514	Info Tech & Cloud Business Intelligence	3.0
ITMG 516	Introduction to Data Analytics and Business Data Mining	3.0
IT 518	Systems Engineering and Integration	3.0
IT 530/BIFX 530	Applied Database Systems	3.0
CSIT 548/CYBR 548	Telecommunications and Networking	3.0
CSIT 555/CYBR 555	Information Systems Security	3.0

Electives

The remaining courses used to complete the student's program are elective courses that are selected in consultation with the adviser.

Elective courses must be chosen from IT, CSIT, or ITMG prefixed coursework. Certain CYBR courses may be approved by the academic department and not more than two CS prefixed courses may be used for electives. The foundation courses (IT 510 and CSIT 512) may not be used to fulfill elective credits. Students may also choose to complete elective internship (CSIT 597 (p. 280)), Master's Thesis (IT 580 (p. 299)) or Master's Field Work Project (IT 585 (p. 299)) as part of their elective credits, all of which require approval from the program director.

Students are eligible to use their electives to pursue the Cybersecurity Certificate (p. 260) in conjunction with the master's degree. Interested students should make the indication on the graduate application for admission or complete the Certificate Declaration form (www.hood.edu/gradforms) after matriculating as a student.

INTERDISCIPLINARY STUDIES IN HUMAN BEHAVIOR, M.A.

Program Director: Andrew Campbell, Ph.D. campbell@hood.edu; 301-696-3764

The Master of Arts in Interdisciplinary Studies in Human Behavior was discontinued January 2022. Current students should consult the catalog from your matriculation year to confirm degree requirements.

MANAGEMENT INFORMATION SYSTEMS, M.S.

Program Director: Carol Jim, Ph.D.; jim@hood.edu

The Master of Science in Management Information Systems 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 30-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.

Application Requirements

Students applying to the Management Information Systems program must submit all official transcripts and a résumé/CV that provides educational and professional experience with specific information about mathematics background, programming background, if any, and technical skills must be submitted. Applicants should also provide a statement of purpose indicating their motivation for choosing the program and the goals they hope to achieve through completing it.

PROGRAM REQUIREMENTS

Foundation Courses

The Master of Science in Management Information Systems requires the completion of four 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. Any foundation courses required are in addition to the 30 credits required for program completion. Students who are waived from foundation coursework cannot complete it for elective fulfillment.

IT 510	Computing Hardware and Software Systems	3.0
CSIT 512	Elements of Computer Programming	3.0
MGMT 550	Business Analytics	3.0
MGMT 551	Management Theory	3.0

Required Courses

The courses required for the program provide breadth and depth of knowledge in both management and information technology. The 30-credit program requires, beyond the foundation courses,

Management Core

MGMT 560	Leadership & Organizational Behavior	3.0
MGMT 566	Information Management & Technology	3.0
MGMT 564	Production & Operations Management or	3.0
MGMT 568	Accounting Information Systems	3.0

Information Technology Core

IT 530/BIFX 530	Applied Database Systems	3.0
ITMG 516	Introduction to Data Analytics and Business Data Mining	3.0
ITMG 533	Managing Technical Project Teams	3.0
Electives		
Choose any four courses		
ECON 560	Managerial Economics	3.0
MGMT 561	Financial Management	3.0
MGMT 585	Human Resource Management	3.0
MGMT 564	Production & Operations Management or	3.0
MGMT 568	Accounting Information Systems	3.0
IT 514	Info Tech & Cloud Business Intelligence	3.0
IT 518	Systems Engineering and Integration	3.0
ITMG 526	Practical Approach to Data Analytics	3.0
CSIT 548/CYBR 548	Telecommunications and Networking	3.0
MGMT 569	Project Management	3.0
ITMG 599	Special Topics	3.0

Some elective courses have prerequisites that are not required as part of the MIS program. Students will need to obtain instructor permission for registration in these circumstances, which may entail a review of undergraduate transcripts.

MATHEMATICS EDUCATION, M.S.

Program Director: Christy Graybeal Ph.D.; graybeal@hood.edu; 301-696-3838

The Master of Science in Mathematics Education is a 30-credit degree program consisting of 10 courses in mathematics, computer science and education. It is designed for current mathematics teachers seeking to enhance their professional qualifications through graduate study, although other qualified students are welcome to enroll. Students in this program will acquire knowledge and skill in both mathematics and its teaching. Courses are offered online in the late afternoon and evening, and in the summer, to accommodate working teachers. **This program does not lead to initial teacher certification.**

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 using the Anthology electronic portfolio software. The portfolio will be evaluated by a committee including the program director and other program faculty. Students must earn an average score of at least 3.0 (out of 4.0) on the portfolio. 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.

Application Requirements

Students applying to the Mathematics Education program must submit all official transcripts and 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.

For additional admission information, see *Graduate Admission* (p. 211).

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, or those who have completed an undergraduate major in mathematics.

PROGRAM REQUIREMENTS

Middle School Track

(For students without an undergraduate degree in mathematics)

Four courses in mathematics:

MATH 500	Statistics	3.0
MATH 501	Explorations in Geometry	3.0
MATH 502	Explorations in Algebra	3.0
MATH 505	Discrete Math	3.0

Four courses in education:

EDUC 551	The Teaching of Geometry	3.0
EDUC 552	The Teaching of Algebra	3.0
EDUC 595	The Teaching of Statistics & Probability: Decision Making with Mathematics	3.0
EDUC 596	The Teaching of Mathematical Modeling: Strategies for Contemporary Problems	3.0

Two electives (6 credits) chosen from:

EDMA 530	Mathematics Education Leadership I	3.0
EDMA 531	Mathematics Education Leadership II: Practicum	3.0
EDMA 579	Capstone Project	3.0
EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 546	The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School	3.0
EDUC 547	The Teaching of Geometry & Measurement in Elementary & Middle School	3.0
EDUC 561	Teaching Diverse Learners in an Inclusive Setting	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0
EDUC 599V1	Effective Tchg in Blended Learning Envir	3.0
CSIT 512	Elements of Computer Programming	3.0
MATH 503	Explorations in Calculus	3.0
MATH 504	Explorations in Secondary School Mathematics	3.0
MATH 520	Mathematical Modeling for Teachers	3.0
MATH 570	History of Mathematics	3.0
MATH 575	Independent Study	1.0 - 3.0
MATH 599	Special Topics	3.0

High School Track

(For students with a mathematics degree)

Four courses in mathematics:

MATH 500	Statistics	3.0
MATH 505	Discrete Math	3.0

MATH 507/MATH 407	Introduction to Graph Theory	3.0
MATH 509/MATH 409	Elementary Number Theory	3.0
Four courses in education:		
EDUC 551	The Teaching of Geometry	3.0
EDUC 552	The Teaching of Algebra	3.0
EDUC 595	The Teaching of Statistics & Probability: Decision Making with Mathematics	3.0
EDUC 596	The Teaching of Mathematical Modeling: Strategies for Contemporary Problems	3.0
Two electives (6 credits) chosen from:		
EDMA 530	Mathematics Education Leadership I	3.0
EDMA 531	Mathematics Education Leadership II: Practicum	3.0
EDMA 579	Capstone Project	3.0
EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 561	Teaching Diverse Learners in an Inclusive Setting	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0
EDUC 599V1	Effective Tchg in Blended Learning Envir	3.0
CSIT 512	Elements of Computer Programming	3.0
MATH 503	Explorations in Calculus	3.0
MATH 504	Explorations in Secondary School Mathematics	3.0
MATH 520	Mathematical Modeling for Teachers	3.0
MATH 570	History of Mathematics	3.0
MATH 575	Independent Study	1.0 - 3.0
MATH 599	Special Topics	3.0

MATHEMATICS INSTRUCTIONAL LEADERSHIP, M.S.

Program Director: Christy Graybeal Ph.D.; graybeal@hood.edu; 301-696-3838

The Master of Science in Mathematics Instructional Leadership is a 30-credit degree program, comprising ten required and elective courses in mathematics, education, and mathematics leadership. It is designed for current teachers of mathematics at the elementary or middle school levels seeking to enhance their professional qualifications through graduate study. Individuals who successfully complete the program will be eligible for Maryland teaching endorsement as Mathematics Instructional Leader in either Grades PreK-6 or Grades 4-9. Courses are offered online in the late afternoon and evening, and in the summer, to accommodate working teachers. ***This program does not lead to initial teacher certification.***

Application Requirement

Candidates must be admitted to the Hood College Graduate School. It is assumed that most students in the program will be current elementary and middle school teachers, but anyone who meets the requirements of the Graduate School and the prerequisites for particular courses may enroll in the program. The program does not lead to initial teacher certification and only candidates who meet all program requirements

will be eligible for the Maryland Mathematics Instructional Leader endorsement in either Grades PreK-6 or Grades 4-9.

All Mathematics Instructional Leadership graduate students are required to have regular access to a U.S. P-12 classroom throughout the program in order to successfully complete assignments, including various course assessments and the practicum. Applicants to the program who are not current classroom teachers must submit evidence that they will have regular access to observe and volunteer in a classroom in the form of an approval letter from the school principal. Such approval letters must be submitted annually to the student's advisor. Applicants are responsible for meeting all requirements for school volunteers, as determined by the individual school and/or district. Applicants also are responsible for meeting any school and/or district requirements for conducting research in the school setting.

PROGRAM REQUIREMENTS

Grades PreK-6 Concentration

The concentration in Grades PreK-6 includes four courses in mathematics, four courses in education, and two courses in mathematics education leadership.

To earn a degree in Mathematics Instructional Leadership, candidates will:

- earn a program grade point average of at least 3.0; and
- earn an average score of at least 3.0 on the leadership portfolio.

In order to be eligible for MSDE endorsement as Mathematics Instructional Leader, grades PreK-6, candidates must complete the requirements listed above and:

- hold a valid, professional certificate in Maryland;
- present verification of 27 months of satisfactory teaching experience including mathematics;
- earn at least a C in all required courses; and
- earn (or have previously earned) the Maryland passing score on the middle school mathematics Praxis II Content Area Assessment. Candidates have one year from graduation to pass the Praxis II Content Area Assessment and to complete all other program requirements in order to be designated an official program completer. It is the responsibility of the candidate to inform the program director upon completion of all requirements.

Mathematics requirement (12 credits)

MATH 500	Statistics	3.0
MATH 501	Explorations in Geometry	3.0
MATH 502	Explorations in Algebra	3.0
MATH 505	Discrete Math	3.0

Education requirement (6 credits)

EDUC 546	The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School	3.0
EDUC 547	The Teaching of Geometry & Measurement in Elementary & Middle School	3.0

Two of the following:

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 534	Current Issues in Early Childhood & Elementary Education	3.0

EDUC 545	Modern Mathematics Methods	3.0
EDUC 553	Foundations of Elementary STEM (Science-Technology-Engineering-Mathematics) Education	3.0
EDUC 561	Teaching Diverse Learners in an Inclusive Setting	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0
EDUC 578	Educational Leadership and Group Dynamics	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0
EDUC 584	Systemic Change Processes for School Improvement	3.0
EDUC 599V1	Effective Tchg in Blended Learning Envir	3.0
Required (6 credits)		
EDMA 530	Mathematics Education Leadership I	3.0
EDMA 531	Mathematics Education Leadership II: Practicum	3.0

Grades 4-9 Concentration

The concentration in Grades 4-9 includes five courses in mathematics, three courses in education, and two courses in mathematics education leadership.

To earn a degree in Mathematics Instructional Leadership, candidates will:

- earn a program grade point average of at least 3.0; and
- earn an average score of at least 3.0 on the leadership portfolio.

In order to be eligible for MSDE endorsement as Mathematics Instructional Leader, grades 4-9, candidates must complete the requirements listed above and:

- hold a valid, professional certificate in Maryland with certification in Middle School Mathematics;
- present verification of 27 months of satisfactory teaching experience including mathematics;
- earn at least a C in all required courses; and
- earn (or have previously earned) the Maryland passing score on the middle school mathematics Praxis II Content Area Assessment. Candidates have one year from graduation to pass the Praxis II Content Area Assessment and to complete all other program requirements in order to be designated an official program completer. It is the responsibility of the candidate to inform the program director upon completion of all requirements.

Mathematics requirement 15 credits

MATH 500	Statistics	3.0
MATH 501	Explorations in Geometry	3.0
MATH 502	Explorations in Algebra	3.0
MATH 503	Explorations in Calculus	3.0
MATH 505	Discrete Math	3.0

Education requirement (6 credits)

EDUC 546	The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School or	3.0
EDUC 552	The Teaching of Algebra	3.0
EDUC 547	The Teaching of Geometry & Measurement in Elementary & Middle School or	3.0

EDUC 551	The Teaching of Geometry	3.0
One of the following		
EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 534	Current Issues in Early Childhood & Elementary Education	3.0
EDUC 545	Modern Mathematics Methods	3.0
EDUC 553	Foundations of Elementary STEM (Science-Technology-Engineering-Mathematics) Education	3.0
EDUC 561	Teaching Diverse Learners in an Inclusive Setting	3.0
EDUC 576	Curriculum & Methods in Inclusive Classrooms: Math and Science	3.0
EDUC 578	Educational Leadership and Group Dynamics	3.0
EDUC 581	Research-Based Teaching, Learning & Assessment	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0
EDUC 584	Systemic Change Processes for School Improvement	3.0
EDUC 595	The Teaching of Statistics & Probability: Decision Making with Mathematics	3.0
EDUC 596	The Teaching of Mathematical Modeling: Strategies for Contemporary Problems	3.0
EDUC 599V1	Effective Tchg in Blended Learning Envir	3.0

Required 6 credits

EDMA 530	Mathematics Education Leadership I	3.0
EDMA 531	Mathematics Education Leadership II: Practicum	3.0

NURSING, M.S.N.

PROGRAM REQUIREMENTS

Foundation Requirement

Students who have not previously completed a statistics class will be required to complete this foundation course before enrolling in NUTR 502. This foundation course requirement is in addition to the total credits required for program completion. Students who have completed a statistics course will be waived from this requirement upon review of application materials.

MATH 500	Statistics	3.0
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Core Requirements (15 Credits)

Students in all three tracks must complete these core requirements.

NUR 500	Found of Advance Pract & Role Develop	3.0
NUR 501	Healthcare Systems, Policy & Advocacy	3.0
NUR 502	Evidence-Based Practice & Research	3.0
	Meth	
NUR 503	Leadership in Nursing Practice	3.0
NUR 504	Healthcare Informatics	3.0

Adult-Gerontology Primary Care Nurse Practitioner Track

Required Courses

NUR 530	Advanced Health Assessment	3.0
NUR 531	Advanced Concepts-Physiology & Pathophysiology	3.0
NUR 532	Advanced Concepts in Pharmacology	3.0
NUR 533	Adult Gerontology Common Health Prob I	3.0
NUR 534	Adult Gerontology Common Health Prob II	3.0
NUR 535	Adult Gero Common/Comorbid Prob III	3.0

NUR 536	Adult Gero Common/Comorbid Prob IV	3.0
NUR 537	Population Based Health Advocacy & Policy	3.0
NUR 596A	Advanced Practice Nurs Clin Practicum I	3.0
NUR 596B	Advanced Practice Nurs Clin Practicum II	3.0
NUR 596C	Advanced Practice Nurs Clin Practicum III	3.0

Healthcare Leadership Track

Foundation Course

Students who have not previously completed an equivalent version of Management Theory must complete this foundation course, which is a prerequisite for the MGMT 560 required course. This foundation requirement is in addition to the 31 credits for program completion.

MGMT 551	Management Theory	3.0
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Required Courses

MGMT 560	Leadership & Organizational Behavior	3.0
NUR 510	Healthcare Finance	3.0
NUR 511	Leading in Nursing Practice	3.0
NUR 512	Quality Improvement Science- Healthcare	3.0
NUR 513	Leadership Seminar and Practicum	4.0

Nursing Education Track

Required Courses

NUR 520	Principles & Found of Adult Learning	3.0
NUR 521	Curriculum Design and Evaluation	3.0
NUR 522	Teaching in a Practice Discipline	3.0
NUR 523	Teaching Strategies and Technology	3.0
NUR 524	Nurse Educator Seminar & Practicum	4.0

NUTRITION, M.S.

Program Director: Joanna Eaton, Ph.D.; jeaton@hood.edu

The Master of Science in Nutrition program requires the completion of 32-42 credits, and has two different tracks: Dietetics and general Nutrition.

Application Requirements

To be considered for admission to the M.S. in Nutrition program, applicants should have a minimum undergraduate GPA of at least 3.0. Nutrition prerequisite coursework for all tracks include: Future Graduate RDN-eligible, Sustainability Studies, Applied Science. All prerequisite courses must earn a B or higher and must be completed prior to the M.S. program start. Applicants should be from a DPD program or Nutrition Major or Nutrition Minor with a science degree.

Applicants are required to submit:

Official transcripts from all institutions attended

Statement of Purpose essay (no greater than 2 pages, double-spaced), which should include the following:

Why you chose your field of interest;

Why you are prepared for graduate school and why you feel graduate school is necessary for you;

Why you chose Hood College in particular;

What you hope to achieve in your program and with your degree.

Two letters of recommendation - one letter must be from an attended academic institution

Dietetics Track Requirements: A bachelor's degree from an accredited institution with a cumulative GPA of 3.0 or above and a verification statement from ACEND-accredited Didactic Program in Dietetics; or a

bachelor's degree from an accredited institution with a cumulative GPA of 3.0 or above and completion of the following prerequisite courses with a grade of B or better: Chemistry, Organic Chemistry, Biochemistry, Microbiology, Anatomy and Physiology, Human Nutrition, Food Preparation, Food Science, Life Cycle Nutrition, Quantity Foods or a Food systems Management course.

DEGREE REQUIREMENTS

Dietetics Track

The Dietetics track is a 20-month, 42-credit-hour, full-time, Future Graduate (FG) Future Education Model (FEM) Demonstration hybrid Program. Our FG FEM nutrition and dietetics

program integrates didactic coursework with 1000 hours of supervised experiential learning (SEL) using competency-based education hybrid curriculum. It is designed to prepare nutrition and dietetics practitioners for future entry-level practice. Upon fulfilling all program graduation requirements, our program awards students the degree of Master of Science in Nutrition and graduates are eligible to sit for the Registration Examination for Dietitians administered by the Commission on Dietetic Registration (CDR) to become a credentialed registered dietitian/nutritionist (RDN). Our program is designed to prepare nutrition and dietetics leaders through evidence-based practice and research. The program has received candidacy accreditation as a future graduate program by the Accreditation Council on Education for Nutrition and Dietetics. It combines didactic coursework and 1,000 supervised experiential learning completed in 5 continuous semesters and 42 credits. Hood College's MS in Nutrition was granted candidacy accreditation status for a FG FEM nutrition and dietetics program in 2022. Students enrolled in this program will advance as a full-time cohort class.

Required Courses

MATH 500	Statistics or Biostatistics in R	3.0
BIFX 503	Biostatistics	3.0
ENV 505	Sustainable Food Systems & Food Security	3
NUTR 500	Advanced Medical Nutrition Therapy	3
NUTR 501	Nutritional Status Assess & Motivat Coun	2
NUTR 502	Pathophysiology and Pharmacology	3
NUTR 503	Advanced Nutritional Biochem Seminar	2
NUTR 504	Leadership, Management & Advocacy Sem	2
NUTR 505	Global Health and Nutrition	3
NUTR 506	Dietetics Clerkship I	3
NUTR 507A	Dietetics Clerkship II	3
NUTR 507B	Dietetics Clerkship III	3
NUTR 507C	Program Planning, Management & Eval	3
NUTR 509	Nutritional Genomics and Microbiome	3
NUTR 512	Health Communication	3
NUTR 530	Non-Thesis Research	3
NUTR 579		

General Nutrition Track

The General Nutrition track is a hybrid 32-credit-hour, full- or part-time program that offers a strong foundation in evidence-based advanced practice and analysis of nutrition science, its application, biochemistry, and research a focus on leadership and management. Students in this program may be registered dietitians looking to complete a graduate

degree for industry competitiveness and advancements or students looking for a broad exploration of nutrition science. Students enrolled in this track will progress at their own pace, within the 7-year time limit to complete the degree.

This program does not lead to becoming a registered dietitian. If interested in becoming a registered dietitian, completion of an accredited didactic program in dietetics (DPD) for a verification statement and a dietetic internship would be needed with this degree.

Required Courses

BIFX 503	Biostatistics in R or ENV 505 Biostatistics or MATH 500 Statistics	3.0
NUTR 505	Leadership, Management & Advocacy Sem	2
NUTR 506	Global Health and Nutrition	3
NUTR 509	Program Planning, Management & Eval	3
NUTR 512	Nutritional Genomics and Microbiome	3
NUTR 579	Non-Thesis Research	3
Electives		
BMS	Biochemistry of Intermediary	3.0
512/BIOL 412	Metabolism	
ENV 501	Introduction to Environmental Biology	3.0
NUTR 500	Sustainable Food Systems & Food Security	3
NUTR 503	Pathophysiology and Pharmacology	3
NUTR 504	Advanced Nutritional Biochem Seminar	2
NUTR 510	Bioengineering for Sustainability	3
NUTR 515	Urban Agriculture	3
NUTR 530	Health Communication	3
NUTR 556	Healthy Aging	3
NUTR 599	Special Topics in Nutrition	3

ORGANIZATIONAL LEADERSHIP, DBA/DOL

Program Director, Nisha Manikoth, Ed.D.; manikoth@hood.edu; 301-696-3818

The Doctorate in Organizational Leadership is a 60-credit program of graduate study and applied research for:

- Persons holding a master's degree and currently employed in business, non-profit sector, military or government who are seeking additional leadership development as part of personal, career and professional growth program
- Educators and administrators in public and private education and higher education with interest in leadership development to advance their career; and
- Professionals already holding advanced degrees who desire to extend their preparation in leadership development

The courses are designed for working professionals and scheduled in the evening and weekends for those who work full-time. A cohort moves through the four-year program.

Procedure for Applying

Once a year in the fall, a new cohort begins their program of study. Admission dates for Doctoral Program in Organizational Leadership (DBA/DOL) open a year prior (previous fall semester). All applications must be completed by June 15, but we encourage applicants to apply early as the program is competitive and applications are reviewed on a rolling basis. Candidates advanced to the next phase will complete a campus or virtual interview as part of the admission process.

Candidates admitted to the program will be notified after interviews and applicant review is complete.

Application Requirements

- Master's degree in any discipline

- Master's degree in Business or related field required for DBA

Applicants will be accepted into the program based on selection criteria that include graduate coursework, grade point average, personal statements, area of research interest, resume, letters of recommendation, and experience.

Those interested in applying must:

- Complete the online application at www.hood.edu/graduate
- Submit official e-transcripts of all graduate work completed for Master's degree with a minimum of 3.25 GPA. Electronic transcripts should be sent to the Hood graduate Admission or emailed to gofurther@hood.edu. Master's transcripts only are required.
- Minimum of eight years of progressive professional work experience
- Current resume or CV
- Two letters of Recommendation - including one from your employer that speaks to your professional work experience and leadership skills and another individual who can attest to your leadership skills
- Personal essay of 400 to 500 words:
 - What attracts you to the Doctorate in Organizational Leadership?
- Select one of the following prompts and write an essay of 500 to 750 words:
 - What is the role of leadership in an organization as it focuses on challenges and issues of the 21st century?
 - Leadership is often defined as the "art of influence." What are the lessons you have learned from a leader you admire?
 - Compare and contrast your leadership styles with that of a leader you admire and respect.
- Candidate must provide one of the following admission elements
 - Standardized Test Scores (SLLA, GRE, GMAT or MAT) OR
 - Evidence of master's level culminating research experience (capstone project, thesis, field work or action research project)
- Successful completion of a graduate level research methodology/statistics course

For additional admission information, see Graduate Admission (p. 211)

The doctoral program in organizational leadership is administered by the Departments of Education and Business Administration, by the director of the Doctoral Program in Organizational Leadership, assisted by the Program Advisory Council and Administrative Committee for DOL.

PROGRAM REQUIREMENTS

The doctoral programs in Organizational Leadership (DOL/DBA) requires sixty credits beyond the master's degree and consists of twenty-seven credits of leadership core coursework, twelve credits from electives, nine credits of research methodology courses, and a twelve-credit applied research-based dissertation.

Core Leadership Tier

Courses delivering the 27 core credits are designed to provide a common understanding about key elements of effective organizational leadership.

This tier of courses includes the following:

LEAD 601	Seminar in Leadership Theory and Practice	4.0
LEAD 602	Seminar in Ethics and Leadership	4.0
LEAD 603	Leading and Managing Human Capital	3.0
LEAD 604	Leadership and Strategic Communication	3.0
LEAD 605	Seminar in Leading Strategic Change and Transformation	4.0
LEAD 606	Financial Stewardship for Leaders	3.0
LEAD 607	Leadership, Advocacy and Policy	3.0
LEAD 608	Sustainable Systemic Leadership	3.0

Research Methodology Tier

To address the research tier, all candidates complete the following three

Research Methodology courses for a total of nine credits:

LEAD 620	Qualitative Research in Social Sciences- Theory and Design	3.0
LEAD 621	Statistical Methods for Social Science Research: Design and Analysis	3.0
LEAD 622	Research Design	3.0

Electives

Candidates who enter the doctoral program come from many different sectors including business, higher education and public education, non-profits, the military and government. In order to provide a flexible program that meets the personal and professional needs of candidates, they may choose electives to develop more specialized study. Selection of courses are guided by the candidate's goal of enhancing understanding of their industry or building new content development in a complimentary area. Candidates will work closely with their faculty adviser and select courses to support their personal and professional goals. The candidates will identify courses at the end of year one coursework. Year II and III coursework will include the additional elective options.

Candidates will select electives from the following areas:

- General Leadership
- Educational Leadership
- Business Leadership
- Government Leadership

The twelve elective credits are selected by candidates from among the graduate course offerings within the disciplines of Counseling, Economics & Business Administration, and Education; the selection of elective courses is subject to the approval of each candidate's advisor and Program Director. With similar approval, appropriate courses from other departments may also meet this requirement. Candidates complete all course requirements for each of the three courses in this series and, in addition, in consultation with their adviser, design and conduct a project related to each course. These projects may involve either the candidate's employer or a local organization and may have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience. Up to six credits beyond the master's degree may be transferred toward meeting this requirement with the approval of the advisor and Program Director. Special topics courses may be included as electives with approval of their advisor and Program Director.

Select three of the following:

LEAD 600	Human Development as a Lifelong Process	4.0
LEAD 609	Social & Cultural Foundations of Couns	4.0
LEAD 610	Lifestyle and Career Development	4.0
LEAD 611	Research and Prog Evaluation	4.0
LEAD 612	Tech for Literacy, Leadership & Learning	4.0
LEAD 613	School Law	4.0
LEAD 614	Admin Student Services	4.0
LEAD 615	Trauma & Crisis Interventions	4.0
LEAD 628	Digital Strategy and Leadership	4.0
LEAD 629	Scholar Practitioner Research	4.0
LEAD 650	Conducting/Analyzing Doctoral Research	4.0
LEAD 652	Negotiation & Conflict Resolution	4.0
LEAD 660	Managerial Economics	4.0
LEAD 662	Financial & Managerial Accounting	4.0
LEAD 663	Marketing Management	4.0
LEAD 665	International Management	4.0
LEAD 666	Information Management & Technology	4.0
LEAD 668	Accounting Information Systems	4.0
LEAD 669	Project Management	4.0
LEAD 670	Marketing Analysis for Managers	4.0
LEAD 672	Supply Chain Mgmt	4.0
LEAD 675	Independent Study	4.0
LEAD 676	Advanced Financial Management	4.0
LEAD 677	Portfolio and Investment Management	4.0
LEAD 678	International Financial Management	4.0
LEAD 680	Strategic Cost Management	4.0
LEAD 681	Research-Based Tchng, Lrng, Assessment	4.0
LEAD 682	Educational Philosophy in a Diverse Soc	4.0
LEAD 684	Systemic Change Proc/Sch Improvement	4.0
LEAD 686	Principles of Educational Supervision	4.0
LEAD 687	Public Administration	4.0
LEAD 690	Strategy & Competitive Advantage	4.0
LEAD 697	Internship	1.0-8.0
LEAD 699	Special Topics in Org. Leadership	4.0

Research-Based Dissertation

Candidates design and conduct a study that incorporates leadership research to address a challenge within their working context, organization, or community. The credits are distributed across three semesters of 3-four credit classes. Students will choose from one of two tracks for dissertation completion:

- Academic Research Track
- Practitioner Research Track

The Academic Research track will require an invitation from a faculty member to conduct research in culminating in a dissertation that will need to meet standards for upload to MD-SOAR and ProQuest. The Practitioner Research track will involve completion of a research project at their workplace/community that will have direct impact in making a change for a problem of practice.

LEAD 630	Dissertation I: Theoretical Framework	4.0
LEAD 631	Dissertation II: Proposal Defense	4.0
LEAD 632	Dissertation III: Research Study Defense	4.0

Comprehensive Examination: Students will sit for a pass/fail comprehensive examination that assesses their ability to qualify as a doctoral candidate who is ready to engage fully in the rigors of dissertation research. To be eligible to sit for the exam, doctoral students must pass the first five leadership core classes, the three research methods courses, and the first dissertation course. Comprehensive exams are completed in the summer of Year II of

the program. A student may repeat the exam once if they fail the first time. If they fail a second time, they are not eligible to continue in the doctoral program.

Portfolio Evaluation: Students will be required to maintain a portfolio of their work in Chalk and Wire. The major assignment from each class must be submitted to Chalk and Wire. This collection of assignments will comprise the student portfolio, which will be reviewed at the end of each year by a doctoral faculty team. In addition, students are required to submit a statement indicating their plans for future research and dissertation work at the end of the first year. This statement will also be reviewed by a doctoral faculty team.

Additional Dissertation Support Courses

Candidates have one semester after the end of LEAD 630, LEAD 631 and LEAD 632 to defend and upload their final prospectus, proposal or dissertation. After that time, candidates must be enrolled in these additional 1-credit courses each semester until the IP grade for 631 and/or 632 are replaced with final grades.

LEAD 630A	Prospectus Support Course	1.0
LEAD 631A	Proposal Support Course	1.0
LEAD 632A	Dissertation Support	1.0

Additional Requirements for DBA candidates

- Six approved management or leadership workshops
- Conference presentation (local, regional, national, or international)
- Experiential opportunity with a faculty member
- Paper publication (or preparation of paper to be published)

READING SPECIALIZATION, M.S.

Program Director: Ellen Koitz, Ed.D. koitz@hood.edu; 301-696-3466

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 of Science 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.

Application Requirements

Submit the online application including one official transcript reflecting the highest degree conferred and a copy of the applicant's teaching certificate. Qualified applicants will be contacted for an interview with the program director of the M.S. in Reading Specialization program. 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.

For additional admission information, see *Graduate Admission* (p. 211).

PROFESSIONAL EDUCATION CORE COURSES

1. Maintain a 3.0 cumulative grade point average in the following three required courses:

EDUC 502	Technology for Teaching, Learning & Leadership	3.0
EDUC 577	Introduction to Educational Research	3.0

EDUC 582	Educational Philosophy in a Diverse Society	3.0
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Vanguard teachers enrolled in the program may take EDUC 599V1 (p. 288) in lieu of EDUC 502. Students may replace EDUC 502, EDUC 577 and EDUC 582 with any of the LETRS courses (EDUC 599LETRS1 (p. 288), EDUC 599LETRS2 (p. 288), EDUC 599LETRS3 (p. 288), EDUC 599LETRS4 (p. 288))

2. Show evidence of taking a Processes and Acquisition of Reading course as an undergraduate or through an in-service course.

3. Show evidence of completion of at least 3 credits of Special Education coursework as required by the Maryland State Department of Education.

This should be indicated in the Ancillary Credits section of the teaching certificate. If the teaching certificate does not indicate that 3 credits of special education coursework has been taken, then the applicant will be required to complete EDUC 561, EDUC 571 or EDUC 573 at some point during the degree process.

READING SPECIALIZATION COURSES

1. Maintain a 3.0 cumulative grade point average in the following courses:

EDUC 517	Materials for Teaching Reading: Instruction & Methods	3.0
EDUC 518	Reading Instruction: Elementary	3.0
EDUC 519	Reading Instruction: Secondary	3.0
EDUC 520	Reading Diagnosis	3.0
EDUC 529	Literacy Leadership	3.0

Students may apply any of the EDUC 599LETRS courses not already applied to program requirements, to replace EDUC 518.

2. Pass comprehensive examination and maintain a 3.0 grade point average in:

EDUC 523	Reading Diagnosis & Prescription: Clinical	3.0
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CAPSTONE COURSES

1. Maintain a 3.0 cumulative grade point average in:

EDUC 521	Contemporary Issues in the Teaching of Reading	3.0
EDUC 524	Advanced Clinical Reading Experiences: Elementary	3.0
EDUC 525	Advanced Clinical Reading Experiences: Secondary	3.0

2. Successful evaluation from the lead teachers and director of the practicum courses.

3. An Exit Folio is required.

PROGRAM COMPLETION

Program completion in the M.S. in Reading Specialization program will complete the following activities:

1. Receive a distinguished or proficient rating on the exit folio.

2. Program Evaluation Survey at the completion of the exit folio requirement.
3. Program Survey one year after program completion.

GRADUATE CERTIFICATE PROGRAMS

ACCOUNTING, CERTIFICATE

Program Director: Tianning Li, Ph.D. li@hood.edu; 301-696-3688

The Certificate in Accounting is designed as a post-bachelor's program for professionals who want to change their career focus to accounting. It covers important topics such as financial statements, cost analysis, management planning and control systems, financial reporting, and accounting information systems.

Application Requirements

Students applying for the Accounting Certificate program must have a Bachelor's degree from an accredited institution. Applicants should submit an official transcript from the institution where their highest degree was conferred. In addition, students must complete a Statement of Intent of at most 250 words that describes their background experience and future goals. Students who apply and are accepted into the MBA program while pursuing their Accounting Certificate may apply all certificate coursework towards their MBA degree.

REQUIREMENTS FOR THE CERTIFICATE

Students must complete five three-credit courses for a total of fifteen credits. Successful completion requires a student to maintain a minimum GPA of 3.00. The following courses comprise the certificate:

Required

MGMT 553	Foundations of Accounting	3.0
MGMT 562	Financial & Managerial Accounting	3.0
MGMT 568	Accounting Information Systems	3.0
MGMT 580	Strategic Cost Management	3.0
MGMT 581/MGMT 481	Financial Statement Analysis	3.0

Students who have completed the MGMT 553 foundations of accounting previously may be waived from this requirement but must replace it with an additional course to ensure a total of 15 credits are completed.

BIOINFORMATICS, CERTIFICATE

Program Director: Eckart Bindewald, Ph.D., bindewald@hood.edu

The Bioinformatics Certificate is designed particularly for students who have an extensive background in biomedical science or the life sciences, either through formal study or professional experience. The certificate introduces foundational technical skills for bioinformatics: utilization of public databases and applications, data mining, programming, applied statistics, and analysis of genomic, proteomic and modeling data. The capstone culminates in an integrative capstone course in which students will coalesce and synthesize the skills that they have developed in the foundational courses to analyze and interpret primary data to answer a biological question.

Application Requirements

Students wishing to enter the program must demonstrate their previous education in the biological sciences in one of three ways: 1) a completed undergraduate degree with a minimum GPA of 2.75 in biology,

molecular biology, or a related field that includes undergraduate coursework in molecular biology, upper level genetics (equivalent to Hood's BIOL 316) and cell biology (equivalent to Hood's BIOL 339) along with significant work experience in the field; or, 2) acceptance into the Biomedical Science program; or 3) completion of a master's degree (MA or MSc) or Ph.D. in a biology-related field. Students admitted to the certificate program are eligible to switch to the MS in Bioinformatics during their course of study. All coursework can be transferred to the MS in Bioinformatics.

REQUIREMENTS FOR THE CERTIFICATE:

Required

BIFX 502	Foundations in Computer Science or Elements of Computer Programming	3.0
BIFX 550	Functional Genomics: Sequence Analysis and Structural Bioinformatics	3.0
BIFX 551	Advanced Programming for Bioinformatics	3.0
BIFX 552	Bioinformatics Data Skills	3.0
BIFX 553	Applied Data Science for Bioinformatics	3.0
BIFX 572	Computational Genomics Practicum	3.0

BIFX 502 may be waived by program director upon admission.

CERAMIC ARTS, CERTIFICATE

The ceramics arts program was discontinued in 2023. Current students should consult the catalog from their matriculation year to confirm degree requirements.

The 18 credits required to earn the Graduate Certificate in Ceramic Arts can be completed in one year.

CYBERSECURITY, CERTIFICATE

Program Director: Ahmed Salem, Ph.D.; salem@hood.edu, 301-696-3731

The Certificate in Cybersecurity provides students the necessary networking and cybersecurity foundations and skills to identify, manage and address threats in any information technology environment. Completing the certificate ensures that students have received the academic preparation to pursue several professional credentialing certifications that attest standards of achievement in cybersecurity. The certificate requires the completion of three core courses and two electives.

Application Requirements

This program is designed for students who may or may not have background in Computer Science or Information Technology, either through formal study or professional experience. For students without relevant background, two Foundation courses may be completed to prepare students to succeed in the program. To apply, all official transcripts and a résumé/CV that provides educational and professional experience with specific information about mathematics background, programming background, if any, and technical skills must be submitted.

REQUIREMENTS FOR THE CERTIFICATE

Foundation Courses

The Cybersecurity Certificate requires the completion of prerequisite courses designed to provide the appropriate background knowledge. Students with undergraduate degrees in computer science or a related field may be waived from one or both courses. Any foundation courses required are in addition to the 15 credits required for program completion.

IT 510	Computing Hardware and Software Systems	3.0
CSIT 512	Elements of Computer Programming	3.0

Required Core Courses - 9 credits

CYBR	Network and Internet Security	3.0
534/CSIT 534		
CYBR	Telecommunications & Networking	3.0
548/CSIT 548		
CYBR	Information Systems Security	3.0
555/CSIT 555		

Electives - 6 credits (Two courses from below)

CYBR	Info Assurance & Risk Assessment	3.0
521/CSIT 521		
CYBR	Computer Forensics	3.0
532/CSIT 532		
CYBR 535/IT 535	Security Policies, Ethics and Law	3.0
CYBR	Applied Encryption and Cryptology	3.0
537/CSIT 537		
CYBR 538/IT 538	Secure Systems Administration	3.0
CYBR 539/IT 539	Advanced Secure Systems Administration	3.0
CYBR 556	Ethical Hacking	3.0
CYBR 599	Special Topics	3.0

EDUCATIONAL LEADERSHIP, CERTIFICATE

Program Director: Daniel Shea, shea@hood.edu; 301-696-3766

The Educational Leadership Certificate Program provides students with a comprehensive foundation in the principles and practices of school administration and supervision. This program is approved by the Maryland State Department of Education (MSDE) for students who complete the coursework to earn their Administrator I license. Students who enroll in and complete the certificate program have already completed a Master's degree that is required by MSDE. Students who complete the coursework may also take the ETS School Leaders Licensure Assessment (SLLA) that enables a student to earn the MSDE Administrator II license. Hood College will accept official SLLA score results up to one year post program completion for notation on transcripts. All MSDE requirements, including Special Education coursework, must be met to earn the Administrator I license.

REQUIREMENTS FOR THE CERTIFICATE

Students enrolled in this program are not eligible to transfer in any credits.

Required

EDUC 513	School Law	3.0
EDUC 583	Principles of Curriculum Development & Appraisal	3.0
EDUC 584	Systemic Change Processes for School Improvement	3.0
EDUC 586	Principles of Educational Supervision	3.0

EDUC 589	School Business & Personnel Administration	3.0
EDUC 587A	Administrative Internship	1.5
EDUC 587B	Administrative Internship	1.5

FINANCIAL MANAGEMENT, CERTIFICATE

Program Director : Tianning Li, Ph.D. li@hood.edu; 301-696-3688

The Certificate in Financial Management is designed to provide valuable skills in financial reporting, analysis, and management for new financial managers, professionals who desire to advance their knowledge in finance, and those seeking to upgrade their competencies in the latest financial tools and techniques. The certificate program covers important topics such as financial reporting, financial structuring, and risk-return analysis of projects, investment and portfolio management, hedging financial risks, and mergers and acquisitions.

Application Requirements

Students applying for the Financial Management Certificate program must have a Bachelor's degree from an accredited institution. Applicants should submit an official transcript from the institution where their highest degree was conferred. In addition, students must complete a Statement of Intent of at most 250 words that describes their background experience and future goals. Students who apply and are accepted into the MBA program while pursuing their Financial Management Certificate may apply all certificate coursework towards their MBA degree.

REQUIREMENTS FOR THE CERTIFICATE

Students must complete five three-credit courses for a total of fifteen credits. Successful completion requires a student to maintain a minimum GPA of 3.00. The following courses comprise the certificate:

Required

MGMT 553	Foundations of Accounting	3.0
MGMT 561	Financial Management	3.0
MGMT 576	Advanced Financial Management	3.0
MGMT 577	Portfolio and Investment Management or	3.0
ECMG 578/ECMG 478	International Financial Management	3.0
MGMT 581/MGMT 481	Financial Statement Analysis	3.0

Students who have completed the MGMT 553 foundations of accounting previously may be waived from this requirement but must replace it with an additional course to ensure a total of 15 credits are completed.

GEOGRAPHIC INFORMATION SYSTEMS (GIS) IN ENVIRONMENTAL BIOLOGY, CERTIFICATE

Program Director: Eric Annis, Ph.D.; annis@hood.edu; 301-696-3362

Geographic Information Systems (GIS) are a special class of information systems that are used for processing and analyzing geographically referenced (georeferenced) data. Georeferenced data, a special category of spatial data, have two crucial properties. First, georeferenced data are registered to an accepted geographical coordinate system of the Earth's surface so that data from different sources can be cross-referenced and integrated. Second, georeferenced data are represented at geographic

scale and must be generalized and symbolized. Understanding and using georeferenced data will require study of the fundamental principles of cartography.

Students will gain practical knowledge in the following areas:

- Current theory and fundamentals in GIS
- Application and analysis of GIS data from all fields of environmental biology
- Ability to propose relevant GIS research for current environmental issues
- Proficiency in remote-sensing theory and practices

Application Requirements

Students applying for the certificate in GIS 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. A minimum 2.75 cumulative GPA is required for admission to the Graduate School and to the Environmental Biology program, however a GPA of 3.0 or higher is preferred. It is recommended that entering students have completed undergraduate coursework in the following: Biology (2 semesters, with lab), Chemistry (2 semesters, with lab), and Mathematics (1 semester).

REQUIREMENTS FOR THE CERTIFICATE (18 CREDITS MINIMUM)

Required (9 credits)

ENV 501	Introduction to Environmental Biology	3.0
ENV 502	Principles of Ecology	3.0
ENV 526G	Introduction to GIS Mapping	1.0
ENV 526H	Introduction to GIS Analysis	1.0
ENV 526I	Introduction to Remote Sensing	1.0

Electives (Minimum of 9 credits):

Once students successfully complete ENV 526G and ENV 526H and meet all the pre-requisites for a given course, students will select an additional 9 credits of GIS electives. The elective courses will require a major GIS-related project or paper in order to receive certificate credit. It is the student's responsibility to inform the instructor of an elective course whether the GIS-option is being selected by the drop/add deadline each semester.

ENV 503G	Pollution Biology	3.0
ENV 506G	Environmental Microbiology	3.0
ENV 507G	Natural Resource Management	3.0
ENV 511G	Conservation Biology	3.0
ENV 512G	Insect Ecology	3.0
ENV 513G	Marine Ecology	3.0
ENV 516G	Watershed Hydrology	3.0
ENV 550LG	Topic: Advanced Geographic Processing	1.0
ENV 550MG	Soil Ecology	3.0
ENV 550PG	Agroecology	3.0
ENV 551G	Plant Ecology	3.0
ENV 563G	Freshwater Ecology	3.0
ENV 577G	Climate Change	3.0
ENV 578G	Climate Change Capstone	3.0
ENV 579G	Independent Research Project	3.0
ENV 591G	Internship in Environmental Biology	3.0
ENV 580AG	ENV Master's Thesis A and	3.0
ENV 580BG	ENV Master's Thesis B	3.0

ENV 579G, ENV 580AG, ENV 580BG: Available only to students simultaneously pursuing the MS in Environmental Biology.

HEALTH INFORMATICS CERTIFICATE

Program Director: Timothy P. Coffin, Ph.D., coffin@hood.edu

The Health Informatics Certificate Program is designed to equip students with the knowledge and skills necessary to excel in the rapidly evolving field of healthcare technology and data management. This comprehensive program combines theoretical foundations with practical applications, enabling students to contribute to the efficient and effective use of healthcare information systems. Students will learn to understand the fundamentals of health informatics, including terminology, standards, regulations, and ethical considerations.

They will demonstrate proficiency in managing health data, including collection, storage, analysis, and reporting. Additionally, they will learn to apply principles of information technology and systems management to optimize healthcare workflows and improve patient outcomes.

Application Requirements

No technology background required, but plus on admission. Students with relevant technology background are encouraged to apply, and discuss possible course waivers and substitutions with their assigned advisor. No healthcare background required, but plus on admission. Students with relevant healthcare background are encouraged to apply and discuss possible course waivers and substitutions with their assigned advisor. Students planning to change their careers are encouraged to contact an informatics advisor to discuss the program and its requirements. For these students, it is also particularly important to describe in the goals statement how they envision themselves in the informatics field.

REQUIREMENTS FOR THE CERTIFICATE

Foundation Course

The foundation coursework represents background knowledge and skills necessary for successful completion of degree requirements. The foundation course 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, the foundation course. Any foundation course required is in addition to the 12 credits required for program completion.

CSIT 512	Elements of Computer Programming	3.0
or		
BIFX 502	Foundations in Computer Science	3.0

Required Core Courses

HIFX 500	Fundamentals of Health Informatics	3.0
HIFX 501	Health Information System & Data Standards	3.0
HIFX 502	Introduction to US Healthcare Systems and Economics	3.0
ITMG 516	Introduction to Data Analytics and Business Data Mining	3.0

ITMG 516 cannot apply to the master's program in Health Informatics, however the nine other credits earned in the certificate will.

ORGANIZATIONAL MANAGEMENT, CERTIFICATE

Program Director: Tianning Li, Ph.D. li@hood.edu; 301-696-3688

The Certificate in Organizational Management is designed to prepare individuals to manage organizations in modern society by providing them with the knowledge, skills and competencies required to assume

leadership positions. The certificate program covers important topics such as leadership, communication, change management, negotiation, corporate social responsibility, and human resource management.

Application Requirements

Students applying for the Organizational Management Certificate program must have a Bachelor's degree from an accredited institution. Applicants should submit an official transcript from the institution where their highest degree was conferred. In addition, students must complete a Statement of Intent of at most 250 words that describes their background experience and future goals. Students who apply and are accepted into the MBA program while pursuing their Organizational Management Certificate may apply all certificate coursework towards their MBA degree.

REQUIREMENTS FOR THE CERTIFICATE:

Students must complete five three-credit courses for a total of fifteen credits. Successful completion requires a student to maintain a minimum GPA of 3.00. The following courses comprise the certificate:

Required:

MGMT 551	Management Theory	3.0
MGMT 560	Leadership & Organizational Behavior	3.0
MGMT 567	Organizational Sustainability	3.0
MGMT 582	Negotiation & Conflict Resolution	3.0
MGMT 585	Human Resource Management	3.0

Students who have completed the MGMT 551 Management Theory previously may be waived from this requirement but must replace it with an additional course to ensure a total of 15 credits are completed.

PROJECT MANAGEMENT CERTIFICATE

Program Director: Tianning Li, Ph.D. li@hood.edu; 301-696-3688

Growing out of collaboration with local businesses and government agencies the Project Management Certificate was developed to serve the diverse needs in the Frederick and regional communities. Project management skills are crucial in driving organization performance and maintaining competitive advantage. Specifically, the project management curriculum is designed to meet the needs of:

1. Professionals managing projects in the life sciences and bioinformatics sector; and,
2. Those engaging in project management of information technology projects.

Application Requirements

Students applying for the Project Management Certificate program must have a Bachelor's degree from an accredited institution. Applicants should submit an official transcript from the institution where their highest degree was conferred. Management Theory (MGMT 551 (p. 306)) is a foundation to the program. Students interested in Information Technology sequence should also provide transcripts showing a prerequisite level course in Intro to Data Analysis/Data Mining (ITMG 516 (p. 305)). In addition, students must complete a Statement of Intent of at most 250 words that describes their background experience and future goals.

PROGRAM REQUIREMENTS

Outside of any prerequisite level foundation courses required, students must complete at least two core courses and two sequence courses for a total of 12 (twelve) credits.

Prerequisite Foundation Course

The following course is a prerequisite to the program. Students who do not have this course must take it in addition to other required courses. The program director will make the determination at the time of application review whether the course is required.

MGMT 551	Management Theory	3.0
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Required Courses

MGMT 560	Leadership & Organizational Behavior	3.0
MGMT 569	Project Management	3.0

One of the following sequences

Life Sciences Sequence

BMS 542	Ethics in Science	3.0
BIFX 545	Leading Reproducible Research	3.0

Information Technology Sequence

The following course is a prerequisite to ITMG 533, which is required for the Information Technology (IT) sequence:

ITMG 516 (p. 297)	Data Analytics/Data Mining	
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Students who do not have this prerequisite course must take it prior to and in addition to the IT sequence coursework. The program director will make the determination at the time of application review whether prerequisite course is required.

ITMG 533	Managing Technical Project Teams	3.0
MGMT 566	Information Management & Technology	3.0

Other course substitution options

In both the Life Sciences and Information Technology sequences, students may be permitted to substitute appropriate special topics courses (ITMG 599 or BIFX 599) or directed independent study (ITMG 575 or BIFX 575) with direct topical focus towards project management and with permission of the advisor.

THANATOLOGY, CERTIFICATE

Program Director: Erik Messinger, Ph.D.; messinger@hood.edu; 301-696-3760

The Certificate Program in Thanatology is intended for individuals working in the field of thanatology who seek career augmentation, and for 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. This certificate program is also available to students enrolled in the Counseling or Human Behavior master's programs.

Application Requirements

Submit one official transcript reflecting the highest degree conferred.

REQUIREMENTS FOR THE CERTIFICATE

Required:

COUN 521	Grief, Mourning and Bereavement	3.0
COUN 523	Principles of Thanatology	3.0
COUN 528	Developmental Perspectives in Thanatology	3.0
COUN 529	Historical and Multicultural Perspectives in Thanatology	3.0

Successful completion of the certificate requires a minimum GPA of 3.00. The Certificate in Thanatology program is designed to conform to the education requirements of the Association for Death Education and Counseling (ADEC) for those persons interested in becoming certified as thanatologists.

TRAUMA, CRISIS, GRIEF AND LOSS, CERTIFICATE

Program Director: Erik Messinger, Ph.D.; messinger@hood.edu;
301-696-3760

The 12-credit certificate program in Trauma, Crisis, Grief and Loss (TCGL) is designed for students and professionals in mental health counseling, school counseling, or related fields (such as education or clergy) who wish to specialize—or simply hone their knowledge and skills—in trauma, crisis, and/or grief work. Certificate students are required to take six credits of core coursework in Trauma & Crisis Intervention (COUN 507) and Grief, Mourning, and Bereavement (COUN/THAN 521). The remaining coursework is comprised of a contextual course of the student's choosing (COUN/THAN 528 or 529) and three credits of electives tailored to the student's primary interest (e.g. disaster mental health counseling, EMDR, creativity in counseling, etc). Many courses include experiential activities, including role plays and expressive exercises. Counseling M.S. students may apply the TCGL courses as their 12 elective credits of their master's degree. Some courses are offered hybrid or online; depending on course selection, students may take 50-75% of their courses online. Please note, Counseling M.S. students may only enroll in and apply coursework from one certificate, Thanatology or TCGL towards their master's degree.

Application Requirements

Applicants who have already been admitted to the Counseling M.S. program may declare their intention to enroll in the TCGL certificate with the Graduate Registrar, and do not need to submit any additional application materials. Counseling students are required to maintain a 3.0 GPA and will not be admitted to the TCGL certificate if their GPA is below this threshold.

External applicants are invited to apply by submitting official transcripts from all post-secondary institutions attended, as well as a 1-2 page personal statement describing their interest in the TCGL certificate, as well as how it relates to their professional goals. Some applicants may be invited to a virtual interview with the certificate director to further discuss their fit for the program.

REQUIREMENTS FOR THE CERTIFICATE

Core Courses - 6 credits

COUN 507	Trauma & Crisis Interventions	3.0
COUN 521/THAN 521	Grief, Mourning and Bereavement	3.0

Contextual Dimensions Option (Choose one)

COUN 528/THAN 528	Developmental Perspectives in Thanatology	3.0
or		
COUN 529/THAN 529	Historical and Multicultural Perspectives in Thanatology	3.0

Intervention and Issue-based Electives - 3 Credits

COUN 560	Affirmative Therapy w/ LGBTQIA+ Client	1.0
COUN 562	Attachment Theory in Clinical Practice	1.0
COUN 563	Foundations in EMDR Therapy	1.0
COUN 565	Introduction to Creativity in Counseling	1.0
COUN 566	Mindfulness-Based Behavioral Approaches	1.0
COUN 567	Foundations in Disaster Mental Health	1.0
COUN 568	Crisis Response & Prevention in Schools	1.0
COUN 570	Contemporary Issues in Veterans' Health	3.0

Some COUN 599 Special Topics coursework may also be completed to fulfill elective credits with director approval.

GRADUATE COURSES

About Graduate Course Offerings

Course Offerings

Each course indicates when the course is offered.

500-599 Courses numbered in this way designate graduate courses.

600-699 Courses numbered in this way designate doctoral courses.

AFAM, AFHS, AFPS - AFRICAN AMERICAN STUDIES

AFHS 524 - Race and Racism in the United States (3.0)

This course explores the origins and development of racial attitudes, both scientific and popular, supporting mythologies, and contemporary institutional expressions. It will also discuss the African Americans' attempts to resist white supremacy. Emphasis will be on African American history since Reconstruction.

Cross-Listed as: Double-numbered course; offered with undergraduate-level AFHS 424

Offered: As Needed

AFPS 570 - African American Feminist Thought (3.0)

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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level AFPS 470

Offered: As Needed

ART - ART

ART 504 - Iconography and Iconology (3.0)

Prerequisites: ARTS 543 or ARTS 564; or Permission of Instructor

Designed for art history and studio art graduate students, this course focuses on various modes of iconography and its interpretation (iconology) in the visual arts.

Core: Art/Visual & Performing

Offered: As Needed (Even Years)

ART 568 - Contemporary Topics in Visual Art (3.0)

Prerequisite: 6 credits of ART or ARTS courses at the graduate level.

Designed for advanced art history and studio art majors, this course focuses on contemporary topics in the visual arts with an emphasis on

important developments in North American and European theory and criticism from the 1960s to the present.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ART 468

Offered: Spring Semester (Odd Years)

ART 569 - Advanced Topics in Archaeology (3.0)

Prerequisites: INST 512 or 3 credits of 500-level ART. This seminar course will be devoted to various important subjects in archaeology. Topics will be issues of concern to professional archaeologists today; possible topics include archaeological ethics; religion and archaeology; ceramics and archaeology; and science in archaeology.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ART 469

Offered: Fall Semester (Odd Years)

ART 570 - Seminar: Topics in Art History & Archaeology (3.0)

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

Cross-Listed as: Double-numbered course; offered with undergraduate-level ART 470

Offered: Spring Semester

ART 571 - Archaeological Fieldwork (1.0 - 3.0)

Designed for students with some experience in archaeological fieldwork, who would like 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.

Offered: Either Semester

ART 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits per independent study)

Offered: Either Semester

ARTS - STUDIO ARTS

ARTS 500 - Ceramics: Sculpture/Handbuilding (3.0)

Lab fee. An in-depth study of materials, skills and procedures relating to a variety of handbuilding techniques in a sculptural direction in clay, with an emphasis on form, surface, transitions and terminations, considerations for surface finishing and firing, and the development of aesthetics in the sculptural ceramic form.

Offered: Both Semesters

ARTS 501 - Glaze Application (1.0)

Lab fee. A study of basic and advanced information and techniques for successful glazing of the ceramic form. Learn to analyze the bisque form to make appropriate finishing choices to balance or strengthen the composition, learn techniques that will facilitate the glazing process and discuss procedures to standardize to achieve consistent glaze results.

Offered: Fall Semester

ARTS 502 - East Asian Wedged Coil Technique (1.0)

Lab fee. One of the most valuable methods for the construction of asymmetrical work, East Asian Wedged Coil Technique provides the greatest wet structural strength for clay sculpture. Learn coil making and building, and the advanced techniques of coil riveting, ribbing, bridging, boating and bracing for large and/or sculptural forms in clay.

Offered: Either Semester and/or Summer

ARTS 503 - Ceramic Wheel: Intensive Throwing (3.0)

Lab fee. An advanced study of the production of ceramic ware using the potter's wheel as a primary tool. Through exercises, personal research and practice, the student will create open and vertical forms at the potter's wheel, understand the basic nature of clay, throwing, trimming, glazing and firing techniques to produce finished glazed pieces for critique.

Offered: Both Semesters and/or Summer

ARTS 504 - Ceramic Surface Design (3.0)

Lab fee. An in-depth study of materials and techniques suitable for the enrichment of clay and glaze surfaces, decoration in the forming process, the bisque fired stage, the use of firing technologies, post-firing techniques, and three-dimensional design concepts that evoke appropriate design elements for sculptural and utilitarian works in clay.

Offered: Spring Semester

ARTS 505 - Ceramic Wheel: Masters' Throwing Concepts (2.0)

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 forces affecting the movement of clay during the throwing process in a synthesis of skill, knowledge and artistic expression.

Offered: Spring and/or Summer Semester

ARTS 506 - Ceramic Wheel: Masters' Throwing II (2.0)

Prerequisite: ARTS 503 or ARTS 505. 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.

Offered: Fall Semester

ARTS 507 - Plates and Platters (1.0)

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.

Offered: Spring Semester

ARTS 508 - Ceramic Sculpture (3.0)

Prerequisite: ARTS 502. 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 tile relief, eastern coil, slab construction, modeling the figure, the portrait bust, structural strength concepts for sculpture and firing considerations for sculptural forms.

Offered: Summer Semester

ARTS 509 - Throwing Large Forms (3.0)

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.

Offered: Summer Semester

ARTS 510 - Brush Making (1.0)

Lab fee. The brushmaking techniques, developed for use in ceramic decoration, 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

Offered: As Needed

ARTS 512 - Eastern & Western Tech in Trimming (1.0)

Perequisites: ARTS 503 or ARTS 505. Lab fee. 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.

Offered: Fall Semester

ARTS 513 - Tea Bowl History, Practice and Design (2.0)

This course explores the rich history of the tea bowl and tea ceremony across cultures, which includes Japan, China and Korea, among other cultures. Methods of construction may include utilizing the wheel, kick wheel, coil/pinch or working with subtractive sculpting techniques. The design, materials and firing processes of historical and contemporary tea bowls will be discussed and implemented to add contemporary designs and voices to the traditional tea bowl language.

Offered: Offered As Needed

ARTS 517 - Dynamic and Asymmetrical Wheel (3.0)

Prerequisite: ARTS 505. 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, facetting, combining separately thrown forms, and integrating coiling and throwing. Work may be in stoneware or porcelain.

Offered: Summer Semester

ARTS 520 - Photographing Ceramics (1.0)

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.

Offered: Spring Semester

ARTS 522 - Glaze Calculation, Theory & Practice (3.0)

This course will explore the composition, properties and application of materials used in ceramics to aid in the development of glaze compositions for pottery and sculpture.

Offered: Fall Semester

ARTS 524 - Clay Calculation, Theory and Practice (3.0)

This course will explore the composition, properties and application of materials used in ceramics to aid in the development of clay bodies for pottery and sculpture.

Offered: Spring Semester

ARTS 525 - Electric Kilns (1.0)

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.

Offered: Fall Semester

ARTS 528 - Contemporary Raku Techniques (2.0)

Prerequisite: Enrollment restricted to students admitted to the graduate ceramic arts programs. Lab fee.

Knowledge of the raku process is essential for MA and MFA students. Raku firing provides a basic understanding of the oxidation/reduction cycles for the firing of all fuel fired kilns.

Offered: As Needed

ARTS 530 - Kiln Technology & Firing Theory (2.0)

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.

Offered: Spring Semester

ARTS 531 - Wood Firing Theory (2.0)

Lab fee. A study in wood firing with information on stoking patterns, heat rise and firing theory, wadding composition and placement, loading and stacking procedures, types of woods, stoking patterns; the effects of oxidation/reduction cycles and more will be covered. Full participation in all aspects of preparation and firing is required.

Offered: Summer Semester

ARTS 532 - Firing Large Scale Wood Kiln (2.0)

Lab fee. An in-depth study in the history, theory, techniques and aesthetics of the long wood firing in a large single chamber or multi-chambered kiln, including in depth information covering all aspects of firing these large historic kilns and practical experience at each stage of the process.

Offered: Summer Semester

ARTS 533 - Soda Firing Theory and Practice (2.0)

Prerequisite: ARTS 530. Lab fee. A study in soda firing, presenting information on clay, slip and glaze for the soda firing, loading and stacking procedures, wadding composition and placement, heat rise, the effects of oxidation/reduction firing cycles, and firing theory will be covered. Information on the history of soda firing, types of soda kilns and basic kiln construction, kiln maintenance, kiln furniture, heat measuring devices, and safety issues will also be covered.

Offered: Spring Semester

ARTS 542 - Modeling the Figure (3.0)

Lab fee. 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, and considerations for finishing and firing figurative work.

Offered: As Needed

ARTS 543 - History of Ceramic Arts (3.0)

A survey of the history of ceramic arts from its beginning through the present time in the context of the history of the people who made and used the wares. The ways that these examples were made and their place in the history of ceramic technology will also be examined.

Offered: Spring Semester (Odd Years)

ARTS 545 - Large Scale and Composite Sculpture (3.0)

Prerequisite: ARTS 508. Lab fee. Directed study in design, construction and finishing of composite and architectural ceramics with emphasis on specific engineering requirements for construction, drying and firing. Topics will include construction methods for slab, coil, composite, mural and architectural projects.

Offered: Fall Semester (Odd Years)

ARTS 546 - Mold Making and Slip Casting (3.0)

This course is a study of the history, technical processes and proper application of mold making and slip casting. A combination of lecture, demonstration and experiential methods will be used to develop three-dimensional problem solving, proper plaster use and casting slip formulation. Multi-part molds will be created from prototypes, cycles of production will be generated and the science behind creating and maintaining proper slip consistency will be taught to achieve consistent results.

Offered: Spring Semester (As Needed)

ARTS 547 - Creating with Porcelain (3.0)

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.

Offered: Fall Semester (Even Years)

ARTS 564 - Aesthetics and Criticism (3.0)

The freedom of personal aesthetic expression is the goal toward which most artists strive. Criticism, the spoken or written talk about art, conveys a power to build or destroy. The course will explore the language of aesthetics and criticism to bring the student toward the creation and interpretation of beauty and meaning in their artistic statement.

Offered: Spring Semester (Even Years)

ARTS 569 - Survival Skills for Visual Artists (1.0)

Prerequisite: Completion of twelve credits in the graduate certificate program or MFA. Lab fee. The development of a body of work in preparation for the artist's capstone exhibition and the business of survival as an artist will prepare students for the creation of a body of work for exhibition in ARTS 570 Seminar in Personal Studio Research.

Offered: Fall Semester

ARTS 570 - Seminar in Personal Studio Research (3.0)

Prerequisite: Successful completion of ARTS 569. Lab fee. Through individual research the student will develop a personal artistic statement, set goals, create a cohesive body of work and present a professional exhibition of their work. Topics include presentation of artwork, group critique, individual problem solving, aesthetic discussions, professional development, studio organization, gallery installation, marketing, and legal and ethical issues.

Offered: Spring Semester

ARTS 574 - Advanced Studies in Ceramic Arts (3.0)

Prerequisites: ARTS 540, ARTS 530, and/or permission of the program director. Lab fee. A course that provides the opportunity to learn how to perform research and put the knowledge into practice. The research, consisting of both literature search and instructed experimentation, will be completed by the student with the instructor's direction. The student will gain an understanding of critical thinking and the nature of research before progressing to more advanced thesis levels of study or employment.

Offered: Spring Semester

ARTS 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits per independent study)

Offered: Either Semester

ARTS 576 - MFA Thesis Preparation (3.0)

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 Hood College MFA Guidelines contain detailed information for the preparation of the thesis proposal.

Offered: Either Semester

ARTS 580A - MFA Thesis Research A (3.0)

Prerequisite: ARTS 576. Lab fee. Directed in-depth study and research for the development of aesthetic and technical skills necessary for the production of original ceramic artwork to satisfy a thesis concept in the candidate's chosen area. The MFA candidate must consult the Hood College MFA Thesis Guidelines for detailed information and expectations and satisfy all requirements found in the guidelines.

Offered: Either Semester

ARTS 580B - MFA Thesis Research B (3.0)

Prerequisite: ARTS 580A. Completion of master's thesis research.

Offered: Either Semester

ARTS 590 - Teaching Assistant in Ceramic Arts (1.0 - 4.0)

Prerequisites: At least 18 credits in Ceramic Arts and by invitation of the Director of the Ceramic Arts Program. A teaching practicum for advanced Ceramic Arts graduate students who wish to sharpen their teaching skills. Duties would include assisting the instructor in class-related projects such as organizing discussions, constructing exams, developing projects, grading rubrics, and arranging for non-print media instruction. The course may be repeated for up to 6 credits.

Offered: Either Semester

ARTS 595 - MFA Thesis Exhibition (4.0)

Prerequisite: Previous or concurrent enrollment in ARTS 580. Lab fee. Thesis Exhibition is the application of the results of the thesis research culminating in the creation of artwork presented in a public exhibition. All planning, preparation and installation of the thesis exhibition will be the responsibility of the MFA candidate.

Offered: Either Semester

ARTS 599 - Special Topics in Ceramic Arts (1.0 - 3.0)

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.

Offered: Spring and/or Summer Semester

BIFX - BIOINFORMATICS

BIFX 501 - Foundation in Life Sciences (3.0)

A foundation course in cell biology and genome science for the non-life scientist or for life scientists who need a refresher prior to studying bioinformatics. Explore the dynamics of gene expression at the level of DNA, RNA and protein. Develop ability to link techniques in molecular biology with appropriate applications in explaining the scientific approach to gene analysis.

Cross-Listed as: Also offered as BMS 501

Offered: Fall Semester

BIFX 502 - Foundations in Computer Science (3.0)

This course provides students with an introduction to programming concepts and techniques used in problem solving. Students will study general programming concepts for the purpose of data analysis. These concepts are demonstrated through the use of a modern programming language. Students will design, implement and test programs to solve analytical problems.

Students will develop the ability to logically plan and develop programs, and learn to write, test, and debug programs. Topics include file I/O, expressions, types, variables, branching, loops, data access, data profiling, and data manipulation. Students will apply their knowledge through hands-on programming projects.

Offered: Fall Semester

BIFX 503 - Biostatistics in R (3.0)

After a brief introduction to working in R, this course will focus on the statistical concepts that are used in biology and medicine to analyze and validate data. Topics will include probability, hypothesis testing, tests for variables (e.g. chi-square, Fisher's test), t-test, linear and multivariate regression, covariance and Bayesian statistic.

Offered: Fall Semester

BIFX 504 - Advanced Molecular Bio for Bioinformatics (3.0)

Prerequisite: BIFX 501 or waiver of BIFX 501 or permission of instructor. The accelerated use of next generation sequencing means that

the analysis of sequencing data is one of primary job duties of most bioinformaticians. The DNA/RNA sequencing boom is now being followed by a renewed focus on metagenomics as well as high-throughput protein sequencing as analytical techniques. In this course, students will gain detailed knowledge of the biology that underlies these and other techniques. By understanding the full range of transcripts made by cells, the mechanisms that regulate transcription, and the details of RNA transcript processing and translation, students will learn how the underlying biology affects the sensitivity and correct interpretation of key types of bioinformatics assays, including microarrays, genome-wide association studies, and sequencing of DNA, RNA, proteins, and the microbiome. The fundamentals of good experimental design will be emphasized throughout the course.

Offered: Offered Fall Semester

BIFX 506 - Sequencing Analysis Practicum (3.0)

Prerequisite: Completion or waiver of BIFX 501; or permission of instructor

This course provides instruction on the best practices for handling, analyzing and interpreting DNA and RNA sequencing data. Following an overview of the most commonly used sequencing platforms and applications, students will practice obtaining, analyzing, and interpreting data from publicly available resources. While gaining experience analyzing long-read and short-read sequencing data to measure gene expression and detect genetic variants, students will also learn how to tailor their analysis workflows to their own data and desired use cases. Brief instruction in R and Linux given as needed.

Offered: Fall Semester, Odd Years

BIFX 530 - Applied Database Systems (3.0)

Prerequisite: A minimum grade of "B–" in BIFX 502 or CSIT 512 and BIFX 551 or permission of the instructor. Not open to students who have completed CS 530.

A study of the design and implementation of databases from a real-world applications point of view. The course will explore the enterprise perspective of managing data needs of an organization. Topics include data integrity, database models, logical database design, the integration of databases, security, and database administration issues. The course will also address topics such as assessing enduser needs, developing specifications, and designing functionally equivalent solutions. The student will be introduced to query processing within a database environment.

Cross-Listed as: Also offered as IT 530

Offered: Offered Both Semesters

BIFX 545 - Leading Reproducible Research (3.0)

Based on the tenants of the "reproducible research" movement, this course teaches the fundamentals of experimental design, research ethics and communication to foster the ability to coordinate multifaceted research collaborations between scientists with backgrounds in biology, computer science and biostatistics. Using examples from classical literature and the concepts extolled by philosophers from around the world, we will explore alternative modes of leadership based on effective communication between individuals from different backgrounds. While this course is essential for those in the field of bioinformatics, anyone who is interested leading high-quality research will benefit from this course.

Offered: Spring Semester

BIFX 546 - Machine Learning for Bioinformatics (3.0)

Prerequisites: BIFX 501 or BIFX 502 or CSIT 512 and BIFX 503

This course on machine learning will provide students with more advanced methods to analyze data using both R and Python, allowing them to computationally represent biological data that can then be used to solve complex problems. Topics that will be covered include regression, classification (nearestneighbor methods, decision-tree based methods) and clustering. A large section of the class will be devoted to modern approaches of neural networks and deep learning including convolutional neural networks and reinforcement learning. Approaches for developing expert systems will also be covered based on formal logic, ontologies and technologies for the semantic web.

Offered: Spring Semester

BIFX 547 - Building and Using Web-based BIFX Applications (3.0)

Prerequisites: BIFX 501 or BIFX 502.

The goal of this course is to provide the students with a more in-depth knowledge of web-based bioinformatics tools and other freely available tools. The course will emphasize a hands-on approach using available web-based tools and public domain data. Secondly the class will cover the foundation for developing novel web-resources using HTML, CSS, Javascript and web frameworks such as Shiny and Django.

Offered: Spring Semester

BIFX 548 - Data Visualization for Bioinformatics (3.0)

Prerequisite: BIFX 551 or permission of the instructor.

Basic knowledge of programming in R is required. Data visualization is a sub-area of Human-Computer Interaction (HCI). Students will learn the theories and tools of data visualization. This course covers the basic theories of data visualization, such as data types, chart types, visual variables, visualization techniques, structure of data visualization, navigation in data visualization, color theory, cognitive theory, and visualization evaluation. Various frameworks for data visualization will be used such as ggplot in R and Tableau.

Offered: Fall Semester

BIFX 550 - Functional Genomics: Sequence Analysis and Structural Bioinformatics (3.0)

Prerequisite: Completion of BIFX 504 or instructor permission.

This course will use sequence and structural information to solve biological disease-centered problems. BIFX550 will provide the knowledge to study both individual and collections of genes/proteins (NGS data) with the goal of modeling the functional impact of genomic variants. Functional genomics has applications in several areas of health sciences including drug-discovery. This course serves as an intermediate level class for graduate students who plan to work in the areas of computational biology or bioinformatics using available applications and/or interested in developing custom R or Linux-based pipeline(s)/script(s). In BIFX550, students will work on a semester-long functional genomics (find-a-gene) project where students will apply the knowledge gained in the classes to identify a novel gene. While completing the project, students will gain a theoretical understanding of

common bioinformatics tasks and learn to effectively apply the relevant software applications (ex. NCBI's sequence comparison software, BLAST) to solve problems. BIFX550, will introduce the essential mathematics and statistics before introducing each application. Protein function depends on its 3D structure/folding. BIFX550 will help students make the connection from 1D DNA/RNA sequence to their corresponding 3D protein(s). To address the shifting trends in computational genomics research from the High-Performance-Computing/CPU-dependent platforms to Tensor-Processing-Unit/cloud-based solutions, this course will teach how to install/use important software, develop SHELL scripts in Linux-based environments and learn web-based (Galaxy; NCBI) resources.

Offered: Both semesters

BIFX 551 - Advanced Programming for Bioinformatics (3.0)

Prerequisites: A minimum grade of "B-" in IT 518 or MGMT 566 or BIFX 502 or CSIT 512, or Permission of Instructor

This class provides an introduction to programming for bioinformatics, with a focus on programming in R and tools to communicate and develop your code. Emphasis will be placed on good development practices and reproducible research. Significant time will be spent learning to program within an integrated development environment, cleaning, visualizing, and analyzing data.

Offered: Spring Semester

BIFX 552 - Bioinformatics Data Skills (3.0)

Prerequisites: A minimum grade of "B-" in BIFX 551 or permission of the instructor.

This class introduces applied data science skills needed by bioinformatics professionals. A focus will be placed on reproducible bioinformatics research and will include the following topics and tools: beginning to intermediate use of the Unix command line, working with remote computing resources, version tracking, R and Bioconductor, tools for manipulating sequence data, and creation of pipelines.

Offered: Fall Semester

BIFX 553 - Applied Data Science for Bioinformatics (3.0)

Prerequisites: A minimum grade of "B-" in BIFX 552 or permission of the instructor.

Students will continue to develop the data science skills learned in BIFX 552 while gaining a deeper understanding of statistics and machine learning by performing real-world analyses of biological data. A deeper understanding will be gained of what can go wrong in data analyses, and principles of reproducible research will be emphasized. Students will use the high performance-computing cluster using R as well as important application programs for processing sequencing data. A large portion of the class will be devoted to processing high-throughput sequencing data (RNA-Seq, whole genome sequencing, whole exome sequencing, variant analysis, metagenomics). Additional possible topics are genomewide association studies (GWAS), phylogenetics, and the analysis of protein motifs and protein domains.

Offered: Spring Semester

BIFX 572 - Computational Genomics Practicum (3.0)

Prerequisites: A minimum grade of "B-" in BIFX 504 and BIFX 552 or permission of the instructor.

This course provides a practical, hands-on experiential learning opportunity for Bioinformatics students and emphasizes experimental design and biological interpretation of results. Students will apply a wide variety of concepts and skills that they have learned throughout previous courses to perform a full start-to-finish analysis and interpretation of real life RNA sequencing data. And will compare the methods used to for RNA sequencing analysis to those used for microarray and metagenomic (microbiome) studies. Over the course of the semester, students will utilize best practices for conducting robust, reproducible research and will generate a series of workflow scripts that can be adapted and reused to perform future work. This course serves as the capstone for the Bioinformatics Certificate and is a recommended practicum for Bioinformatics Masters' students.

Offered: Fall Semester

BIFX 579 - Bioinformatics Capstone (3.0)

Prerequisites: Completion of 18 BIFX credits including a minimum grade of "B-" in BIFX 504 and in BIFX 552, or permission of the instructor.

This course provides a practical, hands-on experiential learning opportunity for Bioinformatics MS students and emphasizes experimental design and biological interpretation of results. Students will utilize a wide variety of concepts and skills that they have learned throughout previous courses to complete an original research project from start to finish. Over the course of the semester, students will share their questions and insights during frequent "lab meeting" style presentations and will work both independently and collaboratively to complete their projects. They will present their work in the form of a well annotated script that contains all of the code necessary to complete the project, a brief paper describing the project in paragraph form, and a final poster presentation of their results. Students are encouraged to collaborate with their employer or an outside laboratory to propose a project to the course instructor during the first week of class.

Alternatively, project ideas and data will be provided by the instructor. Computational resources will be provided via the Bioinformatics program's High-Performance Computing Cluster.

Offered: Offered As Needed

BIFX 580A - Bioinformatics Master's Thesis I (3.0)

Prerequisites: Completion of 18 BIFX credits including BIFX 503, BIFX 550, and BIFX 551

Part I of the preparation of the master's thesis includes development of the research proposal, design of the study, data acquisition, and data processing.

Offered: As Needed

BIFX 580B - Bioinformatics Master's Thesis II (3.0)

Prerequisites: Completion of 18 BIFX credits including BIFX 503, BIFX 550, BIFX 551, and completion or concurrent enrollment in BIFX 580A.

Part II of the preparation of the master's thesis includes data analysis and interpretation and writing and defense of the thesis.

Offered: As Needed

BMS - BIOMEDICAL SCIENCE

BMS 501 - Foundations in Life Sciences (3.0)

Explore the dynamics of gene expression at the level of DNA, RNA and protein. Develop ability to link techniques in molecular biology with appropriate applications in explaining the scientific approach to gene analysis.

Cross-Listed as: Also offered as BIFX 501

Offered: Fall Semester

BMS 505 - Biostatistics (3.0)

Introduces statistical methods used in biological research. Topics include sampling methods, frequency distributions, descriptive statistics, hypothesis testing, probability, and both parametric and non-parametric tests. A statistical software package is introduced in laboratory exercises. Statistical problems involving global climate change are used throughout the semester.

Cross-Listed as: Also offered as ENV 505

Offered: Spring Semester

BMS 511 - Protein Biochemistry (3.0)

Prerequisites: Two semesters of organic chemistry. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 411

Offered: Fall Semester

BMS 512 - Biochemistry of Intermediary Metabolism (3.0)

A study of the generation and storage of metabolic energy and of the structure, biosynthesis and function of nucleic acids.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 412

Offered: As Needed

BMS 520 - Protein Purification and Characterization (3.0)

Prerequisite: BMS 511/411. Lab fee. A lecture/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.

Offered: Summer Semester

BMS 523 - Cell Structure & Function (3.0)

Prerequisites: Organic Chemistry and Cell Biology. 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.

Offered: Spring Semester

BMS 524 - Molecular Biology of Eukaryotic Cells (3.0)

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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 424

Offered: Fall Semester

BMS 525 - Virology (3.0)

Prerequisites: BMS 523 and BMS 524. An introduction to animal viruses with emphasis on classification, structure, the molecular biology of replication and biological activity within eukaryotic cells.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 425

Offered: Fall Semester

BMS 527 - Pathogenic Microbiology (3.0)

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.

Offered: As Needed

BMS 528 - Immunology (3.0)

Prerequisite: BMS 523. Theories and mechanism of the immune response, including structure and function of immunoglobulins, antigen-antibody reactions, immunobiology, immunogenetics, immuno-logic enhancement, immunologic protection, immunologic injury, humoral and cell mediated immunity and experimental methods of analysis of antigen-antibody reactions.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 428

Offered: Spring Semester

BMS 529 - Oncology Drug Discovery (3.0)

This course will teach you the basics of modern drug discovery efforts to target human cancers. Students will survey the tools and techniques used for cutting-edge targeted cancer therapies and explore some of the major successes and failures of oncology drug discovery. Students will have an understanding of the process of drug discovery from target identification, through assay development, compound screening, and entry into the clinic, as well as a better idea of the complexity of the process and the many failure modes experienced.

Offered: Fall Semester As Needed

BMS 533 - Medical Virology (3.0)

Prerequisite: BMS 525. The role of viruses in human infectious diseases and tumor formation; the host response to viral infection and the epidemiology of viral diseases.

Offered: Spring Semester As Needed

BMS 534 - Basic Principles & Methods in Molecular Genetics (3.0)

Prerequisites: BMS 524 or permission of the instructor. 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, expression of fusion proteins in *E. coli*, and web-based analysis of sequence data.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 434

Offered: As Needed

BMS 535 - Methods of Molecular Research (3.0)

Prerequisite: BMS 523 or permission of instructor

Lab fee. Explore current methods and instrumentation used in molecular biology research. Methods to study DNA, RNA and proteins, such as RNA sequencing, Chip-sequencing, and CRISPR screens in addition to cell culture techniques.

Offered: Summer Semester (As Needed)

BMS 537 - Introduction to Bioinformatics (3.0)

Prerequisites: BMS 511 and BMS 524 or permission of the instructor. Lab fee.

This is a hands-on, applied course that 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, DNA sequence analysis and prediction of 2-D and 3-D molecular structures.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 437

Offered: Spring Semester

BMS 539 - Molecular Immunology (3.0)

Prerequisite: BMS 528. Lab fee. This combined lecture and laboratory course discusses Ig gene assembly, rearrangements, regulation and expression; T-cell receptors; antigen processing; and advances in antibody engineering. The laboratory exercises cover techniques such as ELISA, immunoblot, hybridoma preparation and evaluation, immunoaffinity chromatography and phage display of antibody fragments.

Offered: Fall Semester

BMS 540 - Advanced Topics in Recombinant DNA Technology: Genome Analysis & Mapping (3.0)

Prerequisite: BMS 534 or permission of the instructor. 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.

Offered: Offered As Needed

BMS 541 - Advanced Topics in Recombinant DNA Technology: Gene Structure & Function (3.0)

Prerequisite: BMS 534 or permission of the instructor. 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.

Offered: Offered As Needed

BMS 542 - Ethics in Science (3.0)

The course considers the ethical dilemmas one could face in a career in science, including how information gained in the research lab is conveyed to the wider scientific audience. Topics included are the peer review process, the patent process, the Recombinant DNA Advisory

Committee, the FDA's role in drug approval, the funding of research and the national research prioritization process.

Offered: Fall Semester

BMS 543 - Advanced Immunology (3.0)

Prerequisite: BMS 528 or permission of the instructor. 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. Emphasis is placed on the use of current literature to develop a thorough understanding of recent advances.

Offered: Summer Semester

BMS 552 - Biomedical Literature Review (3.0)

This course is recommended for students planning to take BMS 571 and provides students more exposure and experience with reading primary literature. Discussions and presentations on the experimental approaches, techniques, analysis, and future directions will be critical to students' understanding of the literature. Completion of this course prior to the capstone is strongly encouraged.

Offered: Offered As Needed

BMS 571 - Biomedical Science Seminar (3.0)

Prerequisite: BMS 511, BMS 523, BMS 524, BMS 537 and Completion of 21 credits of coursework in the BMS program with a 3.0 GPA average, or permission of the instructor.

Students will choose a specific research problem to address in a grant proposal document. The scientific merit of the proposal will be presented to the faculty.

Offered: Both Semesters

BMS 575 - Independent Study (1.0 - 3.0)

Prerequisite: permission of the chair of the department. A maximum of 6 credits may be applied to a degree program. (1-3 credits per independent study) Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms.

Offered: Either Semester

BMS 580A - Biomedical Science Thesis A (3.0)

Supervision of the master's thesis. Required of all degree candidates who select the thesis option.

Offered: Either Semester

BMS 580B - Biomedical Science Thesis B (3.0)

Prerequisite: BMS 580A

Completion of the master's thesis. Required of all degree candidates who select the thesis option.

Offered: Either Semester

BMS 590 - Advanced Topics in Biomedical Techniques (3.0)

Prerequisite: Permission of the instructor. May require a lab fee. A practical course in newer topics, methods and/or instrumentation used in biomedical research. The course is intended not only for graduate students but also for investigators who are interested in learning about topics outside of their own field that can be useful in their research. This

can be a lab/lecture or lecture only class, dependent on the topic to be presented.

Offered: As Needed

BMS 597 - Internship (1.0-3.0)

Prerequisites: Permission of Faculty. Practical training relevant to student's course of study at an approved worksite. Eligible students must have completed at least 18 credits have a 3.0 cumulative GPA or higher. Worksite and project must be approved by BMS Program Director and BMS faculty. A maximum of 3 credits may be applied to a degree program. This course is graded on a satisfactory/unsatisfactory basis.

Offered: Both Semesters

CHEM - CHEMISTRY

CHEM 501 - Environmental Chemistry (3.0)

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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CHEM 401

Offered: Fall Semester (Even Years)

CHEM 505 - Inorganic Chemistry (3.0)

A study of the principles of structure and bonding, chemical reactivity, and periodic relationships of inorganic compounds.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CHEM 405

Offered: Spring Semester (Odd Years)

CHEM 510 - Advanced Organic Chemistry (3.0)

Advanced topics in organic synthesis and structure determination.

Topics vary with the general interest of the students and professor.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CHEM 410

Offered: Spring Semester (Odd Years)

CHEM 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits per independent study)

Offered: Either Semester

CNED - COUNSELING EDUCATION AND SUPERVISION

CNED 600 - Adv Coun Techniques & Treatment Plan (3.0)

This course focuses on providing a blend of applicable knowledge of theoretical orientations, clinical techniques, and diagnosis to do proper treatment planning and case conceptualization.

Offered: Fall Semester

CNED 601 - Profession Issues in CES (3.0)

This course will provide an overview of professional issues in counselor education and lead to an examination of these issues by students to begin prompting thought on a possible dissertation topic.

Offered: Fall Semester

CNED 602 - Advanced Theories in CES (3.0)

This course provides an advanced exploration of the assessment, intervention, and evaluation procedures for counseling problems frequently encountered in multiple settings.

Offered: Fall Semester

CNED 603 - Adv Couns Skills-Doctoral Internship I (3.0)

First in a series of three related courses, students will demonstrate their clinical counseling skills for a minimum of 200 hours.

Offered: Spring Semester (Even Years)

CNED 604 - Scholarly Writing & Presentation in CES (3.0)

This course will provide a critique and synthesis of evidence for practice-related research evolving into the possible literature review for the dissertation topic.

Offered: Spring Semester

CNED 605 - Pedagogy & Andragogy in CES Planning (3.0)

This course provides the necessary teaching roles and responsibilities related to counselor education including instructional design and curricular evaluation methods.

Offered: Spring Semester

CNED 606 - Supervision in CES: Doc Internship II (3.0)

Second in the series of practicum and internship courses, this course focuses on providing clinical supervision of the master's students by doctoral students for 200 hours at NCTC, while studying research and theoretical models of clinical supervision of counselors.

Offered: Summer Semester

CNED 607 - Leadership & Consultation in CES (3.0)

Synthesis of leadership concepts for advanced practice counselors in complex healthcare delivery systems to enable the achievement of desired health outcomes, and the safe, quality delivery of care.

Offered: Summer Semester

CNED 608 - Res Meth:Design,Impl,Eval Res Projects (3.0)

This course is a practical overview of social science research to help students explore research question development and methodology and to explore possible methods for dissertation.

Offered: Fall Semester

CNED 609 - Advocacy in CES (3.0)

This course explores the current sociopolitical and social justice issues and how those issues affect the counseling profession and the models and competencies for counselors and counselor educators advocating on behalf of the profession and professional identity.

Offered: Fall Semester

CNED 610 - Supervision Theory/Prac: Internship III (3.0)

Third in the series of application, this course focuses on providing applicable teaching experience to students for a minimum of 200 hours.

Offered: Fall Semester

CNED 611 - Stat Meth for Soc Sci Res: Design/Analys (3.0)

This course features an overview of the most popular tools/approaches to quantitative data analysis. Topics include analysis of variance, multiple regression, factorial analysis, and correlational analysis.

Offered: Spring Semester

CNED 612 - Advanced Quantitative Methods (3.0)

This course is one of two choices students will make based on their dissertation design to further explore quantitative methodologies and analyses.

Offered: Spring Semester

CNED 613 - Advanced Qualitative Methods (3.0)

This course is one of two choices students will make based on their dissertation design to further explore qualitative methodologies and analyses.

Offered: Spring Semester

CNED 629 - Comprehensive Exam (3.0)

This course develops the theory and integrates that with the dissertation plan.

Offered: Fall Semester

CNED 630 - Dissertation I (3.0)

Prerequisite: Successful completion of comp exam, CNED 629

First in a series of three related courses, the student will develop an initial plan for the dissertation, most likely from previous course instruction, including identifying a lead faculty and two other committee members. Students will complete the written proposal for presentation.

Offered: Fall Semester (Odd Years)

CNED 631 - Dissertation II (3.0)

In this second of three related courses, the student will gain IRB approval to move forward in data collection for the dissertation process.

Offered: Spring Semester

CNED 632 - Dissertation III (3.0)

In the final phase, the student will write the final dissertation for presentation, including incorporating edits from the dissertation committee.

Offered: Summer Semester

COUN - COUNSELING**COUN 500 - Human Development as a Lifelong Process (3.0)**

Issues, theories, stages, tasks, and biological and environmental determinants are considered as they apply to physical, language, cognitive, learning, social, moral, and personality development.

Offered: Fall Semester and/or Summer

COUN 501 - Professional, Legal and Ethical Responsibilities (3.0)

Students will examine the history and philosophy of the counseling profession, professional roles and responsibilities, self-care strategies, supervision models, professional organizations and credentialing, crisis response, and advocacy. Students will demonstrate knowledge of and ability to apply the ACA ethical code.

Offered: Both Semesters

COUN 502 - Social and Cultural Foundations of Counseling (3.0)

This course will foster an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including attitudes, theories of multicultural counseling, strategies for working with diverse populations, the development of cultural self-awareness, and counselors' roles in eliminating biases.

Offered: Spring and/or Summer Semesters

COUN 503 - Lifestyle and Career Development (3.0)

Prerequisite: COUN 506 or permission of instructor

This course provides an understanding of career development and related life factors, including theories, labor market information resources, information systems, program planning/administration, work/family roles, multicultural issues, assessment instruments, and counseling techniques/resources applicable in our global economy.

Offered: Spring and Summer Semesters

COUN 504 - Counseling Techniques (3.0)

Instruction shall include the parameters and limitations of the treatment relationship; the establishment of the client-counselor treatment contract; listening and interviewing skills; the stages of clinical treatment; referral and termination.

Offered: Both Semesters

COUN 505 - Group Dynamics, Processing and Counseling (3.0)

Prerequisites: COUN 504 and COUN 511; or permission of instructor

This course introduces students to both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society. Students will participate as group members in a small group activity for a minimum of 10 clock hours.

This course is only open to students enrolled in the Counseling program. Non-degree seeking students may not enroll.

Offered: Fall, Spring and/or Summer Semesters

COUN 506 - Research and Program Evaluation (3.0)

This course provides an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including the importance of research in advancing the counseling profession, the use of research to inform evidence-based practice, and ethical/culturally relevant strategies for interpreting and reporting results.

Offered: Fall and Spring Semesters

COUN 507 - Trauma & Crisis Interventions (3.0)

Prerequisites: COUN 501, COUN 504 and COUN 511; or permission of instructor

This course provides the counseling student with an introduction to research, theory, and practice within the field of trauma counseling. The course will cover the historical evolution of the field; biopsychosocial underpinnings of trauma and trauma spectrum disorders; issues in diagnosis, assessment, and intervention from a culturally diverse framework; and a synthesis of best practices as they are currently evolving. Using a developmental and systemic approach, the course will provide a counseling perspective on the knowledge base from the multiple disciplines that contribute to the field of traumatology.

Offered: Summer Semester

COUN 511 - Theories and Principles of Counseling (3.0)

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.

Cross-Listed as: Also offered as PSY 511

Offered: Both Semesters

COUN 521 - Grief, Mourning and Bereavement (3.0)

An in-depth study of mourning and the grief process. Explores all aspects of theories of grief in natural and accidental death as well as special losses, suicide, prenatal death, still birth, murder, etc. differentiating between normal and complicated grief.

Offered: Fall Semester

COUN 523 - Principles of Thanatology (3.0)

Overview of major themes and attitudes of death and grief included in theories, process models, death trajectories, and death systems. Explore roles of palliative care and hospice in the dying process to understand the experience of an "appropriate death".

Offered: Fall Semester

COUN 528 - Developmental Perspectives in Thanatology (3.0)

An examination of death, dying, and bereavement at different stages of life. A survey of the important moments in the life cycle when death confronts us as human beings, how we can learn to appreciate the significance and value of such varied approaches and understandings.

Offered: Spring Semester

COUN 529 - Historical and Multicultural Perspectives in Thanatology (3.0)

The study of three areas in the field of thanatology: 1) The role played by death in Western history. 2) Egypt as a death culture. 3) A study of how death and bereavement are experienced across cultures, ethnic groups, and religions around the world.

Offered: Spring Semester

COUN 530 - Alcohol and Drug Counseling (3.0)

Prerequisite: COUN 501 and COUN 504; or permission of instructor

An introduction to the field of alcohol and drug counseling, this course provides instruction in the assessment of addictive disorders, the pharmacology of psychoactive drugs, theories of addictive disorders, and basic models of treatment.

Offered: Fall and Summer Semesters

COUN 531 - Diagnosis & Psychopathology (3.0)

Prerequisite: COUN 511 and COUN 504

The origins, symptoms and methods of treatment of the principal forms of abnormal behavior, with illustrative case material. Social as well as clinical aspects of individual psychological problems are considered.

Offered: Spring and/or Summer Semester

COUN 532 - Advanced Counseling Techniques (3.0)

Prerequisite: COUN 501, COUN 504 and COUN 511; or permission of instructor; a minimum grade of B- is required for COUN 504 and if not earned, must be repeated.

An overview and application of one or more treatment models to various disorders. Examples include behavior therapy, cognitive therapy, and psychodynamic therapy.

Offered: Fall and Spring Semesters

COUN 533 - Marriage and Family Counseling (3.0)

Prerequisite: COUN 511 and COUN 504; or permission of instructor

This course will address the principles and techniques of effective therapy with couples and families. Content includes an overview of system theories, principles of working with couples and families, stages of family life cycle development, and intervention strategies.

Offered: Fall and Spring Semesters

COUN 534 - Tests and Measurements (3.0)

Prerequisites: COUN 504 and COUN 506; or permission of instructor

A study of the testing movement, including fundamental psychometric principles. Emphasizes the use of tests in counseling practice.

Observation and participation in individual and group testing.

Offered: Spring and Summer Semesters

COUN 540 - Foundations of School Counseling (3.0)

Prerequisite: COUN 501 (concurrent enrollment is allowed); or permission of instructor

This course provides a basic understanding of the school environment, the role and responsibilities of the school counselor, and components of an effective school counseling program. We will review the history, philosophy, principles and trends in school counseling, along with current legal and ethical issues in the field.

Offered: Fall Semester

COUN 541 - Program Planning, Management and Evaluation of School Counseling Programs (3.0)

Prerequisite: COUN 540; or permission of instructor

A model for planning, developing, implementing, and evaluating a comprehensive guidance and counseling program with emphasis on student development and competencies will be presented. Students will develop resources, classroom guidance curricula and group counseling materials.

Offered: Summer

COUN 542 - Collaboration, Consultation and Supervision (3.0)

Prerequisite: COUN 540; or permission of instructor

The first half of this course will examine the theory, principles, and procedures of the consultation process, emphasizing consulting in the educational setting. The second half of the course will introduce

concepts, processes, and styles of supervision and offers students the opportunity to gain experience in providing supervision.

Offered: Fall Semester

COUN 543 - Counseling Children and Youth (3.0)

An overview of developmentally appropriate approaches to counseling children and adolescents. Addresses individual and group work, expressive and talk therapies, assessment of treatment progress, working with parents and teachers, and ethical and legal considerations.

Multicultural counseling skills are also addressed.

Offered: Spring Semester

COUN 560 - Affirmative Therapy w/ LGBTQIA+ Client (1.0)

This course provides an introduction to affirming therapy with lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual (LGBTQIA) individuals and other people of diverse genders and sexual orientations. Terminology, assessment, and treatment issues are explored through lecture, case studies, role play, group discussion, and small group presentations. Emphasis is placed on developing cultural humility and awareness of the therapist's identities. Heterosexism and transphobia are addressed from an anti-oppressive, liberatory perspective.

Offered: As Needed

COUN 561 - Intro to Sexual Wellness in Counseling (3.0)

Prerequisites: COUN 501, COUN 504 and COUN 511; or permission of instructor

This course will be largely experiential and will include several modes of learning including small group discussions, large group discussions, case examples, and PowerPoint. The seminar course is designed to give master's students in clinical mental health counseling an introduction to sexual issues that will inevitably be presented in sessions with clients. Students will practice hearing about and discussing sexual issues while also gaining the tools needed to show genuine care, compassion, and nonjudgmental feedback to clients. This course does not aim to teach students how to treat sexual concerns, but rather is aimed at giving them the tools to feel comfortable and confident discussing sexual topics with clients, as necessary.

Offered: Offered As Needed

COUN 562 - Attachment Theory in Clinical Practice (1.0)

This course provides an overview of the Attachment Theory as applied to Clinical Practice. Students will be exposed to the neurobiology of attachment, evaluating attachment as a developmental model, reviewing the history of attachment theory, as well as the incidence of attachment disorders in the clinical population. Discussion and training will be provided on the various therapeutic techniques and approaches to consider when working with attachment disorders, both in children, with families, and with adults. Student will be expected to integrate their learning by evaluating research trials with this treatment modality.

Upon completion of this course, students are expected to have an understanding of the Attachment Theory and Clinical Practice Application

Offered: Offered Summer As Needed

COUN 563 - Foundations in EMDR Therapy (1.0)

This course provides an overview of the AIP model and conceptualization behind EMDR Therapy. Students will be exposed to

the neurobiology of trauma as well as the incidence of trauma in the clinical population. Discussion and training will be provided on the various therapeutic techniques that are unique to EMDR therapy and that make it effective for various treatment groups. Student will be expected to integrate their learning by evaluating research trials with this treatment modality. Upon completion of this course, students are expected to have an understanding of the EMDR Therapy.

Offered: Summer As Needed

COUN 564 - Psychopharmacology (1.0)

The purpose of this course is to expose students to fundamental psychopharmacology concepts that they are likely to encounter as counselors. This includes definitions of key constructs related to psychopharmacology, theories within psychopharmacology, as well as factors affecting responses to medication (e.g., age, sex, etc.). Students will learn about the wide range of medications available to treat mental health concerns and investigate how they are applied. Additionally, students will consider potential client concerns related to medication, including medication side effects, interactions among drugs, and the interface among care providers with respect to medication. Students will also explore medication usage with respect to other treatment routes, including advantages and disadvantages. Current topics (e.g., overprescription) will also be addressed. Students will also explore how to update themselves with evidence-based information over the course of their careers.

Offered: Offered As Needed

COUN 565 - Introduction to Creativity in Counseling (1.0)

This course is designed to introduce students to the endless possibilities that a creative counselor may introduce in the therapeutic relationship. Students will be exposed to different variations of creativity in counseling such as art therapy, Sandtray therapy, music therapy, adventure-based counseling, and ceremonies in counseling. Students will be introduced to the ethical considerations for these forms of creativity in counseling as well as national organizations that govern creativity in counseling. This class is designed as an introduction to these models of therapy in which students will be provided with the basic concepts and methods of these specialty areas which will be explored through experiential activities and discussions.

Offered: Offered As Needed Annually

COUN 566 - Mindfulness-Based Behavioral Approaches (1.0)

This class will provide an introduction to a range of mindfulness-based behavioral approaches, including a primary focus on mindfulness-based stress reduction, mindfulness-based cognitive theory, acceptance and commitment therapy, and dialectical behavior therapy. Students will study the available research on the different approaches, specifically their effectiveness with a range of diverse client populations, including those with anxiety, mood disorders, chronic pain, and borderline personality disorder.

Offered: Offered As Needed Annually

COUN 567 - Foundations in Disaster Mental Health (1.0)

The purpose of this course is to expose students to fundamental concepts of disaster mental health (DMH). This includes definitions of key constructs related to working as a DMH responder within various response agencies/organizations. Theories associated with conceptualizing DMH are reviewed along with psychosocial factors

associated with trauma responses (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith). Students will be exposed to an overview of the cognitive, affective, behavioral, neurological sequelae associated with trauma. Introduction and application of skills and techniques utilized in disaster mental health, including assessment and triage, safety and security concerns, facilitation of validation, and preparation and rehearsal for maintenance will also be addressed. Special topics in DMH, including assessment of lethality, mass disaster, death notification, suicide of the young, and the role of spirituality will be reviewed. Understanding concepts related to caring for first responders and caregivers, including compassion fatigue and vicarious traumatization will be introduced. Students are expected to challenge themselves and consider their own strengths and limitations, and how these might influence their work as DMH responders.

Offered: Offered As Needed Annually

COUN 568 - Crisis Response & Prevention in Schools (1.0)

This course is designed to provide students with a variety of skills, insights, strategies and knowledge required to understand and respond to the social, emotional, and personal development of students. Students will learn to recognize indicators of mental illness and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse. We will also identify professional resources to help students in crisis. Emphasis will be placed on providing participants with real life experiences while exploring the causes of and remedies for the prevention of suicide. This course meets the educational requirements for HB 947 (Lauryn's Law) for school counselors' professional development for MSDE certification renewal.

Offered: Offered As Needed Annually

COUN 570 - Contemporary Issues in Veterans' Health (3.0)

This course explores contemporary issues and experiences impacting the health and well-being of military veterans. This course introduces students to the military/veteran culture and health care needs and concerns of this unique population and is particularly focused on the contemporary topic of post-traumatic stress disorder and how it impacts returning veterans and their families.

Offered: Offered As Needed Annually

COUN 575 - Independent Study (1.0 - 3.0)

Prerequisite: permission of the program director. A maximum of 6 credits may be applied to a degree program. Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms.

Offered: Either Semester

COUN 590 - Teaching Assistantship (1.0)

Prerequisite: permission of the program director. A teaching practicum for advanced Counseling students with regularly scheduled hours assisting in selected undergraduate psychology courses. Hours will include regular consultations with course instructor regarding teaching experiences, methods and issues.

Offered: Either Semester

COUN 595 - Independent Research Project (3.0)

Prerequisite: permission of the program director. A basic or applied research project involving extended independent work and emphasizing

principles of experimental research design. A written report must be submitted at the end of the project.

Offered: Either Semester

COUN 596 - Practicum in Clinical Mental Health Counseling or School Counseling (.5 - 3.0)

Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA, and successful completion of program survey courses (Any site supervision fees incurred are the responsibility of the student). **Clinical Mental Health Counseling prerequisites:** Completion of COUN 530, COUN 531, COUN 532 and COUN 533. **School Counseling prerequisites:** Completion of COUN 540, COUN 541, COUN 542 and COUN 543. This is an initial field placement of 100 hours, at least 40 of which are direct service hours in schools, colleges, or agencies. Students are also encouraged to work with clients with diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect).

Offered: Both Semesters and/or Summer

COUN 597 - Internship I: Mental Health or School Counseling (.5 - 3.0)

Prerequisites: appropriate clearances, proof of malpractice insurance, student membership in ACA, COUN 596 (Any site supervision fees incurred are the responsibility of the student).

This course is a 300 clock hour experience, 240 of which are direct service hours with individuals and groups. Students are encouraged to work with clients from diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 20 hours (direct or indirect).

Offered: Both Semesters

COUN 598 - Internship II: Clinical Mental Health or School Counseling (.5 - 3.0)

Prerequisites: COUN 597 and appropriate clearances, proof of malpractice insurance, & student membership in ACA. This course is a 300-hour experience, 120 of which are direct service hours with individuals and groups. Students are encouraged to work with clients from diverse cultural backgrounds (different from their own) for 10 hours (direct or indirect) and with clients with disabilities for 10 hours (direct or indirect).

Offered: Both Semesters

COUN 599 - Special Topics in Counseling (1.0)

The study of selected issues and/or social problems that are of interest to counselors. Each issue will be examined from the perspectives of various specialists within the discipline. Students will participate through readings in primary sources, individual reports or presentations, discussion, and possible field work.

Offered: Offered As Needed

CS - COMPUTER SCIENCE

CS 508 - Computer Organization and Design (3.0)

Prerequisites: A minimum grade of "B-" in both MATH 505 and CSIT 512, or permission of the instructor. 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.

Offered: Fall Semester

CSIT 512 - Elements of Computer Programming (3.0)

No prerequisite. Introduction to programming concepts and techniques used in problem solving using a modern programming language. Students design, implement and test programs to solve problems in IT, business and science. Topics include I/O, expressions, types, variables, branching, loops, web programming, program planning and simple multimedia programming.

Offered: Both Semesters

CS 519 - Advanced Data Structures (3.0)

Prerequisite: A minimum grade of "B-" in CSIT 512. Intensive introduction to object-oriented programming and advanced data structures. Topics include heaps, priority queues, hash tables, B+, B* trees and graphs. Emphasizing advantages and disadvantages of design and implementation choices, and the way these choices affect software quality. Instruction will be in the C++ programming language.

Offered: Fall Semester

CS 520 - Algorithm Analysis (3.0)

Prerequisites: MATH 505, Calculus and CS 519. Introduction to the analysis and design of algorithms. Topics include: sorting, searching, advanced tree structures, graph algorithms, network flow problems, amortized analysis, divide-and-conquer, greedy algorithms, dynamic programming, combinatorial search algorithms, computational geometry and NP-completeness.

Offered: Spring Semester

CSIT 521 - Info Assurance & Risk Assessment (3.0)

Prerequisites: CSIT/CYBR 555 or Permission of Instructor

Concepts of information assurance and security risk assessment. Protecting the confidentiality, integrity, and availability of data and their delivery systems. Topics include security assessment definitions and nomenclature, approaches for risk assessment, high assurance system design and techniques for quantitative and qualitative risk analysis.

Cross-Listed as: Also offered as CYBR 521

Offered: Spring and/or Summer Semester

CS 522 - Data Mining (3.0)

Prerequisites: MATH 500 and CS 519. Introduces basic principles and methods for data analysis and knowledge discovery to computer science students. Topics include preprocessing, association, classification and anomaly detection. Students develop basic skills for modeling and performance evaluation.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CS 422

Offered: Fall Semester

CS 524 - Principles of Software Engineering (3.0)

Prerequisite: A minimum of "B-" in CSIT 512, or permission of the instructor. Comprehensive examination of the theory and practice behind software development. Students design, develop, implement and release a significantly sized software product.

Offered: Fall Semester

CS 525 - Software Testing & Quality Assurance (3.0)

Prerequisite: A minimum grade of "B-" in CS 524 or permission of the instructor. Comprehensive examination of the theory and practice behind software testing and quality assurance. Topics include: the software testing process, testing methods, test models, test design techniques, integration, regression, measurement, unit testing, slicing, debugging, inspection and software metrics.

Offered: Spring Semester (Odd Years)

CS 527 - Data Science (3.0)

Prerequisites: CS 530 or BIFX 530 (concurrent enrollment is permitted); or Permission of the instructor

This course provides an overview of Data Science, covering a broad selection of challenges and methodologies for working with big data. Topics to be covered include data collection, integration, management, modeling, analysis, visualization, prediction, and informed decision making. Students work on hands-on projects and case studies using real data sets from a variety of domains including science, business, engineering, social sciences, and life sciences.

Cross-Listed as: Double-numbered course; offered with undergraduate level CS 427

Offered: Spring Semester

CS 528 - Artificial Intelligence (3.0)

Prerequisite: A minimum grade of "B-" in CSIT 512, or permission of the instructor. History, fundamental principles, and future directions of A.I. Topics include state-space searching, knowledge representation, logic and deduction, 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CS 428

Offered: Fall Semester

CS 530 - Introduction to Database Management Systems (3.0)

Prerequisite: A minimum grade of B- in CSIT 512, or permission of the instructor. Not open to students who have completed IT 530. Design and implementation of databases from a real world applications point of view. The course includes database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory and data protection issues.

Offered: Spring Semester

CSIT 532 - Computer Forensics (3.0)

Prerequisites: CSIT/CYBR 555 or permission of the instructor. Theory and practice behind the analysis of computing and networking equipment to determine if systems and networks have been used for illegal, unauthorized or unusual activities.

Cross-Listed as: Also offered as CYBR 532

Offered: Both Semesters

CSIT 534 - Network and Internet Security (3.0)

Prerequisites: CSIT 555 or CYBR 555 and CSIT 548 or CYBR 548 or permission of the instructor.

Examination of the pervasive security threats related to the Internet, data communications and networking. Real-time or near real-time capture of information and the systematic tracking of transmissions. Topics include network-borne threats, detection, prevention and analysis; authentication; malicious software and firewalls.

Cross-Listed as: Also offered as CYBR 534

Offered: Both Semesters

CSIT 537 - Applied Encryption and Cryptology (3.0)

Prerequisites: A minimum grade of B- in CSIT 555 or permission of the instructor. Introduction to cryptology, the science of making and breaking secret codes. Topics include encryption, 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 to be applied, implemented and evaluated in real-world scenarios.

Cross-Listed as: Also offered as CYBR 537

Offered: Spring Semester (Even Years)

CSIT 540 - Human-Computer Interaction (3.0)

Prerequisite: CSIT 512 or IT 514 (MS in IT students) or permission of the instructor. The role of human factors and psychology in 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; integration of user interfaces with software engineering.

Offered: Spring Semester (Odd Years)

CS 543 - Machine Learning (3.0)

Prerequisites: CSIT 512 and CS 528. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CS 443

Offered: Spring Semester (Even Years)

CSIT 548 - Telecommunications and Networking (3.0)

Data communications, computer networks and open systems. In-depth review of basic terminology and concepts in telecommunication protocols, transmission techniques, network architecture alternatives, internetworking, circuit and packet switching and telecommunication solutions.

Cross-Listed as: Also offered as CYBR 548

Offered: Both Semesters

CS 550 - Digital Logic and Switching Theory (3.0)

Prerequisite: A minimum grade of B- in MATH 505, or permission of the instructor. Introduction to combinational and sequential circuit design. Topics include Boolean algebra and simplification techniques, arithmetic circuits, decoders, flip-flops, counters, registers, memory systems, analog-to-digital conversion and VHDL programming.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CS 450

Offered: Spring Semester (Even Years)

CS 551 - Digital Signal Processing (3.0)

Prerequisite: CS 519 or Permission of Instructor. Digital Signal Processing (DSP) is concerned with the representation, transformation and manipulation of signals using computer technology. This course will introduce the basic concepts and techniques for processing discrete-time signals.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CS 451

Offered: Spring Semester (Odd Years)

CS 552 - Deep Learning (3.0)

Prerequisite: CS 519 or Permission from Instructor

This course introduces the field of deep neural network-enabled machine learning with applications in computer vision and natural language processing. Deep learning is behind many recent advances in artificial intelligence, including speech recognition and self-driving cars. Students will work on big data projects using cloud resources from fastest supercomputers in the world.

Offered: Offered Annually As Needed

CS 554 - Embedded Systems Programming (3.0)

Prerequisite: CS 519 or Permission of Instructor

Students will examine the concepts and practices of embedded systems, and work hands-on with modern hardware devices to program various applications for controlling electronics. In the process, they will gain experience both in directly programming embedded devices and high-level networked control of multiple embedded devices. Students will also gain familiarity with example hardware and application domains relevant to embedded interfaces.

Offered: Offered Annually As Needed

CSIT 555 - Information Systems Security (3.0)

Prerequisites: IT 510 or permission of the instructor.

Technical, operational and managerial issues of computer systems. Threats to computer security including schemes for breaking security, and techniques for detecting and preventing security violations. Emphasis will be on instituting safeguards, examining types of security systems and applying the appropriate level of security for perceived risks.

Cross-Listed as: Also offered as CYBR 555

Offered: Spring Semester and/or Summer

CS 556 - Music and Sound for Embedded Systems (3.0)

Prerequisite: CS 577 or Permission of Instructor

This is a course in the musical and sonic applications of embedded systems programming. In this course, you will write programs in Python and other languages that generate sound and music using syntax and constructions with which you are already familiar from your core programming courses. The programs you write in this course will be designed to run on system-on-chip boards such as the Raspberry Pi.

Offered: Offered Annually As Needed

CS 561 - Computer Architecture (3.0)

Prerequisites: A minimum grade of B- in both CS 508 and CS 519, or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CS 461

Offered: Fall Semester (Even Years)

CS 564 - Operating Systems (3.0)

Prerequisites: A minimum grade of B- in both CS 508 and CS 519, or permission of the instructor. 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.

Offered: Spring Semester

CSIT 565 - Advanced Database Management Systems (3.0)

Prerequisites: CS 519 and CS 530 or CSIT 512 and IT 530

This course examines advanced data management concepts and technologies. Topics include indexing structures, query processing, transaction management, data security, data warehousing, object-oriented extensions, XML, distributed data management, and recent advances and alternate architectures for Big Data management and processing.

Offered: Fall Semester

CS 566 - Parallel Computing (3.0)

Prerequisites: A minimum grade of B- in CS 519 or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level CS 466

Offered: As Needed

CS 571 - Programming Languages: Their Design and Compilation (3.0)

Prerequisites: A minimum grade of "B-" in both CS 508 and CS 519, or permission of the instructor. Survey of 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.

Offered: Fall Semester (Odd Years)

CS 575 - Independent Study (1.0 - 3.0)

Prerequisite: permission of the chair of the department. A maximum of 6 credits may be applied to a degree program. Reading and/or research in a selected

field. An approved title for the independent study must be submitted with the registration forms.

Offered: Either Semester

CSIT 575 - Independent Study (1.0 - 3.0)

Prerequisite: permission of the chair of the department. A maximum of 6 credits may be applied to a degree program. Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms.

Offered: Either Semester

CS 577 - Algorithms and Music Composition (3.0)

Prerequisite: CSIT 512 or Permission from Instructor

This course explores the relationship between computer programming and musical composition. Students study selected elements of music, including sound sources, rhythms, melodies, and harmonies, and learn how to generate these elements with functions and algorithms. Students also develop computer programs that generate structured musical compositions. The course includes several individual hands-on assignments, participation in a "laptop ensemble," and presentation of a final project. Students learn new programming languages and tools from the area of musical computing, solve new problems, and improve their function and algorithm design skills. A background in music may be helpful but is not required. Students are expected to have completed one course in a modern, object-oriented language such as Python, C++, or Java.

Offered: Summer Semester

CS 580 - Master's Thesis Preparation (6.0)

Supervision of the master's thesis. Required of all degree candidates who select the thesis option.

Offered: As Needed

CS 585 - Master's Field Work Project (6.0)

Supervision of the master's field work project. Required of all degree candidates who select the field work project option.

Offered: As Needed

CS 595 - Software Engineering Project (6.0)

Prerequisites: CS 524 and 18 credits of CS coursework beyond foundation level, and permission of department. 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.

Offered: As Needed

CSIT 597 - Curricular Practical Training in CS/IT (1.0 - 6.0)

Prerequisite: Completion of 15 credits and permission of the instructor.

This course is designed to provide computer science and information technology professionals with a working knowledge and practical application of the topics covered in CS, IT and MIT courses. The students will apply current research and accepted practices of CS and IT field in a variety of professional settings and will perform work supervised by both a professional advisor and a Hood advisor. Based on the description for the external position, students will craft an appropriate research/professional plan, in consultation with his/her Hood advisor. This course will help students synthesize previous concepts and training as they transition to the role of a professional. This course counts as an elective toward degree completion.

Offered: As Needed

CW-CREATIVE WRITING

CW 500A - Creative Writing First Residency (6.0)

The cornerstone of the Low-Residency MFA in Creative Writing is the intensive residency experience. During the 10-day June residencies on the Hood College campus, students participate in rigorous daily writing workshops and attend lectures, panels, and readings by faculty and graduating students. For the second residency, students have the option of attending the Prague Summer Program for Writers for two weeks in July. Fully funded teaching assistantships in the Prague Summer Program are available by application. Participation in the residencies is required for enrollment in the mentorship semesters.

Offered: Summer Semester

CW 500B - Creative Writing Second Residency (6.0)

The cornerstone of the Low-Residency MFA in Creative Writing is the intensive residency experience. During the 10-day June residencies on the Hood College campus, students participate in rigorous daily writing workshops and attend lectures, panels, and readings by faculty and graduating students. For the second residency, students have the option of attending the Prague Summer Program for Writers for two weeks in July. Fully funded teaching assistantships in the Prague Summer Program are available by application. Participation in the residencies is required for enrollment in the mentorship semesters.

Offered: Summer Semester

CW 500C - Creative Writing Third Residency (6.0)

The cornerstone of the Low-Residency MFA in Creative Writing is the intensive residency experience. During the 10-day June residencies on the Hood College campus, students participate in rigorous daily writing workshops and attend lectures, panels, and readings by faculty and graduating students. For the second residency, students have the option of attending the Prague Summer Program for Writers for two weeks in July. Fully funded teaching assistantships in the Prague Summer Program are available by application. Participation in the residencies is required for enrollment in the mentorship semesters.

Offered: Summer Semester

CW 501F - Mentorship Semester I Fiction (4.0)

Prerequisite: CW 500A

Along with the residency experience, close literary mentorship is a hallmark of the Low-Residency MFA in Creative Writing. Under the guidance of a mentor, students will develop a reading list and write original fiction and critical essays. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the first semester.

Offered: Fall Semester

CW 501P - Mentorship Semester I Poetry (4.0)

Prerequisite: CW 500A

Along with the residency experience, close literary mentorship is a hallmark of the Low-Residency MFA in Creative Writing. Under the guidance of a mentor, students will develop a reading list and write original poetry and critical essays, with page counts and schedule to be

mutually determined by the mentor and student. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the first semester.

Offered: Fall Semester

CW 502F - Mentorship Semester II Fiction (4.0)

Prerequisites: CW 500A and CW 501F

This course is designed to help students further develop the creative and critical work produced during the previous semester while generating new work. Under the guidance of a mentor, students will develop a reading list and write original fiction and critical essays, with page counts and schedule to be mutually determined by the mentor and student. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the second semester.

Offered: Spring Semester

CW 502P - Mentorship Semester II Poetry (4.0)

Prerequisites: CW 500A and CW 501P

This course is designed to help students further develop the creative and critical work produced during the previous semester while generating new work. Under the guidance of a mentor, students will develop a reading list and write original poetry and critical essays, with page counts and schedule to be mutually determined by the mentor and student. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the second semester.

Offered: Spring Semester

CW 503F - Mentorship Semester III Fiction (4.0)

Prerequisites: CW 500B and CW 502F

This course is designed to help students further develop the creative and critical work produced during the previous semester while generating new work. Under the guidance of a mentor, students will develop a reading list and write original fiction and critical essays, with page counts and schedule to be mutually determined by the mentor and student. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the third semester.

Offered: Fall Semester

CW 503P - Mentorship Semester III Poetry (4.0)

Prerequisites: CW 500B and CW 502P

This course is designed to help students further develop the creative and critical work produced during the previous semester while generating new work. Under the guidance of a mentor, students will develop a reading list and write original poetry and critical essays, with page counts and schedule to be mutually determined by the mentor and student. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the third semester.

Offered: Spring Semester

CW 504F - Mentorship Semester IV Fiction (4.0)

Prerequisites: CW 500B and CW 503F

This course is designed to help students further develop the creative and critical work produced during the previous semester while generating new work. Under the guidance of a mentor, students will develop a

reading list and write original fiction and critical essays, with page counts and schedule to be mutually determined by the mentor and student. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the fourth semester.

Offered: Spring Semester

CW 504P - Mentorship Semester IV Poetry (4.0)

Prerequisites: CW 500B and CW 503P

This course is designed to help students further develop the creative and critical work produced during the previous semester while generating new work. Under the guidance of a mentor, students will develop a reading list and write original poetry and critical essays, with page counts and schedule to be mutually determined by the mentor and student. The mentor will provide substantial feedback, including suggestions for reading and revision. This course is taken during the fourth semester.

Offered: Spring Semester

CW 505 - Literary Publishing (2.0)

Prerequisites: CW 500A and CW 501F or CW 501P (allow concurrent enrollment)

In consultation with a mentor, students will learn about the business of literary publishing, including the process of submitting, editing, designing, marketing, and distributing fiction and poetry. They will also begin submitting their work to literary journals and magazines. This course is taken during the second semester.

Offered: As Needed

CW 506 - Research Project (4.0)

Prerequisites: CW 500B and CW 502F or CW 502P

In consultation with a mentor, students will conduct substantive research in literary history, theory, and practice and write a critical paper of at least 25 pages, including bibliography, on their chosen topic. This course is taken during the third semester.

Offered: Fall Semester

CW 507 - Creative Writing Thesis (4.0)

Prerequisites: CW 500B, CW 503F or CW 503P and CW 506

As the culmination of the creative work produced during the program, this course is designed to allow students to focus on the completion of an original, book-length manuscript. A mentor will provide substantial feedback, including suggestions for revision. Students will read from their work at the final residency. This course is taken during the fourth semester.

Offered: Spring Semester

CW 508 - Oral Presentation (4.0)

Prerequisites: CW 500B, CW 506 and CW 504F or CW 504P

In consultation with a mentor, students will prepare and deliver at the graduating residency an oral presentation of approximately one hour on a literary craft topic. Topics may include or overlap with those for the research project. This course is taken during the final residency.

Offered: Summer Semester

CYBR - CYBERSECURITY

CYBR 521 - Info Assurance & Risk Assessment (3.0)

Prerequisite: CSIT 555 or CYBR 555 or permission of the instructor.

Concepts of information assurance and security risk assessment.

Protecting the confidentiality, integrity and availability of data and their delivery systems. Topics include security assessment definitions and nomenclature, approaches for risk assessment, high assurance system design and techniques for quantitative and qualitative risk analysis.

Cross-Listed as: Also offered as CSIT 521

Offered: Spring and/or Summer Semester

CYBR 532 - Computer Forensics (3.0)

Prerequisites: CSIT/CYBR 555 or permission of the instructor.

Theory and practice behind the analysis of computing and networking equipment to determine if systems and networks have been used for illegal, unauthorized or unusual activities.

Cross-Listed as: Also offered as CSIT 532

Offered: Both Semesters

CYBR 534 - Network and Internet Security (3.0)

Prerequisites: CSIT 555 or CYBR 555 and CSIT 548 or CYBR 548 or permission of the instructor.

Examination of the pervasive security threats related to the Internet, data communications and networking. Real-time or near real-time capture of information and the systematic tracking of transmissions. Topics include network-borne threats, detection, prevention and analysis; authentication; malicious software and firewalls.

Cross-Listed as: Also offered as CSIT 534

Offered: Both Semesters

CYBR 535 - Security Policies, Ethics and Law (3.0)

Prerequisite: CYBR/CSIT 555 or Permission of Instructor

Security issues from a managerial, legal and ethical standpoint. Current legal obligations and limitations; linkage of security policy and practices with managerial operations and decision making. Topics include: security law, security policy making & implementation, policy practices & Acceptable Use Policies, and Litigation Avoidance.

Cross-Listed as: Also offered as IT 535

Offered: Fall and/or Summer

CYBR 537 - Applied Encryption and Cryptology (3.0)

Prerequisites: A minimum grade of B- in CSIT 555 or CYBR 555 or permission of the instructor.

Introduction to cryptology, the science of making and breaking secret codes. Topics include encryption, 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 to be applied, implemented and evaluated in real-world scenarios.

Cross-Listed as: Also offered as CSIT 537

Offered: Spring Semester (Even Years)

CYBR 538 - Secure Systems Administration (3.0)

Prerequisite: CYBR 548 or CSIT 548; or Permission of Instructor

Technical and operational foundation for the secure administration and deployment of multiuser systems. Coverage of the secure configuration, installations, deployment, maintenance, and task automations, based on established standards and best practices. Emphasis on instituting security safeguards and using tools to monitor system integrity, monitor performance, and availability.

Cross-Listed as: Also offered as IT 538

Offered: Offered As Needed

CYBR 539 - Advanced Secure Systems Administration (3.0)

Prerequisite: CYBR 538 or IT 538; or Permission of Instructor

Advanced technical and operational aspects for the secure administration and deployment of multiuser systems. Coverage of topics in storage volume management, administration of kernel security modules for access control, automated system installation, and deployment. Emphasis on the implementation of advanced security safeguards, host-based firewalls, system reliability, efficient system and storage utilization, and resilience to system failures.

Cross-Listed as: Also offered as IT 539

Offered: Offered As Needed

CYBR 548 - Telecommunications & Networking (3.0)

Data communications, computer networks and open systems. In-depth review of basic terminology and concepts in telecommunication protocols, transmission techniques, network architecture alternatives, internetworking, circuit and packet switching and telecommunication solutions.

Cross-Listed as: Also offered as CSIT 548

Offered: Both Semesters

CYBR 555 - Information Systems Security (3.0)

Prerequisites: IT 510 or permission of the instructor.

Technical, operational and managerial issues of computer systems.

Threats to computer security including schemes for breaking security, and techniques for detecting and preventing security violations.

Emphasis will be on instituting safeguards, examining types of security systems and applying the appropriate level of security for perceived risks.

Cross-Listed as: Also offered as CSIT 555

Offered: Spring and/or Summer Semester

CYBR 556 - Ethical Hacking (3.0)

Prerequisites: CSIT 534 or CYBR 534 or permission of the instructor

The course covers the methods and techniques associated with cybersecurity penetration testing or ethical hacking. Course topics provide a full cycle of activities related to ethical hacking, ranging from planning, reconnaissance and scanning to exploitation, post-exploitation, result reporting and remediation. The focus is for students to explore how system and network vulnerabilities can be discovered and exploited along with techniques on how to remediate them. The course includes a significant hands-on lab component.

Offered: Both Semesters

CYBR 560 - Cybersecurity Capstone (3.0)

Prerequisites: CYBR 521, CYBR 534, CYBR 535, CYBR 532 or CYBR 556, or permission of the instructor

The course should be taken on the last semester of the student's program. The purpose of the semester-long capstone is to provide students the opportunity to work with a faculty or industry mentor on a cybersecurity research topic. Students are expected to demonstrate their mastery by generating serious, in-depth, scholarly and professional level output. The capstone is designed to be inclusive of any possible expression of research and scholarly output in cybersecurity, ranging from the practical development of systems and software to the theoretical analysis or interpretive contribution to a research topic. In all cases, the capstone should demonstrate the student's summative expression of what they have learned in the MS program and should be evidenced, at minimum, in the form of a significant, capstone document. This document is expected to be in level and depth comparable to peer-reviewed publication.

Offered: As Needed

CYBR 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits)

Offered: As Needed

CYBR 597 - Cybersecurity Practical Training (1.0 - 6.0)

Prerequisites: Completion of 15 credits beyond foundation courses, 3.5 minimum GPA and Permission from Instructor. This course is designed to provide cybersecurity professionals with a working knowledge and practical application of the topics covered in our cyber courses. The students will apply current research and accepted practices of the cybersecurity field in a variety of professional settings and will perform work supervised by both a professional advisor and a Hood advisor. Based on the description for the external position, students will craft an appropriate research/professional plan, in consultation with his/her Hood advisor. This course will help students synthesize previous concepts and training as they transition to the role of a professional. This course counts as elective credits towards degree completion.

Offered: As Needed

CYBR 599 - Special Topics (3.0)

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.

Offered: As Needed

EAP - ENGLISH FOR ACADEMIC PURPOSES

EAP 500 - Advanced English for Academic Purposes (3.0)

Prerequisite: By placement only. This course is designed to help graduate students whose native language is not English develop and extend their speaking, reading, writing and listening skills for academic success. Students must earn a C or better, or they will have to repeat the course the next semester of enrollment. Credit does not count towards the total credits required for a particular program.

Offered: Both Semesters

ECON - ECONOMICS

ECPS 514 - Environmental Policy (3.0)

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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ECPS 414

Offered: Spring Semester (Even Years)

ECON 551 - Foundations of Economics (3.0)

Prerequisite: None. MGMT 552 and ECMG 556 or MATH 500 recommended. This course introduces students to micro- and macroeconomic analysis of the business environment. The micro portion focuses on 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.

Offered: Fall Semester

ECON 560 - Managerial Economics (3.0)

Prerequisites: ECON 551 and MGMT 550 or MGMT 552 & MATH 500; or permission of instructor.

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.

Offered: Both and/or Summer Semesters

ECON 575 - Independent Study (1.0 - 3.0)

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.

Offered: Either Semester

ECMG 578 - International Financial Management (3.0)

Prerequisite: MGMT 561. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ECMG 478

Offered: Spring Semester

EDUC - EDUCATION

EDUC 500 - Methods for Teaching Multilingual Learners (3.0)

This course examines strategies for promoting literacy and language development in multilingual learners grades K-12. Differentiation of content area instruction will also be explored.

Offered: Summer Semester

EDUC 502 - Technology for Teaching, Learning & Leadership (3.0)

Examines what educators need to know in order to enhance school programs through the use of technology. Topics include adaptive, administrative, and instructive uses of technology.

Offered: Summer and/or Both Semesters

EDUC 511 - Children's Literature (3.0)

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.

Offered: Summer Semester (Odd Years)

EDUC 513 - School Law (3.0)

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.

Offered: Fall and/or Summer Semester

EDUC 514 - Administration of Student Services (3.0)

Examines the pupil services component of educational administration. Includes components of student services administration, providing services for students with special needs, and the legal aspects of pupil services and special education.

Offered: Spring and/or Summer Semester

EDUC 517 - Materials for Teaching Reading: Instruction & Methods (3.0)

Prerequisite: Completion of a course in processes and acquisitions of teaching reading. The historical perspectives of reading instruction, developmental programs and materials and specific reading skills needed at elementary and secondary levels will be the focus.

Offered: Fall Semester

EDUC 518 - Reading Instruction: Elementary (3.0)

Prerequisite: Completion of a course in processes and acquisitions of teaching reading. Concerns the remediation and prevention of reading difficulties and appropriate placement and program planning for all students. Topics include intervention strategies and establishing and managing the literacy program.

Offered: Fall Semester

EDUC 519 - Reading Instruction: Secondary (3.0)

Prerequisite: Completion of a course in processes and acquisitions of teaching reading. 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.

Offered: Spring Semester

EDUC 520 - Reading Diagnosis (3.0)

Prerequisite: Completion of a course in processes and acquisitions of teaching reading. 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.

Offered: Spring Semester

EDUC 521 - Contemporary Issues in the Teaching of Reading (3.0)

Prerequisite: Completion of a course in processes and acquisitions of teaching reading. 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.

Offered: Fall Semester

EDUC 523 - Reading Diagnosis & Prescription: Clinical (3.0)

Prerequisites: EDUC 517, EDUC 518, EDUC 519, EDUC 520 and EDUC 529 or permission of the instructor. 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.

Offered: Spring Semester

EDUC 524 - Advanced Clinical Reading Experiences: Elementary (3.0)

Prerequisite: EDUC 523 or permission of the instructor. 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.

Offered: Summer Semester

EDUC 525 - Advanced Clinical Reading Experiences: Secondary (3.0)

Prerequisite: EDUC 523 or permission of the instructor. Supervised practicum involves the diagnosis of disabled readers and the planning and implementation of remedial appropriate to the content areas. Three weeks are spent working with secondary-age students. Taken concurrently with EDUC 524.

Offered: Summer Semester

EDUC 529 - Literacy Leadership (3.0)

Prerequisites: EDUC 517, EDUC 518, EDUC 519 and EDUC 520. Examines effective school-wide literacy programs and the role the reading specialist/literacy coach plays in those programs.

Offered: Fall Semester

EDUC 530 - K-12 Blended Learning (3.0)

This course examines the incorporation of blended learning strategies and tools in K-12 classrooms. The course explores a variety of texts and digital materials with a focus on differentiation and enrichment through

the use of technology. Content is geared toward educators working with students with diverse learning and linguistic needs.

Offered: Summer Semester

EDUC 531 - edTPA for Learning and Licensure (3.0)

Course participants complete edTPA, using the assessment process to reflect on and refine their teaching practice. Topics will include planning and designing instruction, developing assessments, analyzing student data, giving feedback, and reflecting on teaching to improve practice; in addition, the logistics of edTPA completion will be supported. Students must be an intern or teacher of record in a classroom that aligns with their certification area. Fee: Students are responsible for paying the submission fee to have their edTPA scored.

Offered: Spring Semester

EDMA 530 - Mathematics Education Leadership I (3.0)

This course examines current research and accepted practices in mathematics leadership. It looks into general topics in leadership and explores leadership specific to mathematics education. Participants gain knowledge and skill as they plan for their future development as a leader in mathematics.

Offered: Summer Semester

EDMA 531 - Mathematics Education Leadership II: Practicum (3.0)

Prerequisites: EDMA 530 This course follows up the topics of Mathematics Education Leadership I, having participants apply current research and accepted practices in mathematics leadership in a 37.5 hour supervised practicum. Participants will work with a range of students and adult learners in a variety of professional development settings.

Offered: Fall Semester

EDUC 533 - Effective Home-School Interaction: Research & Practice (3.0)

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.

Offered: Fall Semester

EDUC 534 - Current Issues in Early Childhood & Elementary Education (3.0)

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 students.

Offered: Spring Semester

EDUC 535 - Integrating the Elementary Curriculum through Language Arts (3.0)

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.

Offered: Summer (Even Years)

EDUC 539NBC1 - National Board Certification Component 1 (1.0)

This course provides guidance and feedback to candidates in pursuit of National Board Certification. Component 1 is a computer-based assessment that requires candidates to demonstrate understanding of content knowledge and pedagogical practices within their content area.

Candidates will prepare for these tasks through analysis of the Architecture for Accomplished Teaching and the Five Core Propositions. Candidate will demonstrate their knowledge of content and pedagogy through completion of constructed response items.

Offered: Summer and/or Winter Terms

EDUC 539NBC2 - National Board Certification Component 2 (2.0)

Prerequisite: EDUC 539NBC1 or permission of instructor

This course provides guidance and feedback to candidates in pursuit of National Board Certification. Component 2 requires candidates to gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction.

Participants will select work samples from two students that demonstrate growth over time and use these samples to generate written analysis of the instructional choices that resulted in student learning and achievement. Note: To meet the requirements set forth by the NBPTS, work samples must come from a previously taught unit. The time span separating student work samples must be at least three weeks.

Offered: Winter Term

EDUC 539NBC3 - National Board Certification Component 3 (3.0)

This course provides guidance and feedback to candidates in pursuit of National Board Certification. Component 3 requires candidates to analyze two 15-minute video recordings of their interactions with students and generate written commentary showing evidence of the National Board for Professional Teaching Standards specific to their certificate area. Candidates will describe, analyze, and reflect on their teaching practices and provide evidence of student engagement, equitable instructional practices, and impact on learning.

Offered: Fall and Spring Semesters

EDUC 539NBC4 - National Board Certification Component 4 (3.0)

This course provides guidance and feedback to candidates in pursuit of National Board Certification. Participants will examine and apply the National Board for Professional Teaching Standards specific to their certificate area, using their knowledge of students to effectively plan for and positively impact student learning. Central to Component 4 are the development and implementation of assessments to guide instructional decisions and collaboration with colleagues, families, and community members to meet learning needs.

Offered: Fall and Spring Semesters

EDUC 540 - Modern Science Methods (3.0)

An examination of modern elementary and middle school science and Science, Technology, Engineering and Mathematics (STEM) methods, curriculum materials and instructional strategies.

Offered: Fall Semester

EDUC 542 - Topics in Elementary Physical & Earth Science (3.0)

A consideration of the processes and topics of physical science that are most appropriate to teachers. An activity-centered STEM approach is utilized and Next Generation Science Standards for physical and Earth sciences are addressed.

Offered: Spring Semester (Even Years)

EDUC 544 - Topics in Elementary Life Science (3.0)

A consideration of the processes and topics of biological relevant to elementary teachers. An activity-centered STEM approach is utilized and Next Generation Science Standards for life science are addressed.

Offered: Fall Semester (Even Years)

EDUC 545 - Modern Mathematics Methods (3.0)

An examination of modern elementary mathematics methods, Science, Technology, Engineering and Mathematics (STEM) curriculum, materials and instructional strategies.

Offered: Summer Semester

EDUC 546 - The Teaching of Numbers, Operations & Algebraic Thinking in Elementary & Middle School (3.0)

A 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.

Offered: Spring Semester (Even Years)

EDUC 547 - The Teaching of Geometry & Measurement in Elementary & Middle School (3.0)

A study of the teaching of geometry and measurement in elementary and middle schools. Focus areas include how students learn geometry and measurement.

Offered: Spring Semester (Odd Years)

EDUC 551 - The Teaching of Geometry (3.0)

Prerequisites: MATH 501 or equivalent. May be taken concurrently. Current research and accepted practices in teaching and assessing geometry in the secondary school. Focus on problem solving and mathematical reasoning, communication, and integrating geometry with other disciplines.

Offered: Fall Semester (Odd Years)

EDUC 552 - The Teaching of Algebra (3.0)

Prerequisites: MATH 502 and or equivalent. May be taken concurrently. Current research and accepted practices in teaching and assessing algebra in the secondary school. Focus on problem solving and mathematical reasoning, communication, and integrating algebra with other disciplines.

Offered: Fall Semester (Even Years)

EDUC 553 - Foundations of Elementary STEM (Science-Technology-Engineering-Mathematics) Education (3.0)

Examines foundational elements of elementary STEM (Science-Technology-Engineering-Mathematics) inquiry-based instruction. Participants are expected to learn through experience, exploration, and discourse to gain an understanding of a STEM mindset to facilitate implementing a STEM approach in the elementary classroom.

Offered: Spring Semester

EDUC 561 - Teaching Diverse Learners in an Inclusive Setting (3.0)

Designed to develop skills, attitudes and understanding to enable the general early childhood, elementary and secondary classroom teacher to effectively educate learners with special needs. Topics include inclusion, educational planning, teaching techniques, student assessment, and classroom organization and management skills.

Offered: Spring Semester

EDUC 565 - Classroom Organization & Management in Special Education (3.0)

Classroom organization, climate, management and teaching techniques for students in general and special education settings; behavior modification, interaction techniques, self-management strategies and motivation strategies.

Offered: Fall Semester

EDUC 571 - Historical, Philosophical & Legal Foundations of Special Education (3.0)

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.

Offered: Summer Semester

EDUC 573 - Assessment, Diagnosis & Prescription in Special Education (3.0)

Theoretical and practical aspects of assessment, diagnosis and prescription of children with mild or moderate disabilities. Implications for educational programming are considered. Appropriate test selection and comprehensive report writing are included.

Offered: Spring Semester (Odd Years)

EDUC 574 - Curriculum & Methods in Inclusive Classrooms: English Language Arts & Social Studies (3.0)

A study of curriculum goals and objectives, and the methods and materials to be used to meet the needs of diverse learners. Topics include learning processes and development of instructional programs in literacy and social studies.

Offered: Fall Semester

EDUC 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits per independent study)

Offered: Either Semester

EDUC 576 - Curriculum & Methods in Inclusive Classrooms: Math and Science (3.0)

A study of curriculum goals and objectives, and the methods and materials to be used to meet the needs of diverse learners.

Offered: Spring Semester

EDUC 577 - Introduction to Educational Research (3.0)

Prepares educators to become effective consumers of educational research, using a variety of tools and technology to locate and evaluate research documents. Topics include research design, methods of data collection and analysis, and development of a study proposal.

Offered: Summer and/or Both Semesters

EDUC 578 - Educational Leadership and Group Dynamics (3.0)

Examines leadership and organizational theory. Topics include the structure and dynamics of organizations, motivation and decision-making processes, group interactions, communication skills, and organizational dynamics.

Offered: Fall and/or Summer Semester

EDMA 579 - Capstone Project (3.0)

Prerequisites: Completion of 21 credits in the M.S. in Mathematics Education program. Each project will focus on an idea that links mathematics to its teaching and learning. Independent reading and study, reflection, writing, and possible action research. The capstone is assigned a letter grade, which will reflect not only the quality of the final product, but also the student's performance throughout the project.

Offered: Either Semester

EDUC 581 - Research-Based Teaching, Learning & Assessment (3.0)

Extends students' knowledge, understanding and application of theories of child development and the teaching-learning-assessment process, and offers the student the opportunity to consider and apply the findings of educational, psychological and brain-based research and theory.

Offered: Summer and/or Both Semesters

EDUC 582 - Educational Philosophy in a Diverse Society (3.0)

Examines educational philosophies and frameworks in the context of diverse student populations. Topics include culturally relevant pedagogy, multicultural curriculum, and current issues related to teaching and learning in diverse classrooms.

Offered: Summer and/or Both Semesters

EDUC 583 - Principles of Curriculum Development & Appraisal (3.0)

Examines various approaches to curriculum development and evaluation. Topics include curriculum theories; processes and roles in curriculum planning; data use in curriculum planning; defining curricular goals and objectives; and the role of technology in curriculum and assessment.

Offered: Summer and/or Both Semesters

EDUC 584 - Systemic Change Processes for School Improvement (3.0)

Participants examine the literature on systemic change, with emphasis on models and strategies for use by school leaders to affect change at the individual, team, school and district levels.

Offered: Fall and/or Summer Semester

EDUC 586 - Principles of Educational Supervision (3.0)

This course examines educational supervision as a function of the school leader. Specific areas studied include classroom observation skills, conferencing skills, evaluation skills, and human relation skills. Students have the opportunity to practice supervisory skills in simulated and on-site applications.

Offered: Spring and/or Summer Semester

EDUC 587A - Administrative Internship (1.5)

Prerequisites: EDUC 583 and EDUC 586 or permission of instructor

A yearlong internship experience split across two semesters, with a practicing school principal for a range of administrative experiences. The culmination of the experience will result in the submission of an administrative portfolio to be evaluated by college faculty and, where possible, by a public school administrator. Includes class experiences, case studies, and real-life scenarios. A minim grade of B in the internship is required.

Offered: Fall Semester

EDUC 587B - Administrative Internship (1.5)

Prerequisites: EDUC 587A or permission of instructor

A yearlong internship experience split across two semesters, with a practicing school principal for a range of administrative experiences. The culmination of the experience will result in the submission of an administrative portfolio to be evaluated by college faculty and, where possible, by a public school administrator. Includes class experiences, case studies, and real-life scenarios. A minim grade of B in the internship is required.

Offered: Spring Semester

EDUC 589 - School Business & Personnel Administration (3.0)

Prerequisites: EDUC 578 and EDUC 586. 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.

Offered: Summer and/or Fall Semesters

EDUC 595 - The Teaching of Statistics & Probability: Decision Making with Mathematics (3.0)

Prerequisite: MATH 500 or equivalent. May be taken concurrently. Current research and accepted practices in teaching and assessing statistics and probability in the secondary school. Focus on problem solving and mathematical reasoning, communication, and integrating statistics and probability with other disciplines.

Offered: Spring Semester (Even Years)

EDUC 596 - The Teaching of Mathematical Modeling: Strategies for Contemporary Problems (3.0)

Prerequisite: MATH 505 or equivalent. May be taken concurrently. Current research and accepted practices in teaching and assessing mathematical modeling in the secondary school. Focus on problem solving through mathematical modeling and mathematical reasoning, communication, and integrating mathematics with other disciplines.

Offered: Spring Semester (Odd Years)

EDUC 597A - Capstone Research Project (1.5)

Prerequisite: Permission of the program director.

Educators develop and execute a research project, including identifying a problem and developing research questions, conducting a literature review, selecting appropriate methodology, collecting and analyzing data, and writing a reflective summary of findings and next steps. Must have access to a classroom to conduct research.

Offered: Fall Semester

EDUC 597B - Capstone Research Project (1.5)

Prerequisite: EDUC 597A or Permission of the program director.

Educators develop and execute a research project, including identifying a problem and developing research questions, conducting a literature review, selecting appropriate methodology, collecting and analyzing data, and writing a reflective summary of findings and next steps. Must have access to a classroom to conduct research.

Offered: Spring Semester

EDUC 599 - Special Topics (6.0)

The content and methods of such courses depend upon the interests of the faculty and students.

Offered: As Needed

EDUC 599LETRS1 - LETRS Word Recognition: Units 1 & 2 (3.0)

Learners will engage in a comprehensive online learning experience designed to provide educators with the background, depth of knowledge and tools to teach language and literacy skills to every student within any reading program. May apply for elective credit with program director approval. *Open to FCPS teachers only.*

Offered: Fall

EDUC 599LETRS2 - LETRS Word Recognition: Units 3 & 4 (3.0)

Learners will engage in a comprehensive online learning experience designed to provide educators with the background, depth of knowledge and tools to teach language and literacy skills to every student within any reading program. May apply for elective credit with program director approval. *Open to FCPS teachers only.*

Offered: Spring

EDUC 599LETRS3 - LETRS Word Recognition: Units 5 and 6 (3.0)

Learners will engage in a comprehensive online learning experience designed to provide educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student within any reading program. *Open to FCPS teachers only.*

Offered: Fall Semester

EDUC 599LETRS4 - LETRS Word Recognition: Units 7 and 8 (3.0)

Learners will engage in a comprehensive online learning experience designed to provide educators with the background, depth of knowledge, and tools to teach language and literacy skills to every student within any reading program. *Open to FCPS teachers only.*

Offered: Spring Semester

EDUC 599V1 - Effective Tchg in Blended Learning Envir (3.0)

Pre-requisites: Admission to Vanguard and permission by instructor

This three-credit, hybrid course prepares the student to become an effective teacher in a blended learning classroom environment. Topics are organized into four competencies of blended learning: mindset, instructional technology skills, teaching practices, and professional learning/networking skills. Assignments include the development of a professional learning plan and an inquiry project based on these competencies. [Note: Vanguard teachers may take this course in lieu of EDUC 502]

Offered: Spring Semester

EDUC 599V2 - Blended Learning Leadership (3.0)

Prerequisites: EDUC 599V1 or Permission of Instructor

This three-credit, hybrid course scaffolds the candidate's growth toward becoming an effective advocate and facilitator for blended learning in his/her school community. Topics are organized into four competencies of blended learning: mindset, instructional technology skills, teaching practices, and professional learning/networking skills. Assignments include the planning, delivery and assessment of a Blended Learning Development Plan, which will be the principal means of assessment in the course.

Offered: Spring Semester

EDUC 599V3 - Coaching a Blended Learning Community (3.0)

Pre-requisites: EDUC 599V1 or EDUC 599V2 or Permission of Instructor

This three-credit, hybrid course prepares the student to become an effective coach and instructional support in blended learning. Topics are organized into four competencies of blended learning: mindset, instructional technology skills, teaching practices, and professional learning/networking skills. Assignments include development of a plan for the coaching and support of the implementation of the four VANGUARD competencies.

Offered: Spring Semester

ENGL - ENGLISH

ENGL 501 - Pop Culture & Theory (3.0)

This course explores how “literature” overlaps with “popular culture.” We will consider several stories that have captured imaginations across boundaries of time and genre and use cultural theory and literary criticism to examine the conventions, expectations, and possibilities of the different genres and media in which they appear.

Cross-Listed as: Double-numbered course; offered with undergraduate ENGL 401

Offered: Spring Semester (Even Years)

ENV - ENVIRONMENTAL BIOLOGY

ENV 501 - Introduction to Environmental Biology (3.0)

Introduces principles of environmental biology with an in-depth analysis of biological and social variables associated with environmental issues. Energy, natural resource use, population dynamics and technological developments are examined in the context of ecological systems. Emphasis is on global climate change, and its effects are related to the concepts in environmental biology.

Offered: Fall Semester

ENV 502 - Principles of Ecology (3.0)

Analyzes interactions between organisms and the environment. A quantitative approach will be used to examine population dynamics, community interactions, and ecosystem processes. The application of modern ecological theory to current environmental problems is emphasized including the observed and anticipated ecological impacts of global climate change.

Offered: Fall Semester

ENV 503 - Pollution Biology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501 or permission of instructor. Examines sources, fates and biological effects of environmental pollutants. Topics covered include: air, water and soil pollution; techniques for monitoring and evaluating pollution effects; and pollution control technologies. Factors leading to global climate change

will be examined in depth. The social, economic, and political issues surrounding pollution problems are all examined.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ENSP 403

Offered: Spring Semester

ENV 503G - Pollution Biology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 503. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Spring Semester

ENV 505 - Biostatistics (3.0)

Introduces statistical methods used in biological research. Topics include sampling methods, frequency distributions, descriptive statistics, hypothesis testing, probability, and both parametric and non-parametric tests. A statistical software package is introduced in laboratory exercises. Statistical problems involving global climate change are used throughout the semester

Offered: Spring Semester

ENV 506 - Environmental Microbiology (3.0)

Prerequisites: ENV 501 and ENV 502, or permission of the instructor. Examines the applied effects of microorganisms on the environment and on human activity, health and welfare. Topics include basic biology, ecology and history of the archaea, bacteria, protista, algae, and fungi with special attention given to their environmental relationships. Emphasis is on ecological interactions among microbes, between microbes and plants and between microbes and animals.

Offered: Spring Semester (Odd Years)

ENV 506G - Environmental Microbiology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 506. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Spring Semester (Odd Years)

ENV 507 - Natural Resource Management (3.0)

Prerequisites: ENV 501 and ENV 502, or permission of the instructor. Introduces students to the basic biological and ecological principles of natural resource management and the complexities of applying these principles to real-world problems. Quantitative and qualitative techniques are used to analyze ecosystems in an integrated fashion that combines biological, economic and political considerations. The impact of climate change on management plans is also considered

Cross-Listed as: Double-numbered course; offered with undergraduate-level ENSP 407

Offered: Spring Semester

ENV 507G - Natural Resource Management (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 507. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Spring Semester

ENV 511 - Conservation Biology (3.0)

Prerequisites: ENV 501 and ENV 502, or permission of instructor. Examines the critical problems of maintaining, enhancing and restoring biological diversity. Principles of ecology, population biology, genetics and modeling are applied to the conservation of rare species and endangered ecosystems. Topics include international trade in wildlife, ethnobotany, ecological restoration, conservation ethics, natural resource economics, conservation genetics and ecotourism.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ENSP 411

Offered: Spring Semester (Odd Years)

ENV 511G - Conservation Biology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 511. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Spring Semester (Odd Years)

ENV 512 - Insect Ecology (3.0)

Prerequisites: ENV 501 and ENV 502 or permission of the instructor. Introduces advanced topics in insect ecology. A broad overview of the major insect orders and their development will be covered. Topics include distribution patterns, diversity, co-evolution, and interactions in insect communities as they relate to each other and other organisms.

Offered: Summer Semester (As Needed)

ENV 512G - Insect Ecology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 512. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Summer Semester (As Needed)

ENV 513 - Marine Ecology (3.0)

Prerequisites: ENV 501 and ENV 502, or permission of the instructor. Explores the ecology of marine and estuarine systems, including the plankton, rocky shores, soft-sediment bottoms, seagrass

beds, salt marshes and coral reefs. Planktonic and benthic processes will receive equal emphasis. Applied topics in fisheries management and in human impacts on marine environments will be introduced.

Offered: As Needed

ENV 513G - Marine Ecology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 513. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: (As Needed)

ENV 515 - Research Design & Data Analysis (3.0)

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. Introduces 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. The ability to develop and critically evaluate research proposals in environmental biology will be developed.

Offered: Fall Semester

ENV 516 - Watershed Hydrology (3.0)

Prerequisites: ENV 501 and ENV 502. See ENV 516G. Provides a qualitative and quantitative survey of concepts and physical principles governing the occurrence, distribution, and circulation of water near Earth's surface. Human impacts on watersheds/resources and the linkages among land-use, soil, and water will be addressed.

Offered: Fall Semester (Even Years)

ENV 516G - Watershed Hydrology (3.0)

Prerequisites: ENV 501 and ENV 502. See ENV 516. Provides a qualitative and quantitative survey of concepts and physical principles governing the occurrence, distribution, and circulation of water near Earth's surface. Human impacts on watersheds/resources and the linkages among land-use, soil, and water will be addressed.

Offered: Fall Semester (Even Years)

ENV 522 - Ecological Sampling (1.0)

Prerequisites as specified for each course, or permission of the instructor. Students will gain practical experience in common ecological sampling methodologies, data collection and analysis.

ENV 522A - Sampling Methods Aquatic Ecosystems (1.0)

Prerequisite: ENV 502 or permission of the instructor. 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.

Offered: Summer Semester (As Needed)

ENV 522B - Sampling Methods in Animal Ecology (1.0)

Prerequisite: ENV 502 or permission of the instructor. 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.

Offered: As needed

ENV 522D - Sampling Methods for Terrestrial Insects (1.0)

Prerequisites: ENV 502 or permission of the instructor Introduces standard procedures used for data collection and analysis of terrestrial insect communities. Through field work, students will learn how to sample insects in a broad range of categories from litter communities to aerial species, in addition to qualitatively and quantitatively evaluating insects in these same systems.

Offered: As Needed

ENV 524 - Taxonomy (1.0)

Prerequisites as specified for each course, or permission of the instructor.

Students will gain practical experience in the taxonomy and identification of the specified group of organisms.

ENV 524A - Identification of Local Woody Vegetation (1.0)

Prerequisite: ENV 502 or permission of the instructor. 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.

Offered: As needed

ENV 524B - Aquatic Macroinvertebrate Identification (1.0)

Prerequisite: ENV 502 or ENV 503, or permission of the instructor. 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.

Offered: As needed

ENV 524C - Algal Systematics and Experimental Methods (1.0)

Prerequisite: ENV 502 or permission of the instructor. 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.

Offered: As needed

ENV 524D - Regional Vertebrate Biodiversity (1.0)

Prerequisite: ENV 502 or permission of the instructor. Introduces collection techniques, identification and natural history of Maryland vertebrates. Field exercises will provide opportunities to observe and collect these organisms in their respective habitats. Ecological adaptations, physiographic distribution and economic importance of selected vertebrates will be covered.

Offered: As needed

ENV 524E - Terrestrial Insect Identification (1.0)

Prerequisites: ENV 502 or permission of the instructor. Introduces 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. In lieu of a final exam, students are required to submit an insect collection either by enrolling concurrently in ENV522D or by other independent efforts.

Offered: As needed

ENV 524F - Identification of Local Flora (1.0)

Prerequisites: ENV 502 or Permission from Instructor

Introduces flowering plants and ferns of Maryland, especially the piedmont region, in a variety of local habitats. Covers basic plant taxonomy, how to use identification keys, characteristics of common local plant families, and procedures for making a herbarium specimen.

Offered: Summer Semester (Odd Years)

ENV 526 - Analytical Techniques (1.0)

Prerequisites as specified for each course, or permission of the instructor.

Students will gain practical experience generating, processing and analyzing ecological data.

ENV 526B - Genetic Methods for Studying Populations & Species (1.0)

Prerequisite: ENV 502 or permission of the instructor. Examines genetic variation as the raw material of evolutionary processes and as a tool for assessing 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 useful to conservation will also be introduced in the laboratory.

Offered: As needed

ENV 526F - Modeling Structured Populations (1.0)

Prerequisite: ENV 502 or permission of the instructor. Introduces the modeling of populations. Deterministic and stochastic models will be used to assess variability in demographic parameters. Several aspects of population structure will be considered, including age, stage, genetic and spatial structure. Topics include population dynamics, regulation and harvesting; metapopulation structure; conservation genetics; risk assessment; and population viability analysis

Offered: As needed

ENV 526G - Introduction to GIS Mapping (1.0)

Prerequisite: ENV 502 or permission of the instructor. Introduces information systems, georeferenced data, and vector-based versus raster-based GIS. The course focuses on basic principles of map design and digital cartography, including scale, projection, and symbolization and generalization of geometry and content. Lectures complement intensive, hands-on use of the ArcGIS software package through in-class and homework tutorials and challenge exercises.

Offered: Either Semester (As Needed)

ENV 526H - Introduction to GIS Analysis (1.0)

Prerequisites: ENV 502 and ENV 526G, or permission of instructor

Introduces advanced GIS analysis. Topics include the statistical and scientific principles that underlie the measurement of geographic

distributions, the identification of geographic patterns and clusters, and the analysis of geographic relationships. Advanced applications in the ArcGIS software package are covered through in-class and homework tutorials and challenge exercises.

Offered: Either Semester (As Needed)

ENV 526I - Introduction to Remote Sensing (1.0)

Prerequisites: ENV 502 and ENV 526G or permission of the instructor. ENV 526 is strongly recommended. Introduces remotely sensed data and how it can be used to address environmental questions. Lectures complement intensive, hands-on use of the IDRISI and ArcGIS software packages.

Offered: Fall Semester

ENV 526J - Methods in Soil Ecology (1.0)

Prerequisites: ENV 501 and ENV 502, or permission of instructor. Through lab and field work, students will learn how to sample soils for fertility analysis, interpret soil test results, describe field soil profiles, and assess sites for land use suitability.

Offered: Summer Semester (Even Years)

ENV 528 - Specialty Courses (1.0)

Prerequisites as specified for each course, or permission of the instructor. Students will gain practical experience in the specified area of ecological research through laboratory or field work.

ENV 528B - Plant Propagation Techniques (1.0)

Prerequisite: ENV 502 or permission of the instructor. This course provides an introduction to the science and art of sexual and asexual propagation of plants. Seed propagation will include topics such as harvesting, seed testing and storage, germination, seed treatments, and dormancy. Vegetative propagation concepts will include topics such as the harvest and treatment of cuttings, grafting techniques, and budding.

Offered: As Needed

ENV 541 - Behavioral Ecology (3.0)

Prerequisites: ENV 501 and ENV 502 or permission of the instructor. Introduces students to principles of behavioral ecology. Focus is on the role of natural selection in the evolution of intra- and interspecific behaviors. Topics include foraging, predator-prey relationships, habitat utilization, sociality and kinship, sexual selection and parental investment.

Offered: As Needed

ENV 550 - Current Topics in Environmental Biology (3.0)

Prerequisites: ENV 501 and ENV 502, or permission of the instructor. Examines current or emerging issues of environmental concern. 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.

Offered: As needed

ENV 550I - Topic: Landscape Ecology (3.0)

Prerequisite: ENV 501 and ENV 526G or permission of the instructor. This course will provide a comprehensive introduction to the rapidly developing science of Landscape Ecology. Studying ecological processes at large spatial scales has been facilitated by the development of Geographical Information Systems (GIS) and more specialized computer

programs. This course will provide an opportunity to develop ArcViewGIS skills and gain experience in analyzing spatial environmental and ecological data. There will be an emphasis on practical learning through laboratory exercises and coursework.

Offered: As needed

ENV 550L - Topic:Advanced Geographic Processing (1.0)

Prerequisites: ENV 526G and ENV 526H. Geographic data is a special class of data that is referenced to a specific place on the Earth through an established coordinate system. The advent of the Global Positioning System, geographic Information Systems, and public portals such as Google Earth has made the collection, analysis, and presentation of geographic information a powerful tool in the environmental sciences as well as a variety of other disciplines. This course will provide the student with working knowledge of the Python scripting language that is used to automate geo-processing tools in ARCGIS. The student will also learn Keyhole Markup Language, the engine behind Google Earth. With these tools, the student will prepare sophisticated, web-driven applications that will allow for the analysis and presentation of data in an interactive environment.

Offered: Spring Semester (Odd Years)

ENV 550LG - Topic: Advanced Geographic Processing (1.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 550L. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Spring Semester (Odd Years)

ENV 550M - Soil Ecology (3.0)

Prerequisites: ENV 501 and ENV 502. Sometimes thought of as inert systems, soils are in fact dynamic living bodies in a constant flux of chemical, biological, and physical interactions. This course will introduce graduate students to advanced topics in soil chemistry, soil biochemistry, and soil microbial ecology to explore how soils influence nutrient cycling, pollution bioremediation, and water quality. Students will explore current topics in soil ecological research through review of assigned peer-reviewed journal articles and the presentation of one thoroughly researched and critically reviewed paper in the students' area of interest within soil ecology.

Offered: Summer Semester (Odd Years)

ENV 550MG - Soil Ecology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 550M. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Summer Semester (Odd Years)

ENV 550P - Agroecology (3.0)

Prerequisites: ENV 501, ENV 502 or Permission of Instructor

This course will examine both the historical evolution of farming as well as the movement toward agroecology as a means of more sustainably producing products. Students will explore current topics in agroecological research through review and discussion of peer-reviewed journal articles and will apply information to a capstone project that synthesizes agroecological principles into the design of a food or animal production system.

Offered: Fall Odd Years

ENV 550PG - Agroecology (3.0)

Prerequisites: ENV 501, ENV 502, ENV 526G, ENV 526H, ENV 526I or Permission of Instructor

This course is available as an elective for the GIS-ENV certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

This course will examine both the historical evolution of farming as well as the movement toward agroecology as a means of more sustainably producing products. Students will explore current topics in agroecological research through review and discussion of peer-reviewed journal articles and will apply information to a capstone project that synthesizes agroecological principles into the design of a food or animal production system.

Offered: Fall Odd Years

ENV 550Q - Introduction to Plant Pathology (3.0)

Prerequisites: ENV 502 or permission of Instructor

Introduction to fundamental concepts of plant pathology. We will focus on plant pathogenic microorganisms, tools for diagnosing plant diseases, types/categories of diseases, plant-pathogen interactions, plant disease management, and human impacts on plant disease epidemics. modern molecular tools for disease management will also be discussed. The importance of scientific research for the advancement of plant pathology concepts will also be explored through readings, discussions, and assignments.

Offered: Spring Even Years

ENV 551 - Plant Ecology (3.0)

Prerequisites: ENV 501 and ENV 502, or permission of the instructor.

Analyzes how environmental fluctuations impact plant populations, along with 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level BIOL 451

Offered: Fall Semester

ENV 551G - Plant Ecology (3.0)

Prerequisites: ENV 501, ENV 502, ENV 526G, ENV 526H, and ENV 526I or permission of instructor.

See ENV 551. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Fall Semester

ENV 563 - Freshwater Ecology (3.0)

Prerequisites: ENV 501 and ENV 502, or permission of the instructor.

Explores physical, chemical and biological aspects of lakes and streams. Aquatic organisms 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

Offered: Spring Semester (Odd Years)

ENV 563G - Freshwater Ecology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 563. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Spring Semester (Odd Years)

ENV 575 - Independent Study (1.0 - 3.0)

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.

Offered: Either Semester

ENV 577 - Climate Change (3.0)

Prerequisite: Concurrent enrollment in or successful completion of all ENV core courses, ENV 501, ENV 502, ENV 503, ENV 505 and ENV 507, and at least one 1-credit ENV course, or permission of instructor. Integrates several core areas in the field of environmental biology and applies them to current issues in global climate change. Students will apply principles of adaptation, ecology, pollution biology, statistics, and resource management to current developments in the field. Topics include recent climate-change data, vulnerability, adaptation, mitigation, and methodological approaches.

Offered: As Needed

ENV 577G - Climate Change (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 577. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be

completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: (As Needed)

ENV 578 - Climate Change Capstone (3.0)

Prerequisites: Concurrent enrollment or successful completion of 30 ENV credits, including all core courses: ENV 501, ENV 502, ENV 503, ENV 505 and ENV 507 and at least one 1-credit ENV course, or permission of the instructor. The final programmatic requirement for ENV students in the Non-Research Track, Capstone Option; requires successful completion of a comprehensive final exam. This course integrates the core areas of environmental biology as they relate to global climate change. Students will apply principles of adaptation, ecology, pollution biology, statistics, and resource management to climate-change data, vulnerability, adaptation, mitigation, and methodological approaches.

Offered: As Needed

ENV 578G - Climate Change Capstone (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I or permission of instructor. See ENV 578. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: As Needed

ENV 579 - Independent Research Project (3.0)

Prerequisites: All required and four elective courses. 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.

Offered: Either Semester

ENV 579G - Independent Research Project (3.0)

Prerequisite: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 526G, ENV 526H and ENV 526I. See ENV 579. This course is available as an elective for the GIS-ENV Certificate and is only available to students simultaneously pursuing the MS in Environmental Biology. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Either Semester

ENV 580A - ENV Master's Thesis A (3.0)

Prerequisites: Completion of 12 credits of ENV coursework, including ENV 505 and ENV 515.

By invitation only. Supervision of the Master's thesis. Required of all degree candidates who select the thesis option after being invited.

Offered: Either Semester

ENV 580B - ENV Master's Thesis B (3.0)

Prerequisite: ENV 580A

Completion of master's thesis research

Offered: Either Semester

ENV 580AG - ENV Master's Thesis A (3.0)

Prerequisites: Completion of 12 credits of ENV coursework, including ENV 505 and ENV 515.

By invitation only. Supervision of the Master's thesis. Required of all degree candidates who select the thesis option after being invited. See ENV 580A (p. 294). This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Either Semester

ENV 580BG - ENV Master's Thesis B (3.0)

Prerequisite: ENV 580AG

Completion of master's thesis research

Offered: Either Semester

ENV 591 - Internship in Environmental Biology (3.0)

Prerequisites: Successful completion of at least 21 ENV credits, including ENV 515 and a 3.0 GPA. Students opting for the non-research option within the ENV program are eligible for internship credit as a capstone experience. This course cannot be taken for elective credit. On-site training in environmental biology with a cooperating organization. Interns gain practical, on-the-job skills and experience in environmental biology with an industry, consulting firm, unit of government, government agency, or non-profit organization. An individualized project must be conducted by the student under the direct guidance of a senior level scientist at the cooperating organization.

Offered: Either Semester

ENV 591G - Internship in Environmental Biology (3.0)

Prerequisites: Completion of or concurrent enrollment in ENV 501, ENV 502, ENV 515, ENV 526G, ENV 526H and ENV 526I and permission of instructor. A 3.0 GPA is also required. See ENV 591. This course is available as an elective for the GIS-ENV Certificate. It is the student's responsibility to inform the instructor that this course will count toward the GIS-ENV Certificate by the drop/add deadline each semester, so that GIS-focused assessments can be completed. Once a student declares the GIS option, the course cannot revert to the non-GIS version.

Offered: Either Semester

ENV 599 - Special Topics (6.0)

The content and methods depend upon the interests of the faculty and students. (1-6 credits)

Offered: As needed

FA - FINE ARTS

FA 501 - Art and Music Proseminar: Aesthetics, Culture, and History (3.0)

This course will be devoted to ways of understanding the histories of music and the visual arts. These histories, sometimes intertwined,

sometimes distinct, will be approached chronologically, and addressed through a variety of scholarly methods, including formal analysis, social history, Marxism, gender study, semiotics, deconstruction and others. Classes will be devoted to lectures by the designated faculty and selected guests, as well as selected reading, discussion, viewing and listening.

Offered: Fall Semester (Even Years)

FREN - FRENCH

FREN 590 - Teaching Assistantship in French (1.0 - 3.0)

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. 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.

Offered: Either Semester

HIFX HEALTH INFORMATICS

HIFX 500 - Fundamentals of Health Informatics (3.0)

This class will explore health informatics, an interdisciplinary field that deals with the use of information technology, information science, and other tools to manage and analyze data, information, and knowledge in healthcare. It will introduce the student to a wide range of activities, such as the development and use of electronic health records (EHRs), telemedicine, and data analytics, to improve patient care and population health management, as well as the management of healthcare organizations. Health informatics also involves the study of the ethical, legal, and social aspects of the use of technology in healthcare. The goal of this class is to show how health informatics can improve the efficiency, effectiveness, and safety of healthcare delivery by utilizing technology, information, and data to support clinical decision-making, patient engagement, and population health management.

Offered: Fall Semester

HIFX 501 - Health Information System & Data Standards (3.0)

Explores the challenges and possible solutions to ensure the interoperability between health information systems, representation of health data using standardized vocabulary and standards of communication. Topics include data standards and semantics, ontologies such as FHIR, UMLS, SEMNET, ICD-9/10, RXNorn, SNOMED, policy, and theory and practice of standardization. Additionally, this course analyzes the challenges confronting healthcare leaders in a new era characterized by economic incentives and changing relationships between providers, payers and purchasers, new delivery models and payment mechanisms, and advances in clinical integration, information technology, and quality improvement. Explores leadership strategies required for achieving financial stability while delivering greater value.

Offered: Spring Semester

HIFX 502 - Introduction to US Healthcare Systems and Economics (3.0)

This course explores the US Health System focusing on historical development, current configuration, payer provider relationships, politics of healthcare, and possible future directions. Includes study of healthcare system architecture, key influencers, accessibility, financing, changing components and the effects of the system on patients, providers, financers, government, insurers, and society. Role of population health management and public health is explored, including impact of social, cultural, economic, and environmental factors on health care systems and practices.

Offered: Fall Semester

HIFX 575 - Independent Study (1.0 - 6.0)

Prerequisite: Permission of Instructor

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)

Offered: Offered As Needed

HIFX 579 - Health Informatics Capstone (3.0)

Prerequisites: HIFX 500, HIFX 501, HIFX 502, BIFX 503, BIFX 530, BIFX 551 or permission of instructor

This course provides a practical, hands-on experiential learning opportunity for Health Informatics MS students and emphasizes experimental design and biological interpretation of results. Students will utilize a wide variety of concepts and skills that they have learned throughout previous courses to complete an original research project from start to finish. Over the course of the semester, students will share their questions and insights during frequent "lab meeting" style presentations and will work both independently and collaboratively to complete their projects. They will present their work in the form of a well annotated script that contains all of the code necessary to complete the project, a brief paper describing the project in paragraph form, and a final poster presentation of their results. Students are encouraged to collaborate with their employer or an outside laboratory to propose a project to the course instructor during the first week of class.

Alternatively, project ideas and data will be provided by the instructor.

Offered: Offered As Needed

HIFX 597 - Curricular Practical Training in HIFX (1.0 - 6.0)

Prerequisite: Completion of 15 credits and permission of the instructor

This course is designed to provide health informatics professionals with a working knowledge and practical application of the topics covered in HIFX courses. The students will apply current research and accepted practices of HIFX field in a variety of professional settings and will perform work supervised by both a professional advisor and a Hood advisor. Based on the description for the external position, students will craft an appropriate research/professional plan, in consultation with their Hood advisor. This course will help students synthesize previous concepts and training as they transition to the role of a professional. This course counts as an elective toward degree completion.

Offered: Offered As Needed

HIFX 599 - Special Topics (3.0)

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.

Offered: Offered As Needed

HIST - HISTORY**HIST 501 - History Proseminar (3.0)**

This course introduces students to the study of history at the graduate level. Examining a single theme across several societies and time periods, it addresses questions of methodology, theory, historiography, and the research and writing techniques used by historians.

Offered: Fall Semester (Odd Years)

AFHS 524 - Race and Racism in the United States (3.0)

This course explores the origins and development of racial attitudes, both scientific and popular, supporting mythologies, and contemporary institutional expressions. It will also discuss the African Americans' attempts to resist white supremacy. Emphasis will be on African American history since Reconstruction.

Cross-Listed as: Double-numbered course; offered with undergraduate-level AFHS 424

Offered: Spring Semester (Even Years)

HIST 570 - Seminar: Topics in History (3.0)

This advanced course explores one topic in depth. The format, approach and perspective vary according to the instructor's expertise and preference, but in general students are expected to read deeply in the topic, participate actively in seminar discussions and complete a major research project.

Offered: As Needed

HIST 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits per independent study)

Offered: Either Semester

HUM - HUMANITIES**HUM 535 - Teaching Assistantship (1.0)**

Prerequisite: At least 12 graduate credit hours in Humanities and permission of the instructor. Graduate students may serve as teaching assistants in undergraduate Humanities courses. The assistant would attend classes, tutor students, and join in periodic conferences with the instructors. Other duties would include organizing discussions, helping with constructing exams, and arranging for non-print media instruction. May be taken only twice. Grading is on a S/U basis.

Offered: Either Semester

HUM 550 - Directed Readings (1.0 - 3.0)

Prerequisites: Completion of the proseminalars HIST 501, PLRL 501, LIT 501, FA 501 and permission of both the instructor and program director. An individual course for special fields of interest beyond regular course offerings. 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 must include a course description, reading list, and required assignments.

Offered: As needed

HUM 560 - Humanities Colloquium (3.0)

Humanities Colloquia are reading intensive courses that build on skills learned in the proseminalars 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.

Offered: As needed

HUM 570 - Humanities Research Seminar (3.0)

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.

Offered: Offered As Needed

HUM 575 - Independent Study (1.0 - 3.0)

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.

Offered: Either Semester

HUM 580A - Humanities Thesis A (3.0)

Prerequisites: Completion of at least 24 credits to include HIST 501, PLRL 501, LIT 501, FA 501 and all elective coursework and approval of the MAH Advisory Committee.

This is a substantial independent research project, or a creative writing project with an academic introduction. The student will work closely with a faculty advisor and two other faculty members to develop, draft, and defend their thesis over the course of two semesters.

Offered: Either Semester

HUM 580B - Humanities Thesis B (3.0)

Prerequisite: HUM 580A
Completion of master's thesis research

Offered: Either Semester

HUM 594 - Humanities Portfolio (3.0)

Prerequisites: Completion of at least 27 credits to include HIST 501, PLRL 501, LIT 501, FA 501, and all elective coursework and approval of the MAH advisory Committee. The student will select one substantial paper from three different completed courses and work closely with the Portfolio advisor to develop and revise these papers while adding a scholarly

introduction that connects the papers to each other and a student's broader area of academic interest.

Offered: Either Semester

HUM 597 - Humanities Internship (1.0 - 3.0)

Prerequisites: FA 501, HIST 501, LIT 501, PLRL 501, completion of at least 21 credits towards the M.A., GPA of 3.0, and Permission of Instructor

This course offers students in the Humanities program the opportunity to pursue a humanities-related internship that complements their academic and/or professional goals. Students must determine the specific nature and workload of an internship with their faculty advisor and are responsible to identify an appropriate on-site internship supervisor.

Offered: As Needed

HUM 599 - Special Topics (1.0 - 6.0)

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.

Offered: As needed

IT - INFORMATION TECHNOLOGY

IT 510 - Computing Hardware and Software Systems (3.0)

Comprehensive overview of hardware and software system concepts that are fundamental to contemporary information technology. Topics include: computer architecture, operating systems, networks, data management systems and applications.

Offered: Both Semesters

CSIT 512 - Elements of Computer Programming (3.0)

No prerequisite. Introduction to programming concepts and techniques used in problem solving using a modern programming language. Students design, implement and test programs to solve problems in IT, business and science. Topics include I/O, expressions, types, variables, branching, loops, web programming, program planning and simple multimedia programming.

Offered: Both Semesters

IT 514 - Info Tech & Cloud Business Intelligence (3.0)

Prerequisites: A minimum grade of "B-" in IT 510 and CSIT 512 or concurrent enrollment or permission of the instructor.

Current issues in the use of information technology (IT) and the exploration of trends such as Cloud computing and business intelligence. The primary purpose of this course is to provide a set of technical tools to understand the role of information technology in Cloud computing business intelligence.

Offered: Offered Fall, Spring and Summer

ITMG 516 - Introduction to Data Analytics and Business Data Mining (3.0)

Prerequisites: CST 512 or BIFX 502 or MGMT 566; or permission of instructor.

This course examines techniques for discovering patterns in data. Topics will cover various data mining algorithms and statistical techniques, such as correlation analysis, text mining, decision trees, clustering, and association rules. The course will use data mining and analytical software to build on traditional statistical concepts. Project management techniques unique to exploratory projects will be used throughout the course. In addition to teaching students to organize, manipulate, and convert data into meaningful information for managerial decision-making, the course prepares them to effectively communicate such information with different stakeholders. In addition, students are expected to have competency in statistics.

Offered: Both Semesters

IT 518 - Systems Engineering and Integration (3.0)

Prerequisite: IT 514 or permission of the instructor. Review of procedures, tools and standards in 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.

Offered: Fall Semester

CSIT 521 - Info Assurance & Risk Assessment (3.0)

Prerequisites: CSIT/CYBR 555 or Permission of Instructor

Concepts of information assurance and security risk assessment. Protecting the confidentiality, integrity, and availability of data and their delivery systems. Topics include security assessment definitions and nomenclature, approaches for risk assessment, high assurance system design and techniques for quantitative and qualitative risk analysis.

Cross-Listed as: Also offered as CYBR 521

Offered: Spring and/or Summer Semester

ITMG 526 - Practical Approach to Data Analytics (3.0)

This course is designed to provide a hands-on exposure to various data analytics methods and techniques using a wide range of real-world data sets. It covers topics on data acquisition and management from several sources both on premises and the cloud, data preparation and curation for model development, data exploration, scalable computing, and visualization schemas to better understand and communicate the information.

Offered: Offered Winter and/or Summer

ITMG 527 - Management Issues in Information Systems (3.0)

Prerequisite: IT 514 for CS/IT majors or MGMT 566 for MBA majors, or permission of the instructor. 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.

Offered: Fall Semester

IT 530 - Applied Database Systems (3.0)

Prerequisite: A minimum grade of "B-" in IT 510 and CSIT 512 or permission of the instructor. Not open to students who have completed CS

530. Overview of data management concepts. The course will explore the enterprise perspective of managing data needs of an organization. Topics include data integrity, database models, and integration of databases, security, and database administration issues. The student will be introduced to query processing within a database environment.

Cross-Listed as: Also offered as BIFX 530

Offered: Both Semesters

CSIT 532 - Computer Forensics (3.0)

Prerequisites: CSIT/CYBR 555 or permission of the instructor. Theory and practice behind the analysis of computing and networking equipment to determine if systems and networks have been used for illegal, unauthorized or unusual activities.

Cross-Listed as: Also offered as CYBR 532

Offered: Both Semesters

ITMG 533 - Managing Technical Project Teams (3.0)

Prerequisite: ITMG 527. 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.

Offered: Fall Semester

CSIT 534 - Network and Internet Security (3.0)

Prerequisites: CSIT 555 or CYBR 555 and CSIT 548 or CYBR 548 or permission of the instructor.

Examination of the pervasive security threats related to the Internet, data communications and networking. Real-time or near real-time capture of information and the systematic tracking of transmissions. Topics include network-borne threats, detection, prevention and analysis; authentication; malicious software and firewalls.

Cross-Listed as: Also offered as CYBR 534

Offered: Fall Semester

IT 535 - Security Policies, Ethics and Law (3.0)

Prerequisite: CSIT/CYBR 555 or permission from instructor

Security issues from a managerial, legal and ethical standpoint. Current legal obligations and limitations; linkage of security policy and practices with managerial operations and decision making. Topics include: security law, security policy making & implementation, policy practices & Acceptable Use Policies, and Litigation Avoidance.

Cross-Listed as: Also offered as CYBR 535

Offered: Fall and/or Summer

CSIT 537 - Applied Encryption and Cryptology (3.0)

Prerequisites: A minimum grade of B- in CSIT 555 or permission of the instructor. Introduction to cryptology, the science of making and breaking secret codes. Topics include encryption, 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 to be applied, implemented and evaluated in real-world scenarios.

Cross-Listed as: Also offered as CYBR 537

Offered: Spring Semester (Even Years)

IT 538 - Secure Systems Administration (3.0)

Prerequisite: CYBR 548 or CSIT 548; or Permission of Instructor

Technical and operational foundation for the secure administration and deployment of multiuser systems. Coverage of the secure configuration, installations, deployment, maintenance, and task automations, based on established standards and best practices. Emphasis on instituting security safeguards and using tools to monitor system integrity, monitor performance, and availability.

Cross-Listed as: Also offered as CYBR 538

Offered: Offered As Needed

IT 539 - Advanced Secure Systems Administration (3.0)

Prerequisite: CYBR 538 or IT 538; or Permission of Instructor

Advanced technical and operational aspects for the secure administration and deployment of multiuser systems. Coverage of topics in storage volume management, administration of kernel security modules for access control, automated system installation, and deployment. Emphasis on the implementation of advanced security safeguards, host-based firewalls, system reliability, efficient system and storage utilization, and resilience to system failures.

Cross-Listed as: Also offered as CYBR 539

Offered: Offered As Needed

CSIT 540 - Human-Computer Interaction (3.0)

Prerequisite: CSIT 512 or IT 514 (MS in IT students) or permission of the instructor. The role of human factors and psychology in 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; integration of user interfaces with software engineering.

Offered: Spring Semester (Odd Years)

CSIT 548 - Telecommunications and Networking (3.0)

Data communications, computer networks and open systems. In-depth review of basic terminology and concepts in telecommunication protocols, transmission techniques, network architecture alternatives, internetworking, circuit and packet switching and telecommunication solutions.

Cross-Listed as: Also offered as CYBR 548

Offered: Both Semesters

CSIT 555 - Information Systems Security (3.0)

Prerequisites: CS 530 or IT 530 and either IT 548 or CS 553, or permission of the instructor. Technical, operational and managerial issues of computer systems. Threats to computer security including schemes for breaking security, and techniques for detecting and preventing security violations. Emphasis will be on instituting safeguards, examining types of security systems and applying the appropriate level of security for perceived risks.

Cross-Listed as: Also offered as CYBR 555

Offered: Spring Semester

CSIT 565 - Advanced Database Management Systems (3.0)

Prerequisites: CS 519 and CS 530 or CSIT 512 and IT 530

This course examines advanced data management concepts and technologies. Topics include indexing structures, query processing, transaction management, data security, data warehousing, object-oriented extensions, XML, distributed data management, and recent advances and alternate architectures for Big Data management and processing.

Offered: Fall Semester

CSIT 575 - Independent Study (1.0 - 3.0)

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.

Offered: Either Semester

IT 575 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of the instructor. The study of selected topics in information technology accomplished through readings, problem assignments and projects.

Offered: Either Semester

ITMG 575 - Independent Study (1.0 - 3.0)

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.

Offered: Either Semester

IT 580 - Master's Thesis Preparation (6.0)

Supervision of the master's thesis. Required of all degree candidates who select the thesis option.

Offered: Either Semester

IT 585 - Master's Field Work Project (6.0)

Supervision of the master's field work project. Required of all degree candidates who select the field work project option.

Offered: As Needed

CSIT 597 - Curricular Practical Training in CS/IT (1.0 - 6.0)

Prerequisite: Completion of 15 credits and permission of the instructor.

This course is designed to provide computer science and information technology professionals with a working knowledge and practical application of the topics covered in CS, IT and MIT courses. The students will apply current research and accepted practices of CS and IT field in a variety of professional settings and will perform work supervised by both a professional advisor and a Hood advisor. Based on the description for the external position, students will craft an appropriate research/professional plan, in consultation with his/her Hood advisor. This course will help students synthesize previous concepts and training as they transition to the role of a professional. This course counts as an elective toward degree completion.

Offered: As Needed

ITMG 597 - Curricular Practical Training in MIS/IT (1.0 - 6.0)

Completion of 15 credits and permission of the instructor.

This course is designed to provide computer science and information technology professionals with a working knowledge and practical application of the topics covered in IT and MIS courses. The students will apply current research and accepted practices of MIS/IT field in a

variety of professional settings and will perform work supervised by both a professional advisor and a Hood advisor. Based on the description for the external position, students will craft an appropriate research/professional plan, in consultation with his/her Hood advisor. This course will help students synthesize previous concepts and training as they transition to the role of a professional.

Offered: As Needed

IT 599 - Special Topics (1.0 - 6.0)

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.

Offered: As Needed

ITMG 599 - Special Topics (3.0)

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.

Offered: Offered as Needed

LEAD - ORGANIZATIONAL LEADERSHIP

LEAD 600 - Human Development as a Lifelong Process (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See COUN 500. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall and/or Summer Semester

LEAD 601 - Seminar in Leadership Theory and Practice (4.0)

This seminar explores the different leadership theories and practices over the years. Topics include not only the historical, sociological, and cultural perspectives on leadership, but also ways of improving leadership effectiveness in organizations. Class members will be required to critically evaluate their own leadership style, analyze the situational and contextual factors of their organizations, and devise strategies to improve their leadership effectiveness.

Offered: Fall Semester

LEAD 602 - Seminar in Ethics and Leadership (4.0)

This course examines aspects of ethics and leadership in one or more of the following key areas of society: education, religion, the military, corporations, and politics. The focus will be on core principles of conduct and on relevant virtues, such as courage, humility, hope, patience, faith, prudence, and justice. Theory and practice will be analyzed together, as examples will be drawn from important historical episodes, such as the American Founding, the Second World War, and the Civil Rights Movement. Students will gain an understanding of the relation of ends and means, of the meaning of integrity in the workplace, and of the moral demands of leadership.

Offered: Spring Semester

LEAD 603 - Leading and Managing Human Capital (3.0)

This course examines strategies to effectively lead today's diverse workforce in organizations. Using the latest literature in human resource management, strategies for effectively selecting, retaining, and developing human resources will be explored. Emphasis is placed on the management of human capital within today's legal, ethical, and social environments. This course will utilize case studies from educational, business, and community-based organizations to illustrate the opportunities and challenges of managing human capital.

Offered: Summer Semester

LEAD 604 - Leadership and Strategic Communication (3.0)

This course examines the role of communication in effective leadership and provides strategies for increasing communication effectiveness. Topics include different communication styles, negotiation strategies, media management, crisis management, electronic communication, and managing interpersonal conflict in organizations.

Offered: Summer Semester

LEAD 605 - Seminar in Leading Strategic Change and Transformation (4.0)

Prerequisites: LEAD 601 and LEAD 602 or Permission of Instructor

This course examines the leader's role in effectively managing change and transformation. It covers change both from a micro and macro perspective. On the micro level, it examines organizational change and the role leaders play in effectively transforming organizations. On the macro level, it focuses on the role of leadership in promoting social innovation and change.

Offered: Fall Semester

LEAD 606 - Financial Stewardship for Leaders (3.0)

This course presents financial responsibility and accountability as a moral imperative for leaders. It provides an overview of the effective strategies that leaders should take to be good stewards of their organization's financial resources. Topics include effective budgeting techniques, risk management strategies, debt management strategies, financial transparency, and smart-spending strategies.

Offered: Fall Semester

LEAD 607 - Leadership, Advocacy and Policy (3.0)

Prerequisites: LEAD 601 and LEAD 602 or Permission of Instructor

This course focuses on policy development at the local, national, and international levels. Given the importance of navigating the political and community landscapes to the creation of a fair and just society, leaders are introduced to the major theories and approaches to policy formulation, implementation, and evaluation. Principles of effective advocacy will be examined in human rights, social justice, and economic justice. The role of technology in advocacy and policy is also examined.

Offered: Summer Semester

LEAD 608 - Sustainable Systemic Leadership (3.0)

Prerequisite: LEAD 601 and LEAD 602. This course centers around the topic of organizational sustainability and embeds this topic within the framework of the triple-bottom line approach. It emphasizes the economic, social, and environmental dimensions of organizational success and challenges leaders to consider organizations within their larger eco-systems. Topics discussed include social responsibility,

stakeholder management, issues management, government relations, and community relations.

Offered: Spring and/or Summer Semester

LEAD 609 - Social & Cultural Foundations of Couns (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See COUN 502. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring and/or Summer Semesters

LEAD 610 - Lifestyle and Career Development (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See COUN 503. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Summer Semester

LEAD 611 - Research and Prog Evaluation (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See COUN 506. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall Semester

LEAD 612 - Tech for Literacy, Leadership & Learning (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See EDUC 502. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Both Semesters and/or Summer

LEAD 613 - School Law (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See EDUC 513. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall and/or Summer Semester

LEAD 614 - Admin Student Services (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See EDUC 514. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's

employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring and/or Summer Semester

LEAD 615 - Trauma & Crisis Interventions (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See COUN 507. This course provides the counseling student with an introduction to research, theory, and practice within the field of trauma counseling. The course will cover the historical evolution of the field; biopsychosocial underpinnings of trauma and trauma spectrum disorders; issues in diagnosis, assessment, and intervention from a culturally diverse framework; and a synthesis of best practices as they are currently evolving. Using a developmental and systemic approach, the course will provide a counseling perspective on the knowledge base from the multiple disciplines that contribute to the field of traumatology.

Offered: Summer Semester

LEAD 616 - Leading and Managing Governing Boards (4.0)

For nearly four hundred years, Americans have founded numerous private institutions and voluntary associations, uniquely shaping their leadership and governance practices. Today, both nonprofit and for-profit organizations make significant contributions to society and the economy. This course examines the purpose, architecture and effectiveness of governing boards, both in nonprofit and in for-profit organizations.

Offered: As Needed

LEAD 620 - Qualitative Research in Social Sciences-Theory and Design (3.0)

This course introduces students to the theories and techniques of qualitative inquiry including research design approaches, data collection strategies, data analysis techniques, evaluation tools, and presentation of results. Emphasis is given to the use of qualitative research as a decision-making and problem-solving tool. The legal and ethical ramifications of research are also emphasized.

Offered: Fall Semester

LEAD 621 - Statistical Methods for Social Science Research: Design and Analysis (3.0)

Prerequisites: LEAD 601 and LEAD 620. This course presents an overview of social science research and presents the most popular quantitative data analytical techniques. Topics include analysis of variance, analysis of covariance, discriminant analysis, multiple regression, factorial analysis, and correlational analysis. Remedies for validity threats such as multicollinearity and heteroscedasticity, are addressed.

Offered: Spring Semester

LEAD 621A - Foundations for Quantitative Research (1.0)

This optional course will offer an introduction to statistical methods for social science research. This is a recommended course for those who need a refresher in basic descriptive and inferential statistics prior to taking LEAD 621 Statistical Methods for Social Science Research: Design and Analysis.

Offered: Winter Term

LEAD 622 - Research Design (3.0)

This course presents the fundamentals of social science research methods and explores applications of evidence-based reasoning and measures/tools for addressing questions in business and other organizational settings. Emphasis is on evaluating the construct, internal, external and construct validities of existing and independent quantitative research.

Offered: Fall Semester

LEAD 628 - Digital Strategy and Leadership (4.0)

The organizational world is increasingly being transformed by innovation in information systems. Digital initiatives are reshaping the nature of business models. Algorithms and analytics are upending traditional processes, and new data-centric management approaches are giving rise to new paradigms of leadership. This course prepares leaders with frameworks to assess and understand an evolving digital landscape, strategies to guide teams, and organizations to take advantage of new economics and technology platforms. It also offers an understanding of emergent issues around security, privacy, social and ethical practice.

Offered: Offered As Needed

LEAD 629 - Scholar Practitioner Research (4.0)

After the successful completion of doctoral coursework to date and the comprehensive examination, students will need to continue to develop their research, writing, and dissemination skills in order to become successful scholar practitioners. The course focuses on scholarly communication through which research and other scholarly writings are created, evaluated for quality, disseminated to scholarly or professional communities and made accessible for future use. Throughout the course, students will work on honing their writing skills for disseminating their research through a number of venues, including conference presentations, poster sessions, book reviews, blogs, and the gold standard of research, the journal article. Students will identify the dissemination venues that will best serve their research and professional goals. The course will also serve as a professional learning community of practice as students embark on the most challenging part of a doctoral program: research and writing the dissertation. They will learn to practice scholarly tasks in the sustained pursuit of a shared enterprise and will continue to work in their own community of practice.

Offered: Offered as Needed

LEAD 630 - Dissertation I: Theoretical Framework (4.0)

Prerequisite: LEAD 622 or Permission of Instructor

The purpose of this course is to enable students to develop the theoretical model that underlies their dissertation study. This is a research and reading intensive course where highly independent work is expected and required. Emphasis is placed on the formulation of the research problem, review of the literature, analysis and evaluation of benchmarking studies, and development of the theoretical model.

Offered: Spring and/or Summer Terms

LEAD 630A - Prospectus Support Course (1.0)

The Dissertation Prospectus Support Course provides the added time, structure and content for candidates to successfully submit their dissertation prospectus. The doctoral candidate can enroll in this course at the advice of and in consultation with the LEAD 630 instructor. The doctoral candidate must enroll in the course until the prospectus is successfully submitted to Chalk and Wire. The candidate has one

semester after the end of LEAD 630 to submit the prospectus at a satisfactory level. The candidate pays tuition for one credit doctoral course plus the comprehensive fee each semester.

Offered: Offered As Needed

LEAD 631 - Dissertation II: Proposal Defense (4.0)

Prerequisite: LEAD 630 or Permission of Instructor

The purpose of this course is to enable students to operationalize the theoretical model of their dissertation project into an empirical model. The course prepares the doctoral student for the dissertation proposal defense. Emphasis is placed on choosing the appropriate research design, instrumentation, setting and participants, pilot study, and data analysis methods.

Offered: Fall and/or Summer Semester

LEAD 631A - Proposal Support Course (1.0)

Prerequisite: LEAD 630

The dissertation proposal support course provides the added time, structure and content for candidates to successfully defend, revise and upload the finished proposal and accompanying IRB documents to Chalk and Wire. The doctoral candidate must enroll in the course until the IP is removed from LEAD 631. The candidate has one semester after the end of LEAD 631 to defend and upload the final proposal. After that time, the candidate will enroll in LEAD 631A until the proposal is defended, revised and uploaded to Chalk and Wire. The candidate pays tuition for one credit doctoral course plus a reduced comprehensive fee when taken without any other credits. If any additional credits are taken with this course, students will be billed the standard doctoral comprehensive fee.

Offered: Offered As Needed

LEAD 632 - Dissertation III: Research Study Defense (4.0)

Prerequisite: LEAD 631 or Permission of Instructor

This is the third course in the dissertation sequence of classes in the doctoral program. It requires students to collect data regarding their dissertation study, analyze it, and present results to the partner organization and to the doctoral dissertation committee. Students will complete the dissertation paper and present it in the appropriate format to the committee. Students will also orally defend their dissertation project.

Offered: Offered As Needed

LEAD 632A - Dissertation Support (1.0)

Prerequisite: LEAD 631

The Dissertation Support Course provides the added time, structure and content for candidates to defend, revise and upload the finished Dissertation to MD-SOAR and ProQuest. the doctoral candidate must enroll in the course until the IP is removed from LEAD 632. The candidate should defend in summer or fall of Year III. After that time, the candidate will enroll in this course until the dissertation is defended and uploaded. The candidate pays tuition for one credit doctoral course plus a reduced comprehensive fee when taken without any other credits. If any additional credits are taken with this course, students will be billed the standard doctoral comprehensive fee.

Offered: Offered As Needed

LEAD 650 - Conducting/Analyzing Doctoral Research (4.0)

Prerequisite: LEAD 621 and LEAD 622; or Permission of Instructor

This course applies qualitative and quantitative research methodology to an applied research project. Emphasis is given to data collection, preparation, analysis and interpretation and its application to different doctoral level research design methodologies.

Offered: Spring or As Needed

LEAD 652 - Negotiation & Conflict Resolution (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 582. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience

Offered: Fall and/or Summer Semester

LEAD 660 - Managerial Economics (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See ECON 560. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Both Semesters

LEAD 662 - Financial & Managerial Accounting (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 562. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall and/or Summer Semester

LEAD 663 - Marketing Management (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 563. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring and/or Summer Semester

LEAD 665 - International Management (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 565. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring and/or Summer Semester

LEAD 666 - Information Management & Technology (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 566. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall and/or Summer Semester

LEAD 668 - Accounting Information Systems (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 568. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring Semester (Even Years)

LEAD 669 - Project Management (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 569. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring Semester

LEAD 670 - Marketing Analysis for Managers (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 570. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall and/or Summer Semester

LEAD 672 - Supply Chain Mgmt (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 572. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring Semester (Odd Years)

LEAD 675 - Independent Study (4.0)

Pre-requisites: Permission of Instructor and Doctoral Program Director

Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms. A maximum of 8 credits may be applied to the degree program.

Offered: Summer Semester

LEAD 676 - Advanced Financial Management (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 576. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall and/or Summer Semester

LEAD 677 - Portfolio and Investment Management (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 577. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring and/or Summer Semester

LEAD 678 - International Financial Management (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See ECMG 578. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring Semester

LEAD 680 - Strategic Cost Management (4.0)

Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See MGMT 580. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience

Offered: Fall Semester

LEAD 681 - Research-Based Tchnq, Lrng, Assessment (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See EDUC 581. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Both Semesters and/or Summer

LEAD 682 - Educational Philosophy in a Diverse Soc (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See EDUC 582. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Both Semesters and/or Summer

LEAD 684 - Systemic Change Proc/Sch Improvement (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See EDUC 584. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Fall and/or Summer Semester

LEAD 686 - Principles of Educational Supervision (4.0)

Prerequisite: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director. See EDUC 586. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience.

Offered: Spring and/or Summer Semester

LEAD 687 - Public Administration (4.0)

Prerequisites: Open to students admitted to the doctoral program in Organizational Leadership with approval of the adviser and Program Director.

See MGMT 587. Doctoral candidates must design and conduct a project related to the course. This project will involve either the candidate's employer or a local organization and have as their goal to help inform the candidate concerning the ultimate subject of his/her research-based capstone experience

Offered: Fall Semester

LEAD 690 - Strategy & Competitive Advantage (4.0)

This capstone course integrates the concept of competitive advantage and the functional disciplines of businesses using cases, seminar-presentations and a comprehensive strategic management project. It emphasizes the importance of maintaining strategic fit in changing macro industry, and global environments. Students are challenged to solve comprehensive management problems at the strategic level of the organization.

Offered: Both Semesters

LEAD 697 - Internship (1.0-8.0)

A learning experience with an appropriate business/nonprofit organization to provide opportunity for leadership. The student is responsible for developing appropriate work projects, and each must meet department guidelines and be approved by the Program Director. At least 40 hours of work will be completed for each credit. Permission to enroll required.

Offered: Offered As Needed

LEAD 699 - Special Topics in Org. Leadership (4.0)

The study of selected topics and issues that are of interest to doctoral students in Organizational Leadership. Issues and topics will be examined from the perspective of specialists within the discipline. Students will participate in readings, discussions and complete projects with a research component.

Offered: Spring Semester (As Needed)

LIT - LITERARY STUDIES

LIT 501 - Literary Studies Proseminar: Tragedy, Ideology, and the Tradition of Literary Criticism (3.0)

An investigation into the discipline of literary studies. A seminar problem will be the basis for questions related to literary history, theory, and methodology. Possible topics are The Question of Genre: Theories of Tragedy; Narratology: Cervantes and Nabokov; Intertextuality: Shakespeare's *Tempest* and its Cultural Ramifications.

Offered: Spring Semester (Odd Years)

MATH - MATHEMATICS

MATH 500 - Statistics (3.0)

Basic statistical methods as they apply to education 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.

Offered: Fall and/or Summer Semester

MATH 501 - Explorations in Geometry (3.0)

A look at basic geometry from a more sophisticated point of view, including more advanced Euclidean and non-Euclidean geometries. Topics covered may include analytic geometry, spherical geometry, hyperbolic geometry, fractal geometry, transformational geometry. Dynamic geometry software will be an integral part of the course.

Offered: Spring Semester (Odd Years)

MATH 502 - Explorations in Algebra (3.0)

Prerequisites: MATH 505 or equivalent. An exploration of the theory behind the arithmetic and algebra taught in elementary and middle school. Topics include patterns, sequences, algebraic properties, elementary number theory, justification of algorithms, and number systems.

Offered: Spring Semester (Even Years)

MATH 503 - Explorations in Calculus (3.0)

Prerequisite: MATH 505 or permission from instructor

Concepts and applications of calculus that are important in middle school mathematics: sequences and series, functions, rates of change, curve sketching, area. The connection to middle school mathematics is central: students will use middle school math curricula and find the calculus behind the ideas. No previous calculus experience required.

Offered: Summer/Every 4 Years/Even Years

MATH 504 - Explorations in Secondary School Mathematics (3.0)

Prerequisite: MATH 505 or permission from instructor

This course bridges the gap between the mathematics studied in college

and that taught in middle and high school, in order to help teachers facilitate mathematical understanding in their students. Topics are drawn from many areas of mathematics, including algebra, geometry, number theory and trigonometry. The course is based on student exploration and problem-solving, on multiple approaches to problems, and the use of technology.

Offered: Summer/Every 4 Years/Even Years

MATH 505 - Discrete Math (3.0)

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.

Offered: Fall Semester

MATH 507 - Introduction to Graph Theory (3.0)

Prerequisites: MATH 505, and enrollment in the High School Track of the MS in Mathematics Education program or an undergraduate degree in mathematics, or permission of the instructor. A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity, and coloring problems.

Cross-Listed as: Double-numbered course; offered with undergraduate-level MATH 407

Offered: Spring Semester (Odd Years)

MATH 509 - Elementary Number Theory (3.0)

Prerequisites: MATH 505, and enrollment in the High School Track of the MS in Mathematics Education program or an undergraduate degree in mathematics, or permission of the instructor. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level MATH 409

Offered: Fall Semester (Odd Years)

MATH 520 - Mathematical Modeling for Teachers (3.0)

Prerequisite: MATH 505 or permission from instructor

An introduction to mathematical models: continuous and discrete, deterministic and stochastic. We will use software and will focus on active modeling and collaborative learning.

Offered: Summer/Every 4 years/Odd Years

EDMA 530 - Mathematics Education Leadership I (3.0)

This course examines current research and accepted practices in mathematics leadership. It looks into general topics in leadership and explores leadership specific to mathematics education. Participants gain knowledge and skill as they plan for their future development as a leader in mathematics.

Offered: Summer Semester

EDMA 531 - Mathematics Education Leadership II: Practicum (3.0)

Prerequisites: EDMA 530

This course follows up the topics of Mathematics Education Leadership I, having participants apply current research and accepted practices in

mathematics leadership in a 37.5 hour supervised practicum. Participants will work with a range of students and adult learners in a variety of professional development settings.

Offered: Fall Semester

MATH 570 - History of Mathematics (3.0)

Prerequisite: MATH 505 or permission of instructor

Study of the origins and evolution of basic ideas of arithmetic, geometry, and algebra. Racial and gender barriers to entry into the field will be subjected to historical scrutiny. Particular attention will be devoted to mathematical practices in the United States over the last 250 years.

Offered: Summer/Every 4 Years/Odd Years

MATH 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits per independent study)

Offered: Either Semester

EDMA 579 - Capstone Project (3.0)

Prerequisites: Completion of 21 credits in the M.S. in Mathematics Education program. Each project will focus on an idea that links mathematics to its teaching and learning. Independent reading and study, reflection, writing, and possible action research. The capstone is assigned a letter grade, which will reflect not only the quality of the final product, but also the student's performance throughout the project.

Offered: Either Semester

MATH 599 - Special Topics (3.0)

Rotating topics, offered in the summer

Offered: Summer Semester (As Needed)

MGMT - BUSINESS ADMINISTRATION

ITMG 516 - Introduction to Data Analytics and Business Data Mining (3.0)

Prerequisites: CSIT 512 or BIFX 502 or MGMT 566; or permission of instructor

This course examines techniques for discovering patterns in data. Topics will cover various data mining algorithms and statistical techniques, such as correlation analysis, text mining, decision trees, clustering, and association rules. The course will use data mining and analytical software to build on traditional statistical concepts. Project management techniques unique to exploratory projects will be used throughout the course. In addition to teaching students to organize, manipulate, and convert data into meaningful information for managerial decision-making, the course prepares them to effectively communicate such information with different stakeholders. In addition, students are expected to have competency in statistics.

Offered: Both Semesters

ITMG 526 - Practical Approach to Data Analytics (3.0)

This course is designed to provide a hands-on exposure to various data analytics methods and techniques using a wide range of real-world data sets. It covers topics on data acquisition and management from several sources both on premises and the cloud, data preparation and curation for model development, data exploration, scalable computing, and visualization schemas to better understand and communicate the information.

Offered: Offered Winter and/or Summer

ITMG 533 - Managing Technical Project Teams (3.0)

Prerequisite: ITMG 516. 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.

Offered: Fall Semester

MGMT 550 - Business Analytics (3.0)

This course provides a comprehensive introduction to business analytics and data science for managers. In this course, students will delve into key mathematical concepts, such as algebra, basic calculus, differentiation, vectors, matrices, and linear programming, while simultaneously exploring foundational statistical methods, including frequency distributions, measures of central tendency, elementary probability, hypothesis testing, non-parametric methods, linear regression, correlation, and analysis of variance. The course emphasizes the practical application of these concepts and techniques in managerial decision-making processes across various fields, equipping managers with the skills to effectively analyze data and make informed decisions.

Offered: Offered As Needed

MGMT 551 - Management Theory (3.0)

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.

Offered: Fall Semester and Summer Odd Years

MGMT 553 - Foundations of Accounting (3.0)

The objectives of this course are to introduce students to the: (1) economic events that impact the accounting process; (2) basic accounting cycle; (3) preparation of the four primary financial statements; (4) managerial accounting topics and use of accounting in managerial decision making.

Offered: Spring Semester and Summer Odd Years

MGMT 554 - Legal Environment of Business (3.0)

This course provides an overview of the contemporary legal and regulatory business environment. Specifically, it relates various laws and regulations to 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.

Offered: Spring Semester

ECMG 556 - Statistics for Management (3.0)

Prerequisite: MGMT 552 or equivalent. This course will provide students with the ability to collect and analyze large quantities of data for the

purpose of making informed decisions. It is a survey of major statistical tools and techniques used in business research including descriptive statistics, probability, sampling distributions, regression analysis, time series, and forecasting.

Offered: Summer

MGMT 560 - Leadership & Organizational Behavior (3.0)

Prerequisite: MGMT 551 or its equivalent. 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.

Offered: Spring and Summer Semesters (Odd Years)

MGMT 561 - Financial Management (3.0)

Prerequisites: MGMT 550 or MGMT 552 and MGMT 553; or permission of instructor.

This course introduces the fundamental concepts of financial management, including valuation, investment, financing, risk management, and dividend decisions of a firm. Specific topics include capital budgeting, cost of capital, risk and return, capital structure and dividends, working capital management and international financial management.

Offered: Spring Semester

MGMT 562 - Financial & Managerial Accounting (3.0)

Prerequisite: MGMT 553, or its equivalent. This course examines the use of accounting information for managerial decision-making. Students are introduced to traditional and emerging practices in accounting and the impact that various accounting methods have on organizations' financial statements. Students investigate accounting practices in real-world business cases.

Offered: Fall Semester and Summer Even Years

MGMT 563 - Marketing Management (3.0)

Prerequisite: MGMT 553 strongly recommended. This course provides students with an understanding of marketing and its relationship to various organizational functions. Students examine variables that marketing managers face today, with the primary objective of better managing marketing as a core function. Specific topics include forces in a firm's external environment, advertising, segmentation, positioning, consumer behavior, and product planning.

Offered: Spring Semester and Summer Odd Years

MGMT 564 - Production & Operations Management (3.0)

Prerequisites: MGMT 550 or MGMT 552 and MATH 500; or permission of instructor.

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.

Offered: Fall Semester and Summer Even Years

MGMT 565 - International Management (3.0)

Prerequisites: MGMT 551 or its equivalent. 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.

Offered: Spring Semester and Summer Odd Years

MGMT 566 - Information Management & Technology (3.0)

Prerequisite: MGMT 551 or its equivalent. This course examines the role of information systems in organizations. Students explore the various ways in which information technology provides a competitive advantage to organizations. Managerial concerns related to the selection, evaluation and implementation of information systems are also examined.

Offered: Fall Semester and Summer Even Years

MGMT 567 - Organizational Sustainability (3.0)

Prerequisites: MGMT 560 strongly recommended. This course explores and analyzes contemporary business ethics issues relating to the interaction between the organization and society. It covers topics such as corporate social responsibility, environmental sustainability, moral reasoning, and stakeholder analysis. Students are challenged to add social and environmental criteria to traditional economic criteria in decision-making situations.

Offered: Spring Semester and Summer Odd Years

MGMT 568 - Accounting Information Systems (3.0)

Prerequisites: MGMT 562 and MGMT 566 The course involves a study of accounting information systems and their impact on managerial decision-making. It focuses on technology, databases, data-flows, reporting, and internal controls. Students develop the analytical skills needed to design, implement, and maintain an accounting information system.

Offered: Summer Even Years

MGMT 569 - Project Management (3.0)

Prerequisites: MGMT 550 or MGMT 552 & MATH 500, and MGMT 551 and MGMT 560; or permission of instructor.

This course is an overview of the management of projects and project teams. Students explore different techniques for developing effective project plans, leading and directing project teams, and delivering and measuring results according to the constraints of schedule, budget, and resources. Use of modern project management software is emphasized.

Offered: Spring Semester

MGMT 570 - Marketing Analysis for Managers (3.0)

Prerequisites: MGMT 550 or MGMT 552 & MATH 500, and MGMT 563; or permission of instructor.

This course introduces advanced methods and decision tools that can be applied to the core marketing concepts and areas examined in MGMT563. Specific analytical methods are applied to given decision areas in order to enhance decision making. Students learn about currently available marketing research tools and apply them to solve marketing problems.

Offered: Fall Semester and Summer Even Years

MGMT 571 - Advertising Management (3.0)

Prerequisite: MGMT 563. This course is designed to give students an understanding of the advertising process and how to manage it. Students learn the components of a successful advertising campaign and develop an appreciation for issues involved in advertising planning and decision-making. They also learn how social media and recent social science developments and theories can facilitate advertising management.

Offered: Spring Semester and Summer Odd Years

MGMT 572 - Supply Chain Management (3.0)

Prerequisite: MGMT 563 and MGMT 564. This course examines approaches and techniques useful in the design and operation of logistics systems and integrated supply chains. It emphasizes where and how specific tools can be applied to improve overall performance and reduce the total cost of a supply chain. Topics include the planning, management, control, and operations of inventory and transportation.

Offered: Spring Semester (Odd Years)

ITMG 575 - Independent Study (1.0 - 3.0)

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.

Offered: Either Semester

MGMT 575 - Independent Study (1.0 - 3.0)

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. (1-3 credits per independent study)

Offered: Either Semester

MGMT 576 - Advanced Financial Management (3.0)

Prerequisite: MGMT 561. 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.

Offered: Fall Semester and Summer Even Years

MGMT 577 - Portfolio and Investment Management (3.0)

Prerequisite: MGMT 561. 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.

Offered: Spring Semester and Summer Odd Years

ECMG 578 - International Financial Management (3.0)

Prerequisite: MGMT 561. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ECMG 478

Offered: Spring Semester

MGMT 580 - Strategic Cost Management (3.0)

Prerequisite: MGMT 562. This course examines advanced topics in emerging areas of cost management practice. Extensive analysis of real-world manufacturing, service, governmental/non-profit organizations, and external/environmental cost helps students with issues and trends in current cost management practice.

Offered: Fall Semester

MGMT 581 - Financial Statement Analysis (3.0)

Prerequisites: MGMT 562. 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.

Cross-Listed as: Double-numbered course; offered with graduate-level MGMT 481

Offered: Spring Semester

MGMT 582 - Negotiation & Conflict Resolution (3.0)

Prerequisites: Completion of or concurrent enrollment in MGMT 560

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.

Offered: Fall Semester and Summer Even Years

MGMT 585 - Human Resource Management (3.0)

Prerequisites: Completion of or concurrent enrollment in MGMT 560 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.

Offered: Spring Semester and Summer Odd Years

MGMT 587 - Public Administration (3.0)

Prerequisites: Completion of or concurrent enrollment in MGMT 560 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.

Offered: Summer Semester

MGMT 590 - Strategy & Competitive Advantage (3.0)

Prerequisites: All other core courses This capstone course integrates the concept of competitive advantage and the functional disciplines of businesses using cases, seminar-presentations and a comprehensive strategic management project. It emphasizes the importance of maintaining strategic fit in changing macro industry, and global environments. Students are challenged to solve comprehensive management problems at the strategic level of the organization.

Offered: Both Semesters

ITMG 597 - Curricular Practical Training in MIS/IT (1.0 - 6.0)

Completion of 15 credits and permission of the instructor.

This course is designed to provide computer science and information technology professionals with a working knowledge and practical application of the topics covered in IT and MIS courses. The students will apply current research and accepted practices of MIS/IT field in a variety of professional settings and will perform work supervised by both a professional advisor and a Hood advisor. Based on the description for the external position, students will craft an appropriate research/professional plan, in consultation with his/her Hood advisor.

This course will help students synthesize previous concepts and training as they transition to the role of a professional.

Offered: Either Semester

MGMT 597 - Internship for Business Administration (1.0 - 6.0)

Prerequisite: Completion of 18 credits of core coursework and permission of instructor. Exceptions may be reviewed on a case-by-case basis.

A learning experience with an appropriate organization to provide familiarity with the management concepts, skills and attitudes required for success in a specific career. The student is responsible for developing appropriate work projects, and each must meet department guidelines and be approved. At least 40 hours of work will be completed for each credit.

Offered: Either Semester

MGMT 675 - Independent Study (4.0)

Pre-requisites: Permission of Instructor and Doctoral Program Director

Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms. A maximum of 8 credits may be applied to the degree program.

Offered: Summer Semester

MGMT 699 - Special Topics in Org. Leadership (4.0)

The study of selected topics and issues that are of interest to doctoral students in Organizational Leadership. Issues and topics will be examined from the perspective of specialists within the discipline. Students will participate in readings, discussions and complete projects with a research component.

Offered: (As Needed)

NUR - NURSING

NUR 500 - Found of Advance Pract & Role Develop (3.0)

Theoretical foundations of advanced nursing practice are examined including the evolution of nursing knowledge, and examining theoretical structures from other disciplines. The role advanced practice nurses play in the healthcare system will be explored.

Offered: Offered Fall, Spring or Summer

NUR 501 - Healthcare Systems, Policy & Advocacy (3.0)

Explore the development of health care systems, healthy policy, and the influence of ethics and policy in population health and nursing practice, advocacy, and social justice in healthcare.

Offered: Offered Fall, Spring or Summer

NUR 502 - Evidence-Based Practice & Research Meth (3.0)

Prerequisite: MATH 500 or permission of instructor

Develop expanded knowledge of research methods and evidence-based practice to analyze and translate evidence for practice improvement and innovation to improve health and nursing outcomes.

Offered: Offered Fall, Spring or Summer

NUR 503 - Leadership in Nursing Practice (3.0)

Study of organizations and systems and the advanced practice role, including leadership, quality and safety, finance, and health care technology.

Offered: Offered Fall, Spring or Summer

NUR 504 - Healthcare Informatics (3.0)

Examine the use of technology and information in healthcare and the influence on policy, regulation, collaboration, interprofessional practice, and outcomes management.

Offered: Offered Fall, Spring or Summer

NUR 510 - Healthcare Finance (3.0)

Examination of health care financing concepts to prepare the nurse leader to function in a variety of settings. Emphasizes the leader's role in understanding, analyzing, and using relevant financial data for management decision-making.

Offered: Offered Fall, Spring or Summer

NUR 511 - Leading in Nursing Practice (3.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503 and NUR 504; or permission of instructor

Explore the nature and behavior of complex healthcare systems in dynamic states to develop effective strategies and skills to embrace highly effective, ethically driven, and data focused leadership. Develop skills with managing change and innovation. Includes 100 practicum hours.

Offered: Offered Fall, Spring or Summer

NUR 512 - Quality Improvement Science-Healthcare (3.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503, NUR 504 and NUR 511; or permission of instructor

Examine the science of improving quality, patient safety, and associated theories, methods, and tools. Apply principles of measurement, data management, evaluation, and analysis in the healthcare environment. Includes 100 practicum hours.

Offered: Offered Fall, Spring or Summer

NUR 513 - Leadership Seminar and Practicum (4.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503, NUR 504, NUR 511, and NUR 512; or permission of instructor

Integration and application of management and leadership concepts and skills in a healthcare setting. Includes 300 practicum hours.

Offered: Offered Fall, Spring or Summer

NUR 520 - Principles & Found of Adult Learning (3.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503 and NUR 504; or permission of instructor

Develop knowledge of adult learning theories to apply in the practice of nursing education.

Offered: Offered Fall, Spring or Summer

NUR 521 - Curriculum Design and Evaluation (3.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503 and NUR 504; or permission of instructor

Develop knowledge of adult learning theories to apply in the practice of nursing education.

Offered: Offered Fall, Spring or Summer

NUR 522 - Teaching in a Practice Discipline (3.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503, NUR 504 and NUR 521 (concurrent enrollment in NUR 521); or permission of instructor

Explore the issues, theories, and strategies for teaching in disciplines that require clinical learning for the development of needed critical thinking, clinical judgment, and performance abilities. Practicum hours, 100.

Offered: Offered Fall, Spring or Summer

NUR 523 - Teaching Strategies and Technology (3.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503, NUR 504, NUR 521 and NUR 522; or permission of instructor

Develop foundational knowledge of various teaching strategies including classroom, skills labs, and the use of simulation in nursing education. Practicum hours 100.

Offered: Offered Fall, Spring or Summer

NUR 524 - Nurse Educator Seminar & Practicum (4.0)

Prerequisites: NUR 500, NUR 501, NUR 502, NUR 503, NUR 504, NUR 521, NUR 522 and NUR 523; or permission of instructor

Integration and application of nursing education concepts and strategies. Observe, participate, and practice in teaching in an undergraduate nursing program. Practicum hours, 300.

Offered: Offered Fall, Spring or Summer

NUR 530 - Advanced Health Assessment (3.0)

Develop advanced understanding of a client's health incorporating data and information from multiple sources in order to evaluate client health. Students learn how to integrate all of the data to reason towards a diagnosis, better health, and disease prevention.

Offered: Offered Fall, Spring or Summer

NUR 531 - Advanced Concepts-Physiology & Pathophysiology (3.0)

Prerequisite: NUR 530 or permission of instructor

Develop an expanded knowledge base in physiology and pathophysiology required for advanced practice, health promotion, and disease prevention.

Offered: Offered Fall, Spring or Summer

NUR 532 - Advanced Concepts in Pharmacology (3.0)

Prerequisite: NUR 530 or permission of instructor

Develop an expanded knowledge base in physiology and pathophysiology required for advanced practice, health promotion, and disease prevention.

Offered: Offered Fall, Spring or Summer

NUR 533 - Adult Gerontology Common Health Prob I (3.0)

Prerequisites: NUR 530, NUR 531 and NUR 532; or permission of instructor

Focus on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role.

Offered: Offered Fall, Spring or Summer

NUR 534 - Adult Gerontology Common Health Prob II (3.0)

Prerequisites: NUR 530, NUR 531, NUR 532 and NUR 533; or permission of instructor

Additional focus on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role.

Offered: Offered Fall, Spring or Summer

NUR 535 - Adult Gero Common/Comorbid Prob III (3.0)

Prerequisites: NUR 530, NUR 531, NUR 532, NUR 533 and NUR 534; or permission of instructor

Focus on developing critical thinking and evidence-based practice to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of common health problems among individuals, families, and communities specific to the AGPCNP role. The course expands to include comorbid problems in addition to common health problems.

Offered: Offered Fall, Spring or Summer

NUR 536 - Adult Gero Common/Comorbid Prob IV (3.0)

Prerequisites: NUR 530, NUR 531, NUR 532, NUR 533, NUR 534 and NUR 535; or permission of instructor

Grounded in theory and evidence the course focuses on synthesis of knowledge to achieve AGPCNP core competencies and standards of clinical primary care. Emphasis on health promotion, disease prevention, risk reduction, and assessment, diagnosis, and management of more complex and co-morbid health problems among individuals, families, and communities specific to the AGPCNP role.

Offered: Offered Fall, Spring or Summer

NUR 537 - Population Based Health Advocacy & Policy (3.0)

Focus on the advanced practice role in interprofessional, collaborative teams, health policy, promotion, risk reduction, disease prevention, and health equity for population health. Role of the APRN as advocate is explored.

Offered: Offered Fall, Spring or Summer

NUR 596A - Advanced Practice Nurs Clin Practicum I (3.0)

Prerequisites: NUR 530, NUR 531, NUR 532, NUR 533, NUR 534, NUR 535 and NUR 536; or permission of instructor

Initial clinical practicum and seminar to develop advanced practice core competencies in a primary care clinical setting. APRN role is examined. Includes online seminar and 240 hours of clinical.

Offered: Offered Fall, Spring or Summer

NUR 596B - Advanced Practice Nurs Clin Practicum II (3.0)

Prerequisites: NUR 530, NUR 531, NUR 532, NUR 533, NUR 534, NUR 535, NUR 536, NUR 596A; or permission of instructor

Second clinical practicum and seminar to further develop advanced practice core competencies in a primary care clinical setting. Integrates content and clinical experiences from all previous courses. Includes online seminar and 240 hours of clinical.

Offered: Offered Fall, Spring or Summer

NUR 596C - Advanced Practice Nurs Clin Practicum III (3.0)

Prerequisites: NUR 530, NUR 531, NUR 532, NUR 533, NUR 534, NUR 535, NUR 536, NUR 596A and NUR 596B; or permission of instructor

Synthesizes content and clinical experiences from all previous primary care didactic and practicum courses with an emphasis on considering context while providing evidence-based health promotion and maintenance, and clinical assessment, diagnosis, and management of more complex and co-morbid health problems among populations, including individuals, families, and communities, specific to adult-gerontology primary care practitioners. Credits include online seminar and 270 hours of clinical.

Offered: Offered Fall, Spring or Summer

NUTR - NUTRITION

NUTR 500 - Sustainable Food Systems & Food Security (3)

Examination of food security, food systems, and nutrition in relation to sustainable farming and social justice with the interrelationship among financial markets, agri-business industries, international trade, public health, and climate change. Topics include community-based strategies to address food system, social change, and health equity; and the role of university-community partnerships to increase food access to nutritious food.

Offered: Fall Semester

NUTR 501 - Advanced Medical Nutrition Therapy (3)

Advanced therapies and evidence based practice incorporating pathology, biochemistry, and drug therapy in prevention and treatment of disease specializing in pediatric nutrition, obesity, cardiovascular disease, diabetes, cancer, renal disease, and gastrointestinal diseases. Initial and management of enteral and parenteral nutrition therapy including access, metabolic and mechanical complications. Only students enrolled in the ACEND accredited track may enroll.

Offered: Spring Semester

NUTR 502 - Nutritional Status Assess & Motivat Coun (2)

Comprehensive approaches for conducting nutrition assessment of individuals and populations throughout the lifecycle and conducting physical examination and strength assessment for nutrition diagnoses. The course includes laboratory experiences for learning and applying assessment and physical examination techniques. Only students enrolled in the ACEND accredited track may enroll.

Offered: Spring Semester

NUTR 503 - Pathophysiology and Pharmacology (3)

Application of concepts of physiologic response and manifestations of alterations in normal body functioning across the lifespan and drug-nutrient interaction that provides the foundation for the clinical decision-making and management of care. Pharmacokinetics and pharmacodynamics of drugs and herbal supplements frequently used to treat diet-related chronic diseases will be discussed.

Offered: Fall Semester

NUTR 504 - Advanced Nutritional Biochem Seminar (2)

Molecular, biochemical and metabolic characteristics of nutrients and bioactive compounds in relation to enzyme kinetics, bioenergetics, the

metabolic pathways, and the regulation of metabolism in different physiologic states. Students will select, and discuss recent published research and to exhibit advanced understanding of human metabolism.

Offered: Fall Semester

NUTR 505 - Leadership, Management & Advocacy Sem (2)

Exploration of theories of leadership, management, and organization behavior and impact of social, political, and economic factors affecting health care. The role of nutrition professionals as leaders and advocates in shaping policies will be examined.

Offered: Fall Semester

NUTR 506 - Global Health and Nutrition (3)

A global perspective of public health and nutrition concerns in various nations, assessment of nutritional status of diverse populations, international health and nutrition organizations, policies, and interventions. Understanding the roles of dietitians, nutritionists, and others in creating and implementing international public health and nutrition policies and interventions. The course includes a study abroad option.

Offered: Fall and/or Summer Semester

NUTR 507A - Dietetics Clerkship I (3)

Prerequisites: NUTR 501 and NUTR 502 or Permission of Instructor

Competency-based training in areas of clinical, public health/community, and management. Students will satisfy the supervised practice for Registered Dietitian Nutritionist (RDN) credential. Only students enrolled in the ACEND accredited track may enroll. A total of 9 credits are required as partial eligibility for CDR Verification Statement.

Offered: Summer Semester

NUTR 507B - Dietetics Clerkship II (3)

Prerequisites: NUTR 501, NUTR 502, and NUTR 507A; or Permission of Instructor

Competency-based training in areas of clinical, public health/community, and management. Students will satisfy the supervised practice for Registered Dietitian Nutritionist (RDN) credential. Only students enrolled in the ACEND accredited track may enroll. A total of 9 credits are required as partial eligibility for CDR Verification Statement.

Offered: Fall Semester

NUTR 507C - Dietetics Clerkship III (3)

Prerequisites: NUTR 501, NUTR 502, NUTR 507A, and NUTR 507B; or Permission of Instructor

Competency-based training in areas of clinical, public health/community, and management. Students will satisfy the supervised practice for Registered Dietitian Nutritionist (RDN) credential. Only students enrolled in the ACEND accredited track may enroll. A total of 9 credits are required as partial eligibility for CDR Verification Statement.

Offered: Spring Semester

NUTR 509 - Program Planning, Management & Eval (3)

Identification of population-based needs for nutrition intervention. Students will develop programs to meet those needs and evaluate the effectiveness of the interventions using research methods, epidemiology,

biostatistics, proposal writing, budget planning, project management, and program evaluation.

Offered: Fall Semester

NUTR 510 - Bioengineering for Sustainability (3)

This course will provide an introduction to the use of enzymatic and microbial reactions in the production of desirable foods, beverages, biofuels and other bio-products

Offered: Fall Semester (Odd Years)

NUTR 511 - Nutrition Concepts and Controversies (3)

Understanding chemistry and biochemistry of nutrients, bioactive compounds and their role in prevention and treatment of diseases and how these concepts relate to current nutrition topics being discussed on social and mass media.

Offered: Both Semesters

NUTR 512 - Nutritional Genomics and Microbiome (3)

Prerequisite: NUTR 504 or permission of instructor

Provides the foundation in genetics/genomics and explore the role of nutritional genomics and epigenetics in the prevention and treatment of chronic disease for possibly evidence-based precision medicine. The interrelationships of biochemistry, physiology, microbiome, genetics, and nutrition will be used for nutritional status assessment.

Offered: Spring Semester

NUTR 515 - Urban Agriculture (3)

This course provides a solid foundation in sustainable urban agriculture and the community building process. Students will gain hands-on experience working with organizations with the Frederick Food Security Network who have, or will be installing an urban garden.

Offered: Fall Semester (Odd Years)

NUTR 530 - Health Communication (3)

Examine the use of mass and social media in disseminating health and nutrition information to target populations that are culturally and ethnically appropriate and effective. Students will be required to develop a media campaign to address a health/nutrition issue.

Offered: Spring Semester

NUTR 556 - Healthy Aging (3)

This course focuses on theoretical perspectives on aging, diet, cross-cultural, psychological, physical activity, sociological, economic and political factors impacting aging. Living conditions, access to healthcare, food, and the role of health care professionals will be examined.

Offered: Spring Semester

NUTR 575 - Nutrition Independent Study (1)

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.

Offered: As Needed

NUTR 579 - Non-Thesis Research (3)

Prerequisites: ENV 505 or MATH 505 or permission of instructor

Explore a nutrition related topic, problem, or issue, by designing, and implementing an investigation to address a research question under the guidance of an academic adviser. Students will be required to submit a

scholarly written report and present the research findings at a conference or professional setting.

Offered: Spring and/or Summer Semester

NUTR 599 - Special Topics in Nutrition (3)

Investigating issues, trends and research related to current concerns within selected areas of food and nutrition by reviewing current literature and evidence-based protocol.

PHIL - PHILOSOPHY

PLRL 501 - Philosophy and Religion Proseminar (3.0)

This course introduces students to the study of philosophy and religion at the graduate level. Examining a central theme in philosophical and/or religious traditions from various historical periods or cultures, it explores key theories and research methodologies in the field.

Offered: Spring Semester (Even Years)

PHIL 505 - Great Figures in Western Political Thought (3.0)

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.

Offered: As Needed

PSCI - POLITICAL SCIENCE

PSCI 505 - Civil Liberties (3.0)

Prerequisite: Permission of the department. 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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level PSCI 405

Offered: Fall Semester

PSCI 507 - American Constitutional Law (3.0)

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.

Offered: Fall Semester

ECPS 514 - Environmental Policy (3.0)

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.

Cross-Listed as: Double-numbered course; offered with undergraduate-level ECPS 414

Offered: Spring Semester (Even Years)

PSCI 575 - Independent Study (1.0 - 3.0)

Prerequisite: Permission of the chair of the department. A maximum of 6 credits may be applied to a degree program. Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms.

Offered: Either Semester

REL - RELIGION

PLRL 501 - Philosophy and Religion Proseminar (3.0)

This course introduces students to the study of philosophy and religion at the graduate level. Examining a central theme in philosophical and/or religious traditions from various historical periods or cultures, it explores key theories and research methodologies in the field.

Offered: Spring Semester (Even Years)

PLRL 570 - Seminar in Religion and Philosophy (3.0)

Advanced study of special topics in religion or philosophy. May be repeated once under a different topic.

Cross-Listed as: Double-numbered course; offered with undergraduate-level PLRL 470

Offered: As Needed

SPAN - SPANISH

SPAN 590 - Teaching Assistantship in Spanish (1.0 - 3.0)

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. 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.

Offered: Either Semester

DIRECTORY

FACULTY

Aaron Angello, Assistant Professor of English; B.A., Antioch University Los Angeles; MFA, Ph.D., University of Colorado Boulder (2023)

Eric Annis, Associate Professor of Biology; B.A., Boston University; M.S., Florida Institute of Technology; Ph.D., University of Maine (2008)

Elizabeth A. Atwood, Associate Professor of Journalism; B.S., West Virginia University; M.A., University of Virginia; Ph.D., University of Maryland (2010)

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Kevin H. Bennett, Professor of Chemistry and Chair of the Department of Chemistry and Physics; B.S.; James Madison University; Ph.D., University of Tennessee (2000)

April M. Boulton, Dean of the Graduate School and Associate Professor of Biology; B.S., Centre College; M.S., Bucknell University; Ph.D., University of California, Davis (2003)

Catherine Breneman, Assistant Professor of Social Work; B.S., University of Pittsburgh; MSW, West Virginia University; Ph.D., University of Pittsburgh (2020)

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Ashish Chakradhar, Assistant Professor of Chemistry; B.S., Minnesota State University Moorhead; Ph.D., North Dakota State University (2018)

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James Cherry, Assistant Professor of Biology; B.S., Shepherd University; M.S., Johns Hopkins University; Ph.D., The Catholic University of America (2019)

Steven Clark, Assistant Professor of Physics; B.S., Brigham Young University; Ph.D., Texas A&M University (2022)

Ashley Coen, Assistant Professor of Education; B.A., Cedar Crest College; M.A., Notre Dame of Maryland University; Ph.D., University of Maryland (2023)

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Marc Dupont, Assistant Professor of Marketing; B.S. University of Mobile; MBA, University of South Alabama (2023)

Paige Eager, Professor of Political Science, Dean of the Faculty, Director of the Center for Global and International Studies and Chair of the Department of Political Science (fall); B.A., M.A., Ph.D., University of Delaware (2005)

Joanna Eaton, Visiting Instructor of Nutrition and Director of the Graduate Nutrition Program; B.S., Russell Sage College; M.S. Johns Hopkins Bloomberg School of Public Health (2024)

Marad Eghbal, Visiting Assistant Professor of Law and Criminal Justice; B.A., The George Washington University, J.D., Howard University School of Law (2024)

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Susan Ensel, Whitaker Professor of Chemistry; B.S., Union College; Ph.D., The Pennsylvania State University (1995)

M. Drew Ferrier, Professor of Biology, Co-chair of the Department of Biology and Director of Coastal Studies Program; B.A., Washington and Jefferson College; M.A., Miami University, Ohio; Ph.D., University of Maryland (1993)

Alan Goldenbach, Associate Professor of Journalism; B.A., University of Michigan; M.A., University of Maryland (2015)

Amy Gottfried, Professor of English and Chair of the Department of English and Communication Arts; B.A., M.A., Syracuse University; Ph.D., Tufts University (1998)

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Yanting Guo, Assistant Professor of Biology and the E-Nnovation-Hodson Endowed Chair in Sustainability Studies; B.S., Zhejiang University; M.Sc., University of Oxford; Ph.D., The Ohio State University (2023)

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Jessica McManus, Associate Professor of Psychology; B.A., University of Cincinnati; M.S., Ph.D., Kansas State University (2021)

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Megan Favilla, On-call Console Attendant
Michael Favilla, On-call Console Attendant
Joe Gonzales, On-call Console Attendant
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Alumnae Hall
Alumnae House
Joseph Henry Apple Academic Resource Center
Beneficial-Hodson Library and Learning Commons and Information Technology Center
Brodbeck Music Hall
Coffman Chapel
Gambrill Gymnasium
Hodson Science and Technology Center
Georgetown Hill at Hood College Lab School
Kiln Pavilion
Rosenstock Hall
Strawn Cottage
Tatem Arts Center
Whitaker Campus Center
Williams Observatory
700 Tollhouse Avenue

Residence Halls

Coblentz Hall
Coblentz Memorial Hall
Meyran Hall
Shriner Hall
Smith Hall
7th Street Duplexes- Graduate students only

Student Life

Coblentz Hall
Ronald J. Volpe Athletic Center/BB&T Arena
Huntsinger Aquatic Center
Nicodemus Athletic Complex
Tennis Complex
Thomas Athletic Field
Whitaker Campus Center

Other College Facilities

Hodson Outdoor Theater
Joseph Pastore Facilities Center
Pergola
East Cottage

DIRECTIONS TO HOOD

Blazer Hall

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.

Thomas Gateway

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

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