

2006–2008

HOOD COLLEGE CATALOG

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

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UNDERGRADUATE AND GRADUATE ACADEMIC CALENDAR 2006–2007

Fall 2006

August	Tuesday 1	Graduate phone registration begins
	Thursday 24	New students arrive; registration for new students not tested/registered over the summer
	Friday 25	Registration
	Sunday 27	<i>Last day for 100 percent tuition refund for undergraduate students; 100 percent refund for graduate students continues until the first class meeting</i>
		New Graduate Student Orientation
	Monday 28	Opening Convocation - 10 a.m. Classes begin - 1 p.m. <i>80 percent tuition refund period begins and continues through Sept 18; No tuition refund thereafter</i>
September	Monday 4	Labor Day - No classes
	Tuesday 5	Classes resume 8:30 a.m.
	Friday 8	Deadline for graduate students to apply for January graduation to the Graduate Office
	Monday 11	End undergraduate drop/add; last day to declare/change SU or audit option
	Monday 18	End 80 percent refund
	Friday 22	Deadline for graduate students to submit notification for comprehensive exams to the Graduate Office
October	Friday 6	Last day to withdraw from an undergraduate class with grade of W Last day to file for extra credit (X) study
	Saturday 14	Midterm recess - No classes
	Wednesday 18	Classes resume 8:30 a.m. Term II PE begins
	Monday 23	Midterm low grades due in Registrar's Office
November	Wednesday 1	Senior applications for graduation due in the Registrar's Office
	Tuesday 7	Comprehensive examinations for master's degree candidates
	Friday 10	Advising Day - No classes
	Saturday 11	Comprehensive examinations for master's degree candidates
	Monday 13	Begin spring registration for seniors Last day to submit petition for spring semester study abroad or study at another institution

	Tuesday 14	Begin spring registration for juniors
	Wednesday 15	Begin spring registration for sophomores
	Thursday 16	Begin spring registration for freshmen
	Friday 17	Last day to withdraw from any undergraduate class
	Monday 20	Begin spring registration for new/nondegree undergraduate and returning graduate students
		Undergraduate and returning graduate student January term registration begins
	Wednesday 22	Thanksgiving recess - No classes
	Monday 27	Classes resume 8:30 a.m.
		Last day to withdraw from graduate classes
		New graduate registration begins for January term and spring semester
December	Monday 4	Deadline for graduate thesis for January 2007 graduation to Graduate Office
	Monday 11	Undergraduate classes end
	Tuesday 12	Reading Day
	Wednesday 13	Undergraduate exams begin
	Monday 18	Undergraduate exams end
		Graduate classes end
January	Tuesday 2	Final grades due in Registrar's Office by 9 a.m.

January Term 2007

January	Tuesday 2	Classes begin
	Sunday 21	Classes end
	Friday 26	Grades due

Spring 2007

January	Tuesday 2	Graduate phone registration begins
	Sunday 21	New undergraduate students arrive; orientation begins
		<i>Last day for 100 percent tuition refund for undergraduate students; 100 percent refund for graduate students continues until the first class meeting</i>
		New Graduate Student Orientation
	Monday 22	Registration
		Classes begin 5 p.m.
		<i>80 percent tuition refund period begins and continues through February 12; No tuition refund thereafter.</i>
February	Monday 5	End drop/add; last day to declare/change SU or audit option
	Monday 12	End 80 percent refund

	Friday 23	Deadline for graduate students to apply for May graduation to the Graduate Office
		Deadline for graduate students to submit notification for comprehensive exams to the Graduate Office
March	Friday 2	Last day to withdraw from an undergraduate class with grade of W
		Last day to file for extra credit (X) study
	Saturday 10	Midterm recess - No classes
	Monday 19	Classes resume 8:30 a.m.
		Term IV PE begins
	Monday 26	Midterm low grades due in Registrar's Office
April	Friday 6	Spring holiday - No classes
	Tuesday 10	Classes resume 8:30 a.m.
	Friday 13	Advising Day - No classes
		Last day to withdraw from any undergraduate class
		Last day to submit petition for fall semester study abroad or study at another institution
	Saturday 14	Comprehensive examinations for master's degree candidates
	Monday 16	Begin fall registration for juniors and non-graduating seniors
	Tuesday 17	Begin fall registration for sophomores
		Comprehensive examinations for master's degree candidates
	Wednesday 18	Begin fall registration for freshmen
	Monday 23	Begin fall registration for new/nondegree undergraduate and returning graduate students
		Last day to withdraw from any undergraduate class
		Registration for summer term undergraduate classes begins
May	Tuesday 1	New graduate registration for summer and fall classes begins
		Summer term registration begins for undergraduate and returning graduate students
	Friday 4	Deadline for graduate students to apply for September graduation to the Graduate Office
	Monday 7	Undergraduate classes end
	Tuesday 8	Reading Day
	Wednesday 9	Undergraduate examination period begins
	Saturday 12	Final exam period for graduating seniors ends at 4 p.m.
	Monday 14	Final grades for graduating seniors and master's candidates due in Registrar's Office by 9 a.m.
		Undergraduate exam period ends
		Graduate classes end

Saturday 19	Commencement
Monday 21	All other grades due in Registrar's Office by 9 a.m.

Summer 2007

May	Monday 21	Term I begins
	Monday 28	Holiday - No classes; College closed
June	Saturday 30	Term I ends
	Wednesday 4	Holiday - No classes; College closed
July	Thursday 5	Term II begins
	Friday 6	Term I grades due
	Sunday 12	Term II ends
August	Friday 17	Term II grades due

Withdrawal/Tuition Refund Policy for Summer Terms

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

Mission

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

A Hood Education

Hood provides a residential experience for undergraduate women and men, as well as graduate and undergraduate education for both women and men. Hood maintains a vital community that is enriched and energized as it responds to the intellectual, professional and personal goals of individual students of diverse races, ethnicities and ages. The Hood environment, both in and out of the classroom, promotes the understanding that learning is interactive among individuals and disciplines, that the exchange of ideas must involve the exploration of values and that education requires lifelong engagement. The Hood College community at all levels aspires to the highest standards of academic achievement and reaffirms the College's commitment to preparing students for the personal, professional and global challenges of the future.

The Hood College Advantage

A commitment to academic excellence, distinguished teaching, a wealth of academic resources and personal attention all contribute to the Hood College experience. Involvement, friendship and commitment are valued by the Hood community. With an undergraduate population of approximately 1100, Hood offers an opportunity for every student to participate and to excel.

Hood's emphasis is on teaching. More than 90 percent of the College's 100 permanent faculty hold an earned doctorate. Hood supplements this core of professors with carefully selected adjunct instructors, many of whom are eminent scientists and professionals in their fields.

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

Interaction between Hood's faculty and students begins in classes averaging 17 students.

Beyond the classroom, students receive guidance, support and challenge from faculty advisers, collaborate with faculty on research projects and share meals with faculty in Coblentz Dining Hall.

Academic and social life at Hood are governed by an Honor Code. Administered by students with the cooperation of the faculty and administration, the Honor Code fosters maturity and leadership and provides many opportunities to exercise responsibility and democratic self-governance on campus.

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

The College has been recognized as a leader in lifelong education and in career development. The Adult Studies Program is uniquely responsive to the educational objectives and aspirations of adults (those age 24 or over).

Hood's Graduate School offers master's degrees in 12 areas. These co-educational programs emphasize professional preparation and are designed primarily for students requiring evening classes.

On campus and off, Hood's academic resources are outstanding. Located less than an hour from Washington, D.C., and Baltimore, the College has affiliations with regional businesses, research laboratories, embassies and international organizations, government agencies and nearby colleges and universities.

Tradition

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

The entire student body looks forward to the Freshman Bash, which signals the start of the social year.

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

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

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

The Honors Program

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

Departmental Honors Paper

The Departmental Honors Paper is a senior-year program designed for students who wish to pursue intensive research or special projects in close coordination with faculty advisers. All Departmental Honors papers are included in the permanent collection of the Beneficial-Hodson Library. For further information, please see page 39.

Leadership and Service Opportunities

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

Mortar Board, a national honor society, is accorded to a select group of students who are outstanding academically and are campus and community leaders.

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

Community Service and Service Learning

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

The Office of Service Learning, located in the Catherine Filene Shouse Career Center, provides interested students with the opportunity to learn through service to others. Here, student volunteers are matched with local, regional, national international community service experiences.

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

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

International Opportunities

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

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

Academic Resources

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

The Beneficial-Hodson Library and Information Technology Center is located in an imposing 57,000 square-foot, Georgian-style brick building, which was dedicated in 1992. Situated at the College's main entrance, it was named for Clarence Hodson, founder of the Beneficial Finance Company and the Hodson Trust. In addition to its function as a modern academic library, the building houses the Juana Amelia Hernández Language Technology Center, the Beneficial-Hodson Computing Center, the Hood College Archives and special collections and a book conservation laboratory.

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

The library successfully integrates information technology with traditional library services and collections. In addition to the 200,000 volumes housed at Hood, any of the 700,000 volumes held at Hood's sister libraries in the Maryland Interlibrary Consortium are available via courier within 24 hours of a request. The Library currently subscribes to over 700 print and microform periodicals, and nearly 20,000 additional periodical titles can be accessed via the World Wide Web through numerous subscription databases. The library's homepage provides links to reference sources around the world. These and other computer-based resources may be consulted at a number of in-house computer workstations, as well as from any Web-capable computer in a dorm room or off campus. Video and audio collections are stored in the audio-visual center, with playback equipment for student use.

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

Academic Computing Facilities

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

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

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

The Center for the Humanities organizes and funds programs and educational opportunities focusing on the humanities for the Hood community. Students are offered the opportunity to enhance course study with free admission to cultural performances

and activities. The Janice E. Cole Writing Prize is awarded annually by the Center to the best essay on a subject in the humanities. Humanities faculty coordinate interdisciplinary studies among the humanities disciplines.

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

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

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

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

THE SPIRIT OF HOOD is celebrated by the entire Hood community. Students, faculty and staff share in campus activities and traditions.

College Life

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

The Honor Code

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

The Academic Honor Code belongs to and is administered by students, with the cooperation of the faculty and administration. A judicial system of students, faculty and administrators considers and adjudicates violations of academic integrity. While Hood's social Honor Code contains specific requirements, it is primarily a philosophy to promote mature consideration of and respect for the rights of all members of the College community. Violations of college policy are adjudicated through the Office of Residence Life, the Dean of Student's office, Department of Campus Safety and/or student review boards as appropriate to the violation. Student staff members (RAs) are employed by the Residence Life office to assist in reporting violations, although all students retain the rights and responsibilities and to report any infractions they witness.

Through the honor system, all members of the College assume the obligation to maintain the principles of honesty, responsibility intellectual integrity in all activities relating to their Hood College experience. It is the responsibility of each student to maintain the Honor Code and to support it with maturity of thought, expression and action. Members of the faculty, staff and administration are available to assist students in this process. While both the Academic and Social Honor Codes are student-governed, any member of the college community can report and hold students accountable for infractions. During orientation, all students must sign a pledge to uphold the Honor Code for the duration of their enrollment at Hood. The Honor Pledge reads as follows:

"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.

Residential Life

There are five traditional-style residence halls on campus (Coblentz, Coblentz Memorial, Meyran, Shriner and Smith) that house between 100 and 120 students each. Smaller language housing options for between five and 25 students each attract students who are interested in a French, German or Spanish living experience. One faculty member from the Department of Foreign Languages and Literatures serves as the language house coordinator. A native speaking graduate student lives in the house full time. Juniors and seniors are eligible for singles on a space-available basis. Students who feel they have special needs may apply for a single through the special singles program.

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

During the summer prior to their arrival, freshmen are assigned a roommate based on a lifestyle questionnaire. Freshmen may also request a specific roommate if they know someone else coming to Hood with whom they would like to live. All current residential students select their rooms and roommates in April of each year. Members of all classes live in all halls.

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

Peer Educators (PEs) and Peer Supporters (PSs) Resident Assistants (RAs) live in each hall and assist students with health information and personal concerns. PEs and PSs RAs are selected, trained and supervised through the Wellness Center Residence Life Office, specifically the Graduate Residence Directors (GRDs). In addition, part-time professional Resident Support Persons (RSPs) GRDs are on call after hours and are available during the day to assist with personal and academic concerns, conflict resolution and roommate mediation. They are also responsible for community building and adjudicating student behavioral issues in their building. RSPs GRDs are students in one of Hood's master's programs with backgrounds in psychology and/or counseling. There is one GRD per residence hall. and are available as an additional resource to undergraduates.

Hood offers students the opportunity to live in special interest housing through the Student Designed Residential Experience (SDRE) program. This program allows students the opportunity to choose a living/learning environment designed around a common goal. Students living on an SDRE floor work closely with a faculty adviser and design and implement programs that relate to their floor's interests. Year-to-year flexibility exists within the SDRE program to allow for a variety of housing options. The Residence Life Office encourages students to propose additional living options.

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

Commuter Life

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

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

Parking

Vehicle registration and a parking sticker are required. Vehicles registered for the regular academic year do not require an additional sticker for the summer session.

A parking sticker does not guarantee the holder a parking space, which is on a space-available basis. Parking in the Whitaker Campus Center lot is restricted to commuter

students, faculty and staff. Vehicles parked in violation will be ticketed. Campus Safety may designate certain areas as no parking zones for snow removal purposes. Vehicle registration forms are available in the Office of Campus Safety and at the switchboard. Please refer to the student handbook for details, or contact the Department of Campus Safety at ext. 3548.

Student Government

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

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

Student Organizations

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

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

Academic Interest Organizations

Art Club
Education Club
Environment Club
Free Radicals (Chemistry Club)
Least Squares Mathematics Club
Psychology Club
Student Social Work Organization

Gamma Sigma Epsilon
Ionic Society
Kappa Omicron Phi
Mortar Board
Omicron Delta Epsilon
Phi Alpha
Phi Kappa Phi
Pi Delta Phi
Pi Mu Epsilon
Psi Chi
Sigma Delta Pi
Sigma Phi Omega

Honor Societies

Alpha Psi Omega
Beta Beta Beta
Eta Mu Pi

Performing Arts

Chamber Singers
Choir
Gospel Ensemble
Hood Dance
Hood Theatre
Removed Confusion (drama club)
String Ensemble
Wind Ensemble

Publications

Blue & Grey Today (newspaper)
Wisteria (literary magazine)
Touchstone (yearbook)

Special Interest Organizations

BACCHUS/SADD
Best Buddies
Black Student Union
Campus Activities Board
Catholic Campus Ministry
Circle K (Kiwanis)

College Democrats
College Republicans
Commuter Student Union
Equestrian Club
Film Society
Gospel Ensemble
House Councils
House Forum
International Club
Intervarsity Christian Fellowship
Jewish Student Union
La Union Latina
Literary Club
Maryland Student Legislature
Muslim Student Association
National Model United Nations
PRSSA (Public Relations Society Student Association)
STARS (Admission's tour guides)
Student Athletic Advisory Council
Student Government Association
T.E.A. (Tolerance, Education, Acceptance)

Student Activities

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

College Activities

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

Faith Community at Hood

Hood College maintains its historical affiliation with the United Church of Christ. A College Chaplain is available to serve in ministry with students, staff and faculty. There are abundant opportunities for religious activity and worship in various faith communities in and around Hood College. Each semester there are new possibilities for spiritual nurture and growth. Some of these include Bible study, Communion group, retreats, prayer, spiritual direction, service projects and workcamps, anointing and pastoral care.

Fall semester begins with Opening Chapel, a candle lighting ceremony at Convocation. Catholic Mass is celebrated on Sundays; there is an active chapter of Intersarsity Christian Fellowship, a Muslim Student Association, Jewish Student Union and the performing group, Gospel Ensemble. Worship and religious events during the year include the Fall Family worship, Messiah concerts, a campus-wide Ramadan fast, Candlelight Vespers, trips to a Buddhist temple and the Holocaust Museum, Ash Wednesday observance, Liberation of the Black Mind worship service, Service of Affirmation for gay students, Gospel Jubilee, healing service for survivors of abuse and the Passover seder. A Baccalaureate Service closes each year.

Intercollegiate Athletics

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

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

Those interested in women’s intercollegiate competition can compete in basketball, cross country, field hockey, golf, lacrosse, soccer, softball, swimming, tennis and volleyball. Men’s intercollegiate sports include basketball, cross country, golf, swimming, soccer, lacrosse and tennis. An equestrian team is also offered as a club sport.

The men’s teams and women’s cross country and golf teams compete as independents. All other women’s teams participate in the Atlantic Women’s Colleges Conference and regularly compete against colleges and universities in Maryland, Pennsylvania, Washington, D.C., and neighboring states. Two full-time certified athletic trainers work with athletes and coaches in all phases of sports medicine including off-season and in-season strength and conditioning. The intercollegiate athletic program at Hood College complements and enhances the learning experience inherent in a liberal arts education. The program provides the opportunity for athletes to excel physically, emotionally and spiritually. Each athlete is challenged to appreciate and respect individual differences, to work collaboratively to achieve a common goal and to strive for excellence.

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

Recreation

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

STUDENT SERVICES

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

Academic Services

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

Programs and services include:

Academic Advising	see below
Study Abroad	see page 39
Disability Services	see page 21
Math Skills Support	see page 20
Hood Start	see page 38 or 63
Placement Testing	see page 20
Portfolio Advantage Program (assessment of prior learning)	see page 49
English as a Second Language	see page 20
AP, CLEP and DANTES Exams	see page 46
Tutoring Services	see page 20
Reading and Study Skills Courses	see page 20
Mathematics, English and Language Placement Testing	see page 20

Academic Advising

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

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

The most important thing to remember about a student’s own place in the advising system at Hood is that he or she must take ultimate responsibility for academic planning—of each semester, of each academic year and of degree completion. With the guidance of an academic adviser, a student will construct appropriate and responsible course choices and academic schedules, adjusting these as necessary over the course of an academic year. In this framework, each student takes responsibility for meeting individual academic goals through short- and long-range educational planning.

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

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

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

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

Improvement of Basic Skills: Reading, Writing, Mathematics

The Academic Services staff evaluates all new students' basic skills. The following courses are offered to students who need to improve their skills: English 099, English 100E (for ESL Students) and English 100; and Mathematics 098 and 099. Classroom teaching and laboratory aids such as audio tapes, computer software, and printed materials are used. Tutoring may be recommended to meet specific needs.

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

Daily hours for the Writing Center as well as mathematics tutoring appointments are posted inside the 24-hour lab in the Apple Resource Center.

Placement Testing

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

- | | |
|--------------------------|---|
| Composition | (unless English 101 credit is transferred or a score of 4 or 5 is achieved on the AP Language/Composition Test) |
| Mathematics | (unless calculus credit is transferred or a score of 4 or 5 is achieved on the AP Calculus Test) |
| Foreign language* | (French, Spanish or German) if the language has been studied at least two years |
| Reading placement | will be determined by the SAT verbal score. |

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

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

**Please contact the Office of Academic Services at (301) 696-3569 if you wish to take a placement test for a language other than French, Spanish or German.*

English as a Second Language

International students who have a strong command of English but need additional language enhancement may enroll in ENGL 100E/Advanced ESL Skills, which focuses primarily on advanced-level academic writing.

Students with Disabilities

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

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

Lifelong Learning

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

Through Hood's Portfolio Advantage Program, students can have work experience and other noncollegiate learning evaluated for possible college credit. The portfolio program includes a screening interview, portfolio development workshops and portfolio assessment. For additional information, please see the Portfolio Advantage Program on page 49.

Students may earn advanced placement credits through the College Entrance Examination Board's Advanced Placement and Achievement tests. Students may also earn credits by taking College Level Examination Program (CLEP) tests, DANTES exams, and departmental challenge examinations. For additional information, please see Undergraduate Academic Policies on page 43.

Hood's Graduate School provides academically rigorous master's programs that are highly regarded by employers and doctoral admission committees. Designed to integrate theoretical knowledge with practical application, the graduate programs are taught by experienced faculty, more than 80 percent of whom hold doctorates and many of whom are distinguished scholars and researchers. Their strong ties to national research institutions, regional businesses, government agencies and area school systems provide students with many opportunities to conduct research, complete internships and pursue career-related projects. For additional information on graduate programs, please see Graduate Studies on page 277.

Career Services

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

- Individual career assessment and counseling;
- Mentoring opportunities with alumnae and alumni;
- Workshops on career related topics;
- Information on volunteer and service learning opportunities;
- A large career library;

- Internships designed to encourage students to explore career fields and specific work environments before graduation and to increase skills (students may obtain academic credit for internship experience through collaboration with faculty);
- Job fairs and opportunities to meet with employers; and
- Extensive online system of job and internship opportunities.

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

Multicultural Environment

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

Wellness Center

Counseling Services

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

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

Health Resources

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

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

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

UNDERGRADUATE MAJORS, MINORS, AND CERTIFICATES

Majors

Concentrations within a major are listed below the major.

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

Bachelor of Arts

Art and Archaeology

- Archaeology
- Art history
- Studio arts

Biochemistry

Biology*

Chemistry*

Communication Arts

- Broadcast
- Journalism
- Public relations

Early Childhood Education

Economics

- Comparative market economies
- Global economy

Elementary/Special Education

English*

Environmental Science and Policy

- Environmental biology
- Environmental chemistry
- Environmental policy

French*

French/German

German

History*

Latin American Studies

Law and Society

Management

- Accounting
- Finance
- Human resource management
- Individual career interest
- International economics and finance
- Marketing

Mathematics*

Music

- Music history and literature
- Music performance
- Piano pedagogy

Philosophy

Political Science

Psychology

Religion

Social Work

Sociology

- Social science research

Spanish*

Bachelor of Science

Computer Science

Pre-Professional Preparation

Pre-Dental Studies

Pre-Law Studies

Pre-Medical Studies

Pre-Veterinary Studies

The Single Major

Students enrolled in one major specialize in one of the fields Hood offers. Declaration of major is made during the spring of the sophomore year.

The name of the major will appear on the student's permanent record. An academic department may refuse to accept as a major, or may drop as a major, a student whose Grade Point Average in the discipline falls below 2.0.

The Double Major

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

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

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

The Interdepartmental Major

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

Working with the Program Advisory Committee, consisting of faculty members from the represented disciplines, the student submits a petition of interdepartmental major requirements no later than March 15 of the sophomore year to the Committee on Academic Standards and Policies for consideration. Transfer students with first-semester junior status must submit petitions no later than October 15 or March 15 of the first semester on campus.

To graduate as an interdepartmental major with an individually designed program, a student must have at least 15 credits in one of the areas represented in the major and at least 12 credits in another field. The proposed major must total at least 36, and no more than 60 credits (200-level and above). 300- and 400-level courses including a capstone course are strongly recommended. Approval is necessary before the student implements the program. The individualized program is a contract and, as such, is binding.

Students may count toward the major only those courses which are included in the program outline. (Courses within the disciplines contained in the interdepartmental major, but not included in the program outline, are considered electives.)

If a student wishes to revise the approved program, the primary adviser will assist and the Program Advisory Committee must approve the amended outline by majority vote. Any amendments must be submitted to the Committee on Academic Standards and Policies for approval. However, no significant changes will be permitted if the student is within 36 semester hours of graduation.

Minors

The following minors are offered at Hood:

African-American Studies

African and Middle Eastern Studies

American Studies

Archaeology

Art history

Biology

Business Administration

Chemistry

Classical Studies

Comparative Market Economies

Computer Science

Criminology and Delinquency

East Asian Studies

Environmental Studies

French

French/German

German

Gerontology

Global Economy

Global Studies

History

Journalism

Literature

Management

Mathematics

Mathematics Education

Medieval Studies

Music History and Literature

Music Performance

Philosophy

Physics

Public Relations

Religion

Renaissance Studies

Social Science Research

Social Work, Pre-professional Practice

Sociology

South and Southeast Asian Studies

Spanish

Studio Art

Theater and Drama

Web Development

Women's Studies

Writing

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

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

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

The following are requirements for a minor:

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

Secondary Education Certification

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

Certificate of Proficiency in Foreign Languages

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

Certificates in Music Performance and Piano Pedagogy

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

UNDERGRADUATE DEGREE REQUIREMENTS

Degrees

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

General Requirements

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

Graduation Requirements

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

Major Requirements

- A 2.0 cumulative Grade Point Average in courses in the major must be maintained.
- For the B.A., a minimum of 24 credits in the major field at or above the 200-level. Some majors require more than the 24-credit minimum; see Undergraduate Programs and Courses of Study for specifics.
- For the B.S. major in computer science, a minimum of 42 credits in the major field.
- Of the total 124 credits required for graduation, a maximum of 60 (for the B.A.) or 72 (for the B.S.) may be taken in the major field. All courses including those at the 100-level offered within the major department are counted in the maximum, even if the courses are not required for the major. For double majors (B.A.), the combined major totals may not exceed 90 credits.
- A minimum of 12 credits of course work in the major discipline must be completed at Hood.
- Other requirements may be defined for each major.

Senior Year Requirements

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

Core Curriculum Requirements

- Completion of the College Core Curriculum.

The Second Degree

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

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

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

The Hood College Core Curriculum

The Core Curriculum is required of all students.

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

The Core Curriculum is composed of three parts: Foundations, Methods of Inquiry and Civilization.

Foundations (14-16 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 and mental well-being, and perform at least one physical education activity; function successfully using the four skills (listening, speaking, reading and writing) of a foreign language and develop awareness of a foreign culture.

Methods of Inquiry (22-23 credits)

Different disciplines in the liberal arts have distinct ways of pursuing their inquiries. The five categories in this section require that the student will become acquainted with some of these methods. Each course in this section will provide opportunities for students to acquire the capacities that enhance all study: intellectual curiosity, critical analysis and reasoned judgment; focus on methods of inquiry appropriate to the category, including significant achievements in the field; require the practice of writing; be appropriate for first- and second-year students.

The five Methods of Inquiry categories are:

Aesthetic Appreciation (6 credits) courses introduce students to the analysis, understanding and enjoyment of artistic expression. They will present significant works, explore the relationship between these works and human experience and require critical response from students. Students will include one course in literature and one course in art, music, film or another appropriate field.

Literature (3 credits) Upon satisfactory completion of the literature requirement, students will be able to read with perception the literature they have studied; analyze significant aspects of this literature; and intelligently discuss relationships between the literature and human experience.

Art, Music, Film or Other Media (3 credits) Upon satisfactory completion of the art, music or film requirement, students will be able to discuss at least one of these media from a critical and aesthetic perspective; analyze the development of different genres or styles of expression in at least one of the media; and explain how these media address human values and experience.

Scientific Thought (7-8 credits) courses promote the student's understanding and appreciation of science, the scientific approach to problem solving and the importance of science in our society. Courses will focus on the methods of scientific analysis as well as the actual content of the science. Students will take two semesters of introductory science courses, at least one of which will include a laboratory or similar experience. Upon satisfactory completion of this requirement, students will be able to understand the introductory content of at least one of the sciences; explain and use the scientific approach to problem solving; and understand scientific or technological information written for non-professional audiences.

Historical Analysis (3 credits) courses introduce students to an analysis of human affairs that goes beyond the mere narration of historical facts by acquainting students with the methods historians use to describe, explain and reconstruct the past. Upon satisfactory completion of this requirement, students will be able to make use of historical information found in primary source materials; place significant works in their proper historical and cultural context; assess the complex relationship between historical events and the human condition; and chronologically order and explain the significance of major events and the development of key social and political institutions for at least one period of history.

Social and Behavioral Analysis (3 credits) courses introduce students to the study of human behavior and/or the structures of society by acquainting students with the methods used for solving problems in the social or behavioral sciences. Upon satisfactory completion of this requirement, students will be able to identify the essential features of society and culture or the major factors of human behavior, either in general or as they apply to particular social, political or economic issues; describe the structures and functions of some major social institution or analyze the effect of social structures on their own and others' attitudes and behavior; analyze and synthesize information that deals with social or behavioral issues, distinguish between relevant and irrelevant information and lines of reasoning and form appropriate conclusions.

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

Civilization

This section specifies that students will have some knowledge of the foundations of Western civilization, of at least one non-Western culture and of the impact of science and technology on the modern world. Courses in this section are numbered at the 300- or 400-level and are usually taken during the junior or senior year.

Western Civilization (3 credits) courses may come from any discipline but must take as their primary focus the reading and consideration of one or more major works in Western civilization. Upon satisfactory completion of this requirement, students will be able to demonstrate how at least one major work influences the values, beliefs and institutions of Western civilization; assess the development of some key Western values, modes of thought or institutions in their historical context; and organize and interpret information found in primary source materials.

Non-Western Civilization (3 credits) courses may come from any discipline, but must take as their primary focus the study of at least one non-Western culture. They will discuss the development of thought and values in that culture and require close scrutiny of one or more of its major works. Upon satisfactory completion of this requirement, students will be able to outline the development of some pivotal values, modes of thought or institutions in a non-Western culture; show how at least one major work influences the values, beliefs and institutions of a non-Western civilization; place significant works in their proper historical and cultural context; and understand something of the relationships among different cultures, societies and nations.

Society, Science and Technology (3 credits) courses may come from any discipline but must focus on selected technological or scientific developments or issues of significance and their impact on human history and society. Upon satisfactory completion of this

requirement, students will be able to understand, from a non-professional perspective, the scientific concepts, laws and principles underlying some major technological achievements; assess certain significant scientific or technological achievements and their impact on human society or the natural environment.

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

FOUNDATION (14 –16 credits)

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

All students are required to take:

- Three credits from the following:*
- English 100 Elements of Composition
English 101 The Writing Process
English 110-139 Writing About Literature

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

- Three credits from the following:
- Mathematics 111 Problem-Solving with Computational Tools
Mathematics 112 Applied Statistics
Mathematics 201 Calculus I
Psychology 211 Elementary Statistics
Sociology 261 Social Statistics

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

- Computer Science 284 Computer Science I
Information Technology 180 Elements of Web Development I
Mathematics 111 Problem-Solving with Computational Tools
Mathematics 112 Applied Statistics
Mathematics 200L Mathematics Lab
Mathematics 202 Calculus II
Mathematics 203 Calculus III

- Six to eight credits in an elementary (101 and 102) foreign language course sequence or exemption through a placement test. **Note: American Sign Language will not satisfy this requirement.**

Alternatives to the Foreign Language Requirement

Adult Students (those age 24 and over) may choose one of three options in meeting this requirement: first, to complete the elementary language course sequence (101, 102); second, to complete the introductory course (101) and three credits from Classical

Literature 202 Mythology or Classical Literature 302 Classical Mythology, Foreign Literature 350 International Themes in Western Literature or English 221 World Literature; or third, to complete six credits from among Classical Literature 202, Classical Literature 302, Foreign Literature 350 or English 221. Students also may exempt without credit the six-credit requirement by placement at the 103- level or above on the foreign language placement test.

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

- A minimum of two credits from the following:

Physical Education 100-199 (*At least one activity class must be taken from the conditioning and fitness category.*) *Students who participate in two seasons of intercollegiate sports may be exempted from a maximum of one credit of the physical education activity requirement. No credit is earned for this waiver and does not exempt the student from the conditioning and fitness PE requirement.*

Physical Education 225 Health Maintenance: Stress Assessment and Control

Physical Education 226 Health Maintenance: Physical Fitness

Physical Education 228 Life Wellness and Health

METHODS OF INQUIRY (22-23 credits)

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

Aesthetic Appreciation (6 credits)

Literature (3 credits from the following):

English 221 World Literature

English 250-269 Thematic Studies

African-American Studies/English 265 African-American Voices Before the 20th Century

African-American Studies/English 266 The Harlem Renaissance and Beyond: 20th Century African-American Literature

English 270-289 Genre Studies

Foreign Literature/Latin American Studies 250 Bearing Witness: Testimonial Narratives in the Americas

French 207 Cultural Perspectives on French Literature I

French 208 Cultural Perspectives on French Literature II

German 207 Cultural Perspectives on German Literature I

German 208 Cultural Perspectives on German Literature II

Latin 207 Latin Literature I: The Classical Period

Latin 208 Latin Literature II: Medieval

Spanish 207 Cultural Perspectives on Spanish Literature I

Spanish 208 Cultural Perspectives on Spanish Literature II

Theater 201 History of Theater

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

Art 201 Meaning and Method in Art

Art 220 History of Art I

Art 221 History of Art II

Art 275 The Art of Film: History and Technique

Communication Arts 280 Screen Craft

French 215 Women as Heroine in Recent French and American Film

Latin American Studies/Spanish 215 Hispanic and Latino Film

Music 103 Introduction to Music

Music 299 Special Topics in Music (3 credits required)

Scientific Thought (7-8 credits) at least one of which will include a laboratory or similar experience**Non-Laboratory Courses (3 credits from the following):**

Astronomy 113 Introduction to Astronomy

Astronomy 115 Introduction to Cosmology

Biology 130-139 Biological Inquiry

Chemistry 105 Molecular Basis of Nutrition

Environmental Studies 101 Environmental Problems

Physics 100 The World of Physics

Laboratory Courses (4 credits from the following):

Biology 110-129 Biological Inquiry

Chemistry 100 The Chemical World

Chemistry 101 General Chemistry I

Chemistry 102 General Chemistry II

Environmental Studies 101 Environmental Problems AND

Environmental Studies 102 Environmental Science Laboratory

Physics 101 General Physics

Physics 102 General Physics

Physics 203 Introductory Physics I

Physics 204 Introductory Physics II

Historical Analysis (3 credits from the following):

African-American Studies/History 250 African-American History to the 20th Century

African-American Studies/History 251 African-American History During the 20th Century

History 200 The Ancient World

History 202 Medieval Europe

History 203 Renaissance and Reformation Europe

History 204 Ancient Rome

History 205 Modern Europe, 1648-1815

History 206 Modern Europe, 1815-1914

History 210 Women in 20th Century America

History 217 History of the United States to 1865

History 218 History of the United States since 1865

History 237 Modern China and Japan

Women's Studies 200 Method in Women's Studies

Social and Behavioral Analysis (3 credits from the following):

Anthropology 201 Introduction to Anthropology

Communication Arts 200 Mass Media and Society

Economics 205 Principles of Macroeconomics

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

Law and Society/Political Science 230 Introduction to Law

Management 205 Principles of Management—Introduction to Organizations

Political Science/Sociology 201 Urban Life in the Developing World

Political Science 202 Women and Politics

Political Science 203 Introduction to U.S. Politics

Political Science 210 Comparative Politics

Psychology 101 Introduction to Psychology

Sociology 101 Principles of Sociology

Sociology 215 Social Problems

Women's Studies 200 Method in Women's Studies

Philosophical Inquiry (3 credits from the following):

Philosophy 200 Contemporary Philosophical Topics

Philosophy/Women's Studies 203 Philosophical Issues in Feminism

Philosophy/Religion 205 Classical Religion and Philosophy

Philosophy 221 Ethics

Religion 200 What is "Religion?" An Introduction to Religious Studies

Religion 203 Old Testament

Religion 204 The New Testament

Religion 211 American Religious History

Religion 212 The Christian Heritage

CIVILIZATION

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

■ 9 credits, three from each category, required of all students pursuing the B.A.

■ 6 credits from two categories required of all students pursuing the B.S.

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

Western Civilization (3 credits from the following):

African-American Studies/Political Science 301 African-American Political Autobiography
African-American Studies/Religion 311 Black Theology
African-American Studies/Political Science 355 African-American Political Thought
Art 308 Myths, Saints and Symbols
Art 350 Art of the Classical World
Art 353 Early Renaissance Art
Art 357 High Renaissance and Mannerist Art
Art 362 Rome and Hollywood
Art 363 Roman Art and Culture
Classical Literature 302 Classical Mythology
Communication Arts 350 Television in America
Economics/Honors 300 The European Economy
English 300 Really Old English: Anglo-Saxon Language, Literature and Culture
English 365 The Renaissance Amphibium
English 367 The Modern Temper: Texts and Contexts
English/Honors 350 Medieval Menace
English/Honors 368 American Landscapes
English 414 Shakespeare on Film
English/Honors 460 The English and Italy: Texts and Contexts
English 461 The Family in American Modern Drama
Foreign Literature 350 International Themes in Western Literature
French 310 Le Roman d'initiation: Journeys to Maturity in French Fiction
French 313 Gender and Gaze in Modern French Literature and Film
French 314 Refinement, Politeness and Social Behavior
French 317 Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800
French 321 Masque et Illusion dans la France d'Ancien Régime
French 322 Ecrivains derrière la camera
German 301 Berlin in the 20th Century
German 316 Modern German Literature
German 319 German Drama
Global Studies 300 Challenges and Opportunities of Globalization
History 313 Medieval England
Honors 301 Images of Women
Honors 304 Censorship in America
Honors 308 Dante and Giotto
Honors 312 Re-visioning Motherhood in Modern Western Culture
Honors/Political Science 313 Great Political Trials
Honors 315 Literature of Moral Reflection

History 406 Religion, Family and Society in Reformation Europe
Latin American Studies/Spanish 333 Latin American Poetry
Latin American Studies/Spanish 336 Latin American Fiction
Music 300 The World of Mozart
Philosophy 303 Western Philosophy Since 1900
Philosophy 305 Great Figures in Western Philosophical Thought
Philosophy 307 History of Philosophy I: The Ancient World to the Renaissance
Philosophy 308 History of Philosophy II: The Early Modern Era to the 20th Century
Political Science 332 Ancient and Medieval Political Thought
Political Science 333 Modern Political Thought
Psychology 441 History and Theories of Psychology
Religion 303 Judaism
Religion 314 Modern Christian Thought
Sociology 323 Ethnicity in America
Spanish 321 From Empire to Democracy: A Century in Crisis
Spanish 322 Barcelona: From Hercules to the Olympic Games
Spanish 343 Spanish Theater
Spanish 440 Heroes and Antiheroes: The Spanish Novel

Non-Western Civilization (3 credits from the following):

African-American Studies/Art 359 Arts of Africa and the Diaspora
African-American Studies/Political Science 350 African Politics
African-American Studies/Political Science 353 Contemporary African Political Thought
Art 340 Art of Prehistory
Art 349 Art of Egypt and Mesopotamia
Art/Latin American Studies 354 Mesoamerican Art
Art 355 Art of Asia
Art 356 Art of Japan
Economics/Honors 330 East Asia: Colonialism Independence, Development, and Democracy
English/Honors 463 International Currents in Modern Fiction
Foreign Literature 351 International Themes in Non-Western Literature
French 320 Francophone Women Writers
History 309 Islam and the Crusades
Honors 301 Images of Women
Honors/Latin American Studies 302 Third World Development: Latin America
Honors/Political Science 313 Great Political Trials
Honors/Religion 320 Liberation Theologies
Honors/Political Science 354 African Political Autobiography
International Studies 300 Cultures of the Middle East
International Studies 301 Culture of India

International Studies 302 Culture of China
International Studies 303 Culture of Japan
Music 302 World Music
Philosophy/Religion 301 Indian Thought
Philosophy/Religion 306 Chinese Thought
Political Science 323 Politics of the Third World
Religion 304 Islam

Society, Science and Technology (3 credits from the following):

English 450 Digital Narratives: Technology/New Media/Society
Honors 307 The Chesapeake Bay: Human Impact on a Natural System
Honors 309 Mind-Body Medicine: Eastern and Western Approaches to Healing
Honors 311 The Green Gene Revolution
Honors 314 The Social Construction of Nature and Environments
Honors/Philosophy 316 Science and Global Ethics in the Non-Western World
Interdisciplinary Studies 300 The Power of the Nucleus
Interdisciplinary Studies 301 Shaping the Future: Society, Science and Technology
Interdisciplinary Studies 302 The Impact of Computers on Society
Interdisciplinary Studies 304 Reaping the Harvest: Advances in Biotechnology and Global Agriculture
Interdisciplinary Studies 307 Hunger, Population and the Environment
Interdisciplinary Studies/Philosophy 309 Biomedical Ethics
Interdisciplinary Studies 310 Today's Decisions; Tomorrow's Destiny
Interdisciplinary Studies 311 The Chesapeake Bay: Human Impact on a Natural System
Interdisciplinary Studies 312 Archaeology: Cultures, Technologies, Methods and Theories

GENERAL STUDIES REQUIREMENTS/A.A. EQUIVALENCY/BACHELOR OF ARTS DEGREE

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

English Composition (3 credits)
Arts and Humanities (two separate disciplines) (6 credits)
Mathematics (at or above level of college algebra) (3 credits)
Biological and Physical Sciences (one lab, one non-lab) (7-8 credits)
Social and Behavioral Science (may be from same discipline) (6 cr.)

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

GENERAL STUDIES REQUIREMENTS/A.A. EQUIVALENCY/BACHELOR OF SCIENCE DEGREE

Transfer students who have not earned an A.A., A.A.T. or A.S. degree may still be eligible for an exemption of Hood's Foundations and Methods of Inquiry core requirements. Upon evaluation of transcripts of all prior college level work, students determined to have completed at least 40 transferable credits and the appropriate 32 credits of General Education distribution as listed below will be granted an A.A. equivalency.

English Composition (3 credits)
Oral Communication (3 credits) (It is recommended that this course emphasize the practice, rather than just theory.)
Arts and Humanities (9 credits)
Mathematics (6 credits)
Biological and Physical Sciences (3 credits)
Social and Behavioral Sciences (6 credits)
Physical Education or Health (2 credits)

UNDERGRADUATE SPECIAL ACADEMIC OPPORTUNITIES

Accelerated Programs

Three-Year Bachelor's Degree Program

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

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

Earn Credits Toward a Graduate Degree

Hood designates some of its graduate courses as appropriate for qualified undergraduates by giving such courses a double number. See Double-Numbered Courses on page 51.

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

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

2 + 3 Programs

Montgomery College

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

Community College of Baltimore County

Hood College and The Community College of Baltimore County jointly offer a 4.5 year program through which students earn a Bachelor of Arts degree in biology or biochemistry and a Master of Science degree in biomedical science. This highly structured program allows students completing two years at The Community College of Baltimore through the Parallel Enrollment Program to transfer into Hood College and earn a bachelor's and a master's degree in two and a half years. For additional information, contact Hood's Department of Biology or The Community College of Baltimore County.

Hood Start

The Hood Start program allows exceptional high school juniors and seniors to get a head start on the college academic experience, earning college credits while in high school. The program is designed to help students become familiar with academic work at the college level and to interact with college faculty. A maximum of 18 credits may be earned through the Hood Start program.

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

Hood Start applicants will be required to:

- complete a Hood Start application form;
- submit a transcript of high school work; and
- have a personal interview with either the Hood Start Coordinator or with the Hood Start liaison in the Office of Admissions.

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

Coastal Studies Semester

The Hood Coastal Studies Semester is a travel-based, experiential learning program that provides a solid academic framework for the study of environmental science. It encompasses the technological, scientific, historical and cultural aspects of issues currently challenging our wise use of coastal resources from Florida to the mid-Atlantic region. This is a "study away" semester that enrolls students from Hood as well as from a wide variety of other institutions. The Coastal Studies Semester is open to students of at

least sophomore status (regardless of major) who have completed a freshman writing class and at least one laboratory science course. Throughout the semester, participants will live, work and study at marine field stations and environmental centers. Participants will earn 14 to 16 semester hours of academic credit. For Hood College students, the courses taken during the semester will satisfy several college-wide requirements including the Scientific Thought and the Society, Science and Technology courses of the core curriculum. Students from other institutions should plan to transfer these credits to their home college/university. See page 104 for more information on the Coastal Studies Semester.

Departmental Honors Paper

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

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

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

Honors Program Thesis

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

Evening Degree Programs

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

Study Abroad Programs

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

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

Spanish Study

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

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

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

German Study

Students interested in studying at a university in a German-speaking country should contact the Department of Foreign Languages and Literatures and the Provost.

The Committee on Academic Standards and Policies approves petitions for study abroad in Germany; students may earn quality points and credit for study approved by this committee.

Other Study Abroad

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

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

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

The Hood College Honors Program

A limited number of academically exceptional students are 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 Undergraduate Programs and Courses of Study.

Independent Study and X-Credit

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

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

X-credit independent study also is designed by the student and approved by a faculty adviser. However, the subject matter must be related to a class in which the student is enrolled. X-credit independent study is, therefore, added to the student's schedule after the beginning of the semester (but no later than the sixth week) and is limited to one credit. The grade for the X-credit is independent of the grade for the course to which it is related.

Before registering for regular or X-credit independent study, students should refer to the statement on credit limits for self-directed study in Undergraduate Academic Policies on page 58.

Internship Program

Hood encourages qualified students (mainly juniors and seniors) in every academic discipline to take an internship, earning academic credits by working in their field, under the supervision of a professional. Internships of 3, 6, 9, 12 or 15 credits are available (depending on the discipline). The number of credit hours allowed for a summer internship is limited to 12 and is limited to 3 credits in January term. Students are encouraged to visit the Catherine Filene Shouse Career Center to explore internship opportunities. See page 56 for more information on internships.

Teaching Assistantships

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

Limits/Restrictions:

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

Off-Campus Programs and Courses

Engineering: Dual Degree Program

Hood College and The George Washington University jointly offer a five-year program through which students earn a Bachelor of Arts degree with a major in mathematics from Hood and a Bachelor of Science in engineering degree from The George Washington University specializing in civil, electrical or mechanical engineering; operations research; or computational science. For additional information, contact Hood's Department of Mathematics and Computer Science.

PLEN

Hood College is an associate member of The Public Leadership Education Network (PLEN). 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 non-governmental advocacy groups. Students may earn from 3 to 15 Hood College credits for participation in PLEN's internship programs. Those who wish to complete a PLEN internship must also meet Hood's requirements for internship eligibility. PLEN also offers three-day to three-week seminars on topics such as Women and Congress; Women in Science and Technology; Women and International Policy; and Women, Law and Public Policy.

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

Washington Semester Program

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

Community College Exchange

Full-time Hood students may take one course each semester at Carroll Community College, Frederick Community College or Hagerstown Community College without charge, provided that the course chosen is not offered at Hood that semester. See Academic Policies, page 61, for more information on this program.

UNDERGRADUATE ACADEMIC POLICIES

Academic Honor Code

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

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

Academic Standing and Classification

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

Committee on Academic Standards and Policies

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

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

Students who are placed on Academic Probation will be required to sign the Contract for Students on Academic Probation. This contract requires students to assume responsibility for their academic status by attending classes regularly, completing assignments on time, using the Writing Center and Math Skills Center as well as tutoring services and/or doing whatever is appropriate to resolve their specific academic problems.

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.

Classification

Classification standards are as follows:

Freshman: fewer than 25 credits earned.

Sophomore: 25-55 credits earned.

Junior: 56-86 credits earned.

Senior: 87 or more credits earned.

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

Attendance and Absence

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

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

Limits/Restrictions:

- Enrollment in a course constitutes an informal contract with the instructor, and a student who violates an instructor's attendance policy or who is dropped from the class for failing to appear at the first class meeting, risks dismissal from the course and a grade of W, WS, WU or W-F.
- 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.
- 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.
- The College requires instructors to inform the Executive Director of Academic and Career Services of students who demonstrate erratic attendance patterns. This is not done to penalize the student but rather to assure that College officials can assist students in making consistent progress toward the degree.
- Students are fully responsible for making up work missed due to class absence. When students are absent, they are responsible for obtaining lecture notes from reliable sources. Assignments and projects are to be delivered to the instructor on the assigned date, even when the student does not attend class. All exams are to be taken at the scheduled time. Having another exam scheduled on the same day is not considered sufficient justification for rescheduling the exam.

Auditing

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

Limits/Restrictions:

- The College requires a per credit hour fee for each audited course (see page 70).
- There is no limit on the number of courses that a student may audit during a semester. Full-time students do not need to pay extra for audited classes, as long as the total number of audited credits and graded coursework credits do not exceed 18.5 credits. If the audited course or courses cause a student to exceed 18.5 credits, the excess credits will be billed by the per-credit fee rather than the auditor's fee.
- It is not possible to audit courses such as creative writing, painting, drawing and other courses where the nature of the activity requires the participation of the student. Students may enroll on a non-credit basis in such courses by paying the current per-credit-hour fee.
- Audited courses must be included on the student's schedule and approved by the instructor. No changes to or from the audit option may be made after the end of drop/add period.
- The student receives neither credit, grade nor grade points for an audit; however, the audit does appear on the transcript.
- A student may take for credit, at a later time, a course that was previously audited.

Cancellation of Courses

A course is subject to cancellation when fewer than eight students are enrolled.

The College reserves the right to cancel the course as late as the first day of classes each semester. Every effort will be made to work with students regarding program planning and placement in alternate courses which would be compatible with the cancelled course.

Class Schedules

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

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

Course Load and Status

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

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

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

Limits/Restrictions:

- 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.

Credit for Prior Learning

Hood awards credit for prior learning through Advanced Placement exams, CLEP and DANTE exams, departmental challenge exams, portfolio work, International Baccalaureate, military training and noncollegiate programs approved by the American Council on Education. These alternative modes of learning are evaluated separately from transcripts of traditional transfer credit from other accredited schools. See Transfer Credit on page 59.

Limits/Restrictions:

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

Advanced Placement

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

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

ART:

Art History, 3 credits for ART 220 and exemption for ART 221

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

BIOLOGY:

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

CHEMISTRY:

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

COMPUTER SCIENCE:

Computer Science Test A, 3 credits for CS 284

Computer Science Test AB, 3 credits for CS 287

ECONOMICS:

Macroeconomics, 3 credits for ECON 205

Microeconomics, 3 credits for ECON 206

ENGLISH:

English Language/Composition, 3 credits for ENGL 101

English Literature/Composition, 3 credits for ENGL 221

ENVIRONMENTAL SCIENCE AND POLICY:

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

GEOGRAPHY:

Human Geography, 3 credits for GEOG 101

HISTORY:

European History, 3 credits each for HIST 205, 206

United States History, 3 credits each for HIST 217, 218

World History, 3 credits, no Hood equivalent

MATHEMATICS:

(NOTE: Core Computation requirement granted upon completion of MATH 200L, Mathematics Lab)

Calculus AB, 3 credits for MATH 201

Calculus BC, 3 credits each for MATH 201, 202

Calculus BC/AB Subscore of 4 or 5, 3 credits for MATH 201

Statistics, 3 credits for MATH 112

MUSIC:

Music Theory, 3 credits for MUSC 101

PHYSICS:

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

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

POLITICAL SCIENCE:

Comparative Government, 3 credits for PSCI 210

United States Government, 3 credits for PSCI 203

PSYCHOLOGY:

Psychology, 3 credits for PSY 101

CLEP

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

BIOLOGY:

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

ECONOMICS:

Principles of Macroeconomics, 3 credits for ECON 205

Principles of Microeconomics, 3 credits for ECON 206

EDUCATION:

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

ENGLISH:

American Literature, 3 credits for ENGL 223

English Literature, 3 credits for ENGL 222

HISTORY:

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

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

MANAGEMENT:

Principles of Management, 3 credits for MGMT 205

Principles of Accounting, 6 credits for MGMT 281, MGMT 284

MATHEMATICS:

Calculus, 6 credits. No Hood equivalency

Precalculus, 3 credits for MATH 120

POLITICAL SCIENCE:

American Government, 3 credits for PSCI 203

PSYCHOLOGY:

Human Growth and Development, 3 credits for PSY 237

Introductory Psychology, 3 credits for PSY 101

SOCIOLOGY:

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

DANTES:**Hood awards credit for the following DANTES examinations:**

Geography 101

History – No Hood course equivalency

History 234

Mathematics 112

Religion – No Hood course equivalency

DEPARTMENTAL EXAMINATIONS

■ \$130 per test for Hood students

■ Administered through the Office of Academic Services, (301) 696-3569.

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

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

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

HIST 200, 202 – 3 credits each

HIST 205, 206 – 3 credits each

IT 180 – 3 credits

MATH 120 – 3 credits

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

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

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

MUSC – 3 elective credits

PHIL 207 – 3 credits

PE 225, 226 – 3 credits each

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

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

Foreign Language Placement Examinations:

Additional credit in French, German, Latin and Spanish is awarded at the end of the first semester with grades of A, B or C earned for the following placements:

3 credits – Placement in and completion of a 103-level course during first semester at Hood

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

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

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

International Baccalaureate

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

Portfolio Advantage Program

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

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

To participate in Hood's Portfolio Advantage Program:

■ Students must apply, complete an admissions application and be admitted to Hood as a degree-seeking candidate through the Adult Studies Program. Call (301) 696-3500 or

(800) 922-1599, or e-mail adultstudies@hood.edu. An application form is available online at www.hood.edu. Once admitted as a degree-seeking student, students must register for at least 3 credits before they can begin the Portfolio program. Courses and portfolio may be taken concurrently. Credits earned through portfolio will not be entered on the academic record until 3 classroom credits have been earned and recorded.

- After acceptance as a degree candidate, students interested in the Portfolio Advantage Program are required to attend a six-session portfolio development workshop. The workshop fee is \$800.
- Students are required to submit their portfolio document within one year of completing the workshop.
- Portfolio credit may be awarded only if the learning is appropriate to Hood's general education requirements, electives and/or specific programs; is college level; and is equivalent to a grade of C or better, based on the quality of writing and construction of the portfolio, as well as the content.

Military Experience

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

Convocation Honors

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

Hood College Scholar

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

Dean's List

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

- Enrollment in at least 6 semester hours of Hood work on letter-grade basis.
- No outstanding incomplete grades
- 3.5 G.P.A.

Dismissal and Reinstatement

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

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

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

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

Double-Numbered Courses

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

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

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

- have earned at least 56 credits, including 12 credits or more at the 200-level or above in the course discipline;
- have a cumulative Grade Point Average of 2.0 or better.

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

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

Credit will count only toward the undergraduate degree.

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

- have earned at least 109 credits including 12 credits or more at the 200-level or above in the course discipline;
- have a cumulative 3.0 Grade Point Average;
- have a Grade Point Average of 3.0 or better in the major area of study; and
- complete a petition, verified by the Registrar and approved by the Graduate School, the adviser and the instructor.

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

Encore Program

The Hood Encore Program enables Hood alumnae and alumni who hold a B.A. or B.S. from Hood to enroll for a second undergraduate degree or take undergraduate courses on a non-degree basis at one-half tuition. For more information, see The Second Degree on page 27.

Examinations

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

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

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) of 1974 (P.L. 93-380) extends to students the right of access to their education records maintained at the College. The Provost, the Dean of the Graduate School, and the Registrar maintain these records for enrolled and former students. Information and notification as to the type of record; the accessibility of and policies for maintaining, reviewing and expunging the record; and the procedures for inspecting, reviewing, obtaining copies of, or challenging the record are established by the appropriate offices.

Student Rights and Public Information

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

Financial Obligations

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

Grades

Hood issues final grades to the student and the student's adviser. Final and midterm grades will be forwarded to parents/guardians of freshmen who have signed a release form sent to them the summer before they enter Hood.

The College issues final grade reports in December and May and in July and August after the end of each summer session. Grade reports also are issued at the end of special sessions.

Midterm Low Grades

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

Grading Criteria

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

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

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

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

D+, D, D- (60-69) indicates work is of inferior quality yet deserving of credit; there is some acquaintance with basic facts and principles but work is poorly organized and technically faulty; the student frequently fails to complete assignments.

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

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

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

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

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

Incomplete Grade Procedure

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

Limits/Restrictions:

- The student must file an application for an incomplete grade with the Registrar's Office.
- An incomplete may not be granted unless a student has completed at least half the work of the course.
- The student's progress in the course must be satisfactory at the time the incomplete is requested.
- The Registrar must approve a notation of incomplete and record an INC on the student's permanent record. After the instructor assigns a grade, an "I" remains permanently on the record with the final grade earned beside it.
- The date agreed upon for completion of all assignments may not be later than March 15 for fall semester and October 15 for spring or summer semester. Any request for extension of an incomplete grade must be submitted by the student to the Committee on Academic Standards and Policies.

- Work not completed by the deadlines stated above will convert to a grade of F unless an extension is approved by the Committee on Academic Standards and Policies.
- Students who register for a subsequent semester with more than three credits of incomplete outstanding will have their schedules reviewed and their enrollment registration potentially restricted by the Committee on Academic Standards and Policies. As a result of this review, the Committee may limit the course load that a student is permitted to undertake in the subsequent semester.

Satisfactory/Unsatisfactory Grade Plan

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

Limits/Restrictions:

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

Grade Appeal

Grade appeals of the final course grade must be filed in a timely manner. Students must contact the faculty member involved within the first week of the semester following the filing of the disputed grade. If the issue is not satisfactorily resolved, the department chair must be contacted within 30 days. Appeals to the Committee on Academic Standards and Policies must be initiated before the end of the semester following the filing of the disputed grade. A Final Grade Appeal, available in the Registrar's Office, must be completed and submitted with all required documents before the Committee considers the petition. A delay in the filing of a grade appeal constitutes sufficient reason for denial of the appeal by the Committee.

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

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

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

Grade Point Average and Quality Points

The Hood Grade Point Average

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

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

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

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

The Composite Grade Point Average

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

Maintaining a 2.0 Average in the Major

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

Graduation

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

Commencement Honors

Students qualify for Commencement Honors if they have achieved the following composite average (see Grade Point Average and Quality Points on page 55):

Summa Cum Laude: 3.95–4.00

Magna Cum Laude: 3.85–3.94

Cum Laude: 3.70–3.84

Commencement Participation

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

Students graduating in January participate in the May commencement ceremony.

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

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

Internship Program

Requirements for 3- to 9-credit Internship

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

Additional Requirements for 12- to 15-credit Internship

- Completion of 75 college-level credits prior to the beginning of the internship.
- Students may enroll for 15 credits during the spring or fall only. Students may enroll for a maximum of 12 credits of internship during the summer and 3 credits in the January term. The number of credits available also varies by department.

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

Applying for an Internship

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

Responsibilities

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

Student Responsibilities

- To register for and complete all applicable internship paperwork.
- To meet with the faculty internship adviser as scheduled and fulfill all requirements for the internship as set by the faculty internship adviser and the on-site supervisor.

Departmental Responsibilities

- To decide whether to accept a student for an internship.
- To assist a student in selecting a faculty internship adviser and a site.

Note: The faculty internship adviser may not also serve as the on-site supervisor.

Faculty Internship Adviser Responsibilities

- To meet with the intern and complete the Learning Agreement and establish the criteria for evaluating the internship.
- To communicate periodically with the intern and the on-site supervisor.

The Faculty Internship Adviser meets in person or by phone with the intern at the beginning and end of the internship and in between, in accordance with the following guidelines:

3-credit internship:	3 meetings per semester
6-credit internship:	4 meetings per semester
9-credit internship:	5 meetings per semester
12-credit internship:	6 meetings per semester
15-credit internship:	7 meetings per semester

On-site Supervisor Responsibilities

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

Supplemental Expenses and Time

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

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

Placement is not Guaranteed

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

Termination of Internship

Under unusual circumstances, an internship may be terminated.

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

If all remedies have been exhausted and the student wishes to withdraw from the internship, he or she must notify his or her faculty internship adviser, the on-site supervisor and the Career Center in writing of this decision, as well as complete all necessary paperwork with the Registrar to withdraw from the internship. Terminating

the internship before its completion is a very serious matter. (It may be too late to find another internship or enroll in a class. The College is under no obligation to find a replacement for the internship.)

The faculty internship adviser may terminate the internship if the intern's performance is clearly substandard or if the placement obviously does not serve the intern's interests. The faculty internship adviser should terminate an internship only after efforts to improve the situation prove futile. The faculty internship adviser must inform the Career Center, the student and the on-site supervisor in writing of the termination. If a faculty internship adviser chooses to terminate an internship without student consent, she or he must provide written documentation of the student's substandard performance or the unsuitability of the internship site.

The on-site supervisor may request the termination of an internship if he or she finds the intern's performance unacceptable and all efforts to improve the situation fail. The on-site supervisor must notify the faculty internship adviser of the reasons prompting the request in writing. The faculty internship adviser is responsible for taking any administrative action required to terminate an internship, and for informing the Career Center of the termination.

Time Requirements

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

Leave of Absence Policy

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

Students do not file a leave of absence in order to study abroad or at another institution in the U.S. Instead, they must file a petition with the Committee on Academic Standards and Policies for approval for study elsewhere.

Repeating Courses

A student may repeat a course under the following circumstances:

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

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

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

Self-directed Study

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

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

Transcripts

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

Transfer Credit

See page 46 for information on credit for Advanced Placement and page 49 for information on the International Baccalaureate.

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

The Registrar evaluates transcripts of coursework completed at other schools and through alternative methods, and generally awards credit for courses that are clearly applicable to a baccalaureate degree and for which the student received a grade of C- or above. Students transferring from junior or community colleges may transfer a maximum of 70 credits. Students transferring from accredited four-year institutions may transfer up to 94 transfer credits toward the Hood degree.

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

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

Current Hood Students

Students may receive credit for coursework successfully completed at another accredited institution during the academic year or the summer with prior approval. Students must petition to take a course from another college during any semester or session provided the course is not offered at Hood during that semester/session.

Petitions are available in the Registrar's Office. The maximum number of credits that can be taken during the summer session is one credit more than the number of weeks in the summer session. For instance, in a four-week summer session, a student may enroll in courses totaling five credits.

Community College Exchange

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

Withdrawal From the College

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

Fall and Spring Semesters

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

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

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

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

Withdrawal refunds are determined by the effective date noted on the Change of Status or Leave of Absence Form filed with the Registrar's Office for undergraduate students and the written withdrawal filed with the Graduate Office for graduate students.

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.

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

Summer Terms

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

Withdrawal Policy for a Full Semester Class

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

After the sixth week of classes up to the end of the 11th week of classes, one of the following will be noted on the transcript:

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

These notations will be indicated by the instructor on the withdrawal form and will not be computed in a student's Grade Point Average.

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

UNDERGRADUATE ADMISSION TO HOOD

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

Undergraduate Admissions Options

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

Freshman admissions—intended for students who are in secondary school, or who have graduated recently from high school and have never enrolled at another college;

Transfer admissions—intended for students who have graduated from secondary school and have matriculated at another college or university, and who are not over age 23;

Adult Studies Program admissions—intended for students who have completed a minimum of 24 college credits and who are age 24 or older.

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

Campus Visits

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

Contact information for undergraduate admissions at Hood is as follows:

- www.hood.edu
- Toll-free: (800) 922-1599
- Telephone: (301) 696-3400
- Fax: (301) 696-3819
- E-mail: admissions@hood.edu, transfers@hood.edu; adultstudents@hood.edu

Applying for Admission—Freshmen

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

The application requirements outlined below pertain to traditional-aged students. Requirements for adult students (those 24 and older) applying through the Adult Studies Program differ, and are discussed later in this section.

A freshman applicant for admission must submit the following items:

- A completed Hood College application for admission. The Hood application is available in paper or electronic versions. The electronic version can be found at www.hood.edu/admissions.
- A \$35 application fee (the fee will be waived for students submitting Hood's electronic application). Applicants who are not able to pay the fee due to financial circumstances may request a fee waiver by having their high school guidance counselor submit an official Fee Waiver request on their behalf.
- The Secondary School Report form, completed by the student's guidance counselor.
- Official high school transcript, sent directly from the school to the Office of Admissions.
- Official results of the SAT or ACT examination. If the test scores appear on the high school transcript, the student will not need to submit additional score reports.

In some cases, the Admissions Office may request additional supporting information in order to reach a final admission decision. This may include:

- An admissions essay.
- Teacher Recommendations, completed by a teacher who has taught the student in an academic subject within the past two years.
- A graded student paper.

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

In the admissions process, the greatest weight will be given to the applicant's secondary school record, including the curriculum completed and grades earned. Strong

consideration is also given to the scores on standardized tests such as the SAT or ACT. There are no arbitrary Grade Point Average or test score requirements; each student's record is assessed in light of his or her past accomplishments and potential for future success.

All applicants for freshman admission are expected to have completed a full college preparatory curriculum, including the following:

- Four credits of English
- Three credits of mathematics (including at least Algebra I and II and geometry)
- Three credits of laboratory or natural science
- Three credits of social science
- Two credits of the same foreign language
- One academic elective

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

Hood Start

The Hood Start program allows exceptional high school juniors and seniors to get a head start on the college academic experience, earning college credits while in high school. The program is designed to help students become familiar with academic work at the college level and to interact with college faculty. A maximum of 18 credits may be earned through the Hood Start program.

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

Hood Start applicants will be required to:

- Complete a Hood Start application form.
- Submit a transcript of high school work.
- Have a personal interview with either the Hood Start Coordinator or with the Hood Start liaison in the Office of Admissions.

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

Applying for Admission—International Students

International students, whether in the United States or abroad, should apply for admission according to one of the admission definitions listed above. International students who have been educated outside the United States need to submit the following documents in order to be considered for admission to Hood College:

- A completed Hood College application for admission. The Hood application is available in paper or electronic versions. The electronic version can be found at www.hood.edu/admissions.

- A \$35 application fee (the fee will be waived for students submitting Hood’s electronic application).
- The Secondary School Report, completed by the student’s guidance counselor, principal or headmaster.
- Official academic records. The Office of Admissions must have original or certified true copies of the following official documents, accompanied by original, certified true English translations where necessary: complete transcripts from all high schools attended (9th – 12th grades), including the official grading scale used by the high school
 - Secondary school diploma or leaving certificate
 - Examination certificates (if appropriate)
 - Transcripts from all colleges and universities attended (if appropriate)
- Official results of the SAT or ACT examination if the student’s first language is English.
- Official results of the Test of English as a Foreign Language (TOEFL) if the student’s first language is not English. A minimum score of 213 on the computer version is required.

Optional information that may be required:

- An admissions essay.
- Teacher Recommendations, completed by a teacher who has taught the student in an academic subject within the past two years.
- A graded student paper.

Applicants may request the transfer of credits to their degree program at Hood College from colleges and universities outside of the United States by submitting official transcripts or certified true copies from each institution attended and an original, certified true English translation, if necessary. In addition, transcripts must be accompanied by an original, official transcript evaluation.

The outside agency of choice for evaluation of foreign credentials is World Education Services (WES). Applicants may, however, use the services of any member of the National Association for Credential Evaluation Services (NACES). The applicant is responsible for the cost and the timeliness of the credential evaluation.

In addition, International students must complete the Student Visa Application in order for the College to issue Form I-20 A-B. This form is required for students who wish to obtain a visa for study in the United States.

To receive a Form I-20 A-B, the student must apply and be admitted to the College, pay the enrollment deposit (see Enrollment Deposit Requirements in this section), complete the Student Visa Application and provide a Declaration of Finances and provide the necessary documentation of financial support.

Applicants should note that all documents submitted as part of the admissions process become the property of Hood College and will not be returned.

Applying for Admission—Home-schooled Students

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

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

- transcript of all high school-level work
- a bibliography of all reading material throughout high school, including textbooks
- two letters of recommendation (with at least one from outside the home)
- personal interview (either in person or on the phone)
- a partial portfolio of work completed
- official transcript of any college work completed

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

Applying for Admission—Transfer Students

Students who have completed 12 hours or less of college credits at the time of application will be evaluated primarily on the basis of their high school record and standardized admission test scores. Such students should submit all materials as listed under “Applying for Admission—Freshmen,” on page 62, and must also submit their official college transcript(s).

Students who have completed more than 12 hours of college credit at the time of application will be evaluated primarily on the basis of their prior college record and should submit the following materials for consideration:

- A completed Hood College application for admission. The Hood application is available in paper or electronic versions. The electronic version can be found at www.hood.edu/admissions.
- A \$35 application fee (the fee will be waived for students submitting Hood’s electronic application).
- The College/University Report for Transfer Students, completed by the academic adviser, Registrar or Dean of Students at the student’s most recently-attended institution.
- Official college transcript(s), sent directly from the college or university Registrar to the Office of Admissions.
- An admissions essay.
- In some cases we may also ask for an official high school transcript and SAT or ACT test scores.

Application Deadlines and Reply Dates

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

Freshmen:

APPLICATION DEADLINE	DECISION DATE
Fall entry	
Early Action: October 1	October 15
Early Action: November 1	November 15

Early Action: December 1	December 15
December 31	On rolling basis
Regular Action: February 1	March 15 or before
Spring entry	
December 31	On rolling basis

International Students:

APPLICATION DEADLINE	DECISION DATE
Fall entry	
Early Action: December 1	January 1 or before
Regular Action: February 1	March 15 or before
Spring entry	
November 1	On rolling basis

Transfer Students:

APPLICATION DEADLINE	DECISION DATE
Fall entry	
Domestic students: August 10	On rolling basis
International students: May 1	On rolling basis
Spring entry	
Domestic students: January 10	On rolling basis
International students: November 1	On rolling basis

Transfer applications will be reviewed as they become complete on a rolling basis. For freshmen and transfer students, applications for admission will be considered after the regular deadline on a space-available basis. Due to INS regulations and the time required for the visa application process, we cannot accept applications for admission from International students after the posted deadline.

Admission Requirements for the Adult Studies Program

All adult students (those age 24 or older) apply for admission through the Adult Studies Program (ASP). In order to qualify for admission, adult learners must have completed a minimum of 24 credits of college-level classes and be degree-seeking.

The Adult Studies Office provides admissions services and offers general college and career advice. Given the nature and focus of ASP students, the application process requires fewer documents than is the case for traditional-aged students. Students are encouraged to meet with the Adult Studies staff to discuss transfer credit.

To apply for admission to the Adult Studies Program, students must complete or submit:

- The application for admission to the Adult Studies Program (available online at www.hood.edu/admissions).
- A \$35 application fee (waived if the application is completed online).
- Official college transcript(s).

New ASP students can begin in the fall, spring or summer semesters. The deadline for application is one week prior to the start of classes for the term desired. Notification of admission is on a rolling basis as applications are completed.

Academic requirements are the same for students, except that adult learners do have some special options (see the section on the Hood College Core Curriculum). Because adult students often have gained extensive and valuable experience outside the classroom, the College awards credit for certain prior learning with appropriate documentation or examination results (see Credit for Prior Learning).

Transfer With Ease

Hood welcomes transfer students into both the traditional and Adult Studies programs. Our transfer agreements with other colleges help ease the admission process and guide students in their efforts to take appropriate courses prior to transferring to Hood. Students transferring to Hood from a community college are encouraged to enroll in classes that meet requirements for an Associate of Arts or Associate of Science degree.

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

The Registrar evaluates prior college coursework for applicability to degree requirements at Hood College. Credit is generally awarded for courses that are clearly applicable to a baccalaureate degree and for which the student earned a grade of C- or above. A maximum of 70 credits may be awarded for freshman/sophomore level work completed elsewhere. There is no limit for junior/senior level coursework.

For detailed information on transfer credit policies, see Transfer Credit on page 59.

Enrollment Deposit

To confirm enrollment at Hood, all new undergraduate students (except those in the Adult Studies Program) are required to pay a one-time enrollment deposit. The enrollment deposit is \$250 (except for international students).

For international students, the enrollment deposit is equivalent to the first semester's tuition, room, board and fees, less any applicable aid or scholarships. The I-20 form will be sent to the student's home address after submission of the enrollment deposit.

The deadline for payment of the enrollment deposit is May 1 for Fall semester entrants and January 15 for Spring semester entry. The enrollment deposit is not refundable after these dates.

Deferred Admission

Students are admitted for the term for which they originally applied, unless they notify the Admissions Office that they are unable to enroll for that term due to unusual or personal circumstances. Admitted students are permitted to defer their enrollment for 12 months, provided they do not alter their original admission status by completing additional coursework at another institution in the interim. Students who are deferring their admission must pay the enrollment deposit to hold their space in the class.

If an admitted student defers enrollment, and then attends another institution (whether coursework is completed or not), that student will need to be re-evaluated for both admission and for merit scholarships.

Equal Access for Students with Disabilities

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

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

UNDERGRADUATE TUITION AND FINANCIAL AID

Costs

Tuition, Fees, and Other Charges for the 2006-2007 Academic Year

Tuition, Fees, and Other Charges for the 2007-2008 academic year will be posted in Spring 2007. Refer to Tuition and Fees at www.hood.edu/admin/accounting for future pricing information.

FULL-TIME UNDERGRADUATE	RESIDENT	COMMUTER
Tuition	\$ 23,320	\$ 23,320
Room - Double	\$ 4,250	
Room - Single	\$ 4,675	
Board - Unlimited (required of freshmen)	\$ 3,885	
Board - 15-meal plan	\$ 3,780	
Board - 10-meal plan	\$ 3,675	
Comprehensive Fee	\$ 335	\$ 335

PART-TIME UNDERGRADUATE

Tuition	\$670 per credit hour
Comprehensive Fee	\$105 per term

PART-TIME ADULT STUDIES PROGRAM

Tuition	\$370 per credit hour
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See page 62 for descriptions of Undergraduate Admission options.

Audit Fee	\$185 per credit hour
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The Need-based Financial Aid System

For students whose personal and family resources are insufficient to meet their total educational expenses, Hood administers both need-based and non-need-based financial aid and offers personalized assistance in obtaining other educational resources from outside sources.

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

Financial Need

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

Cost of Attendance Less Expected Family Contribution Equals Financial Need

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

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

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

Financial Aid Package

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

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

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

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

Financial Aid Programs

Federal Pell Grants—Awarded to undergraduate students with demonstrated financial need. Annual awards may range up to \$4,050 depending upon need; prorated awards may be made to eligible part-time students. Students must be pursuing their first baccalaureate degree.

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

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

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

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

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

Federal Direct Subsidized Stafford Loan—A need-based student loan program offered to undergraduate and graduate students. The interest rate is offered at a competitive

variable rate with a cap of 8.25 percent. No interest accrues and generally no payments are due while a student is enrolled on at least a half-time basis. Repayment generally begins six months after leaving Hood College.

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

Other Campus Aid Programs

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

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

Maryland State Scholarship Program—The Maryland Higher Education Commission offers several need-based scholarships and grants for Maryland residents. The scholarships/grants most frequently awarded to Hood students include, but are not limited to, the Educational Assistance Grant, the Guaranteed Access Grant, Senatorial Scholarship and Delegate Scholarship. In order to be considered for a Maryland State Scholarship, a student must file the Free Application for Federal Student Aid (FAFSA) by March 1. Some state scholarships may have additional application requirements. Please check with the Maryland Higher Education Commission-Student Financial Assistance at (800) 974-0203 or www.mhec.state.md.us.

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

Satisfactory Academic Progress Requirements for Financial Aid Recipients

Students are expected to maintain a record of academic achievement that will enable them to graduate in a reasonable time period. Federal regulations require that students who are recipients of financial assistance through federal programs continue to make satisfactory progress toward degree requirements according to standards set by the College. In order to graduate a student must complete 124 credits and have a minimum cumulative G.P.A. of 2.0. To remain eligible for most types of financial aid, particularly federal and state assistance, students must meet minimum academic requirements at the end of each academic year. Students are considered to be making satisfactory progress toward degree completion for financial aid purposes by adhering to the schedule outlined below.

SEMESTER COMPLETED	CRS EARNED	CUMULATIVE G.P.A.
Second Semester	25	1.50
Fourth Semester	50	1.70

Sixth Semester	75	1.90
Eighth Semester	100	2.00
Tenth Semester	124	2.00

A financial aid recipient who does not meet the standards listed above will remain eligible for financial aid for one semester on financial aid probation. A student who is on probation must achieve a standard that shows progress toward the next end-of-year standard. (For example, at the end of three semesters 37 credits and a 1.60 G.P.A.) Failure to reach such a standard will result in federal financial aid suspension (loss of eligibility) until such time as the student gets back on schedule. A student who loses financial aid through this process may appeal the decision, but such an appeal would be successful only if extenuating circumstances were involved and described by the student. All appeals will be reviewed individually on a case-by-case basis. The appeal process is covered more fully in a later section.

Students who receive a Hood College Scholarship or Grant will be eligible to receive those funds for a total of eight (8) semesters. Anyone requiring longer than eight semesters cannot be assured of continued Hood College funding.

It is also important to note that this standard for satisfactory progress toward the completion of degree requirements is different from the standards imposed by the Registrar and the Committee on Academic Standards and Policies. Students can possibly receive academic warnings and still be eligible for financial aid. Likewise, some students may be on financial aid probation while meeting academic requirements of the Registrar at the time. Transfer students will have progress based upon the inclusion of transfer credits from prior institutions.

The Hood College academic year is 30 weeks in length of instructional time and a student must be enrolled for all of those weeks for financial aid eligibility. Additionally, it is important to note that the minimum course load per year is 24 credits for many state and federal programs and full-time status is considered to be 12 credits per semester.

The Office of Financial Aid will notify any students who do not meet the minimum requirements and any questions with regard to any of the outlined policies should be referred to that office.

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

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

Financial Aid Probation

Students who fail to meet the minimum 2.0 cumulative G.P.A. standard or fail to meet the 75 percent completion rate will be placed on financial aid probation for the next semester of enrollment. Financial aid can be received during the semester of probation.

Financial Aid Suspension

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

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

Reinstatement of Aid after Financial Suspension

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

- The student submits a written letter of appeal in accordance with the appeals process and the Financial Aid Appeals Committee grants the appeal. The student is placed on Financial Aid Probation for the semester rather than on Suspension; or
- The student attends Hood College during the Suspension semester, pays for tuition and fees without the help of student aid and does well enough in the coursework to satisfy all the satisfactory academic progress standards. The student must notify the Office of Financial Aid if they are planning to attend Hood College without the assistance of financial aid; or
- The student may attend summer school to eliminate the deficiency in credits and/or G.P.A. The student must notify the Office of Financial Aid if they are planning to take classes during the summer to eliminate the deficiency. Students cannot take classes at another institution to resolve a G.P.A. deficiency. Classes must be taken at Hood College.

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

Students who have exceeded 150 percent of their program length cannot regain financial aid eligibility except on a semester by semester basis through the appeal process only.

Appeals Process

Appeals of Financial Aid Suspension must be made in writing to the Director of Financial Aid by the date specified in the Suspension notification letter. The Financial Aid Appeals Committee will review the appeal and notify the student in writing within 5 working days of their decision. All decisions made by the Financial Aid Appeals Committee are final and not subject to further review.

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

Merit Scholarships

Hood College has developed an extensive merit scholarship program that recognizes outstanding achievement and/or demonstrated talent and accomplishment in leadership, research, community service or writing. Students admitted to Hood are considered for

merit scholarships at the time of admission. Some scholarships, however, are awarded through an interview process involving our Faculty Scholarship Committee.

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

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

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

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

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

Laughlin Fellows—awarded to incoming full-time freshmen who have the highest academic profiles and have shown leadership in school and community activities. A separate application and interview are required.

Presidential Scholarship—awarded to incoming full-time freshmen with exceptional academic and extracurricular leadership.

Project Excellence Scholarship—awarded to outstanding Project Excellence students who are admitted and enroll at Hood as a full-time student.

Trustee Scholarship—awarded to incoming full-time freshmen with demonstrated academic ability and leadership in school and community activities.

Dean's Scholarship—awarded to incoming freshmen with strong records of academic performance and extracurricular involvement. These students show the potential to contribute to classroom activities and the Hood College community.

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

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

Hood Scholarship—awarded to incoming full-time transfer students who have demonstrated academic achievement.

Other Special Scholarships and Awards

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

Hood Heritage Scholarship—awarded to full-time, traditional-age, undergraduate students who are children or grandchildren of a Hood alumna or alumnus. The scholarship is limited to the student's first year of enrollment.

Legacy Scholarship—awarded to children of Hood College graduates.

Alumnae Scholarship—awarded to incoming full-time freshman/transfer students who are referred to admissions by a Hood College alumnae and alumni.

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

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

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

Aircraft Owners and Pilots Association	The H.K. Alwine Scholarship	The Class of 1982 Endowed Scholarship
Alcoa Eastalco Works	The Marguerite L. and William G. Baker Scholarship Fund*	The Class of 1984 Endowed Scholarship
Allegheny Energy, Inc.	The Alice McCusker Barnard Scholarship	The Class of 1985 Endowed Scholarship
Ausherman Construction Company	The Roscoe G. Bartlett Scientific Scholarship Fund	The M. Virginia Coblentz Scholarship
BBandT Frederick Underwriters	The Mary Hendershot Bastian Scholarship	The Janice E. Cole Honor Scholarship
Bechtel Power Corporation of Maryland	The Audrey Pressman Bauman Scholarship	The Edison H. and Daphne B. Cramer Scholarship
Best Plumbing Specialties, Inc.	The Mariana Main Beachley Scholarship	The Virginia M. Crist Scholarship
BioWhittaker, Inc.	The Dr. Regina C. Beck Scholarship	The Katharine E. Cutshall Scholarship
Brewer's Alley	The Sue and Ross Benitez Scholarship	The Laura and Theodore Deforest Scholarship Fund
Cambrex Bio Science Walkersville	The Bennett/Wiegand Scholarship Fund	The Judge Edward S. Delaplaine Scholarship
Citicorp Credit Services, Inc.	The Nettie C. Bentley Music Scholarship	The Robert E. and Ruth M. Delaplaine Scholarship
Coca-Cola Enterprises, Inc.	Cambrex Bio Science Walkersville Scholarship	The William T. and Janie Quynn Delaplaine Scholarship
Colonial Sash and Door, Inc.	The Christine Moyer Bloom Scholarship	The Helen Kirk Deputy Ellis '27 and Mary Ellen Deputy Fowler '33 Foreign Language Scholarship Fund
Bradley T. Duggan	The Betty Bruce Borgerding Scholarship Fund	The Dona Ditty Memorial Scholarship
Ferris, Baker Watts, Inc.	The Olive L. Bowlin Endowed Scholarship	The Nancy Hill Drew '58 Scholarship*
The Frederick Brick Works, Inc.	The Dr. Martha M. Briney Honor Scholarship	The F. Virginia Ellis '39 Scholarship Fund
The Frederick Gazette	The Martha E. Church Scholarship Fund for International Students	The Esselen Family Scholarship Fund
The Frederick Motor Company	The Julia C. Clark Resident Assistant Grant	The Evangelical and Reformed Church Scholarships
Fredericktown Bank and Trust Company	The Class of 1932 Endowed Scholarship	The Sally Conrad Fauntleroy Scholarship
Hood Club of Frederick	The Class of 1948 Endowed Scholarship	The Alden E. and Harriet K. Fisher Scholarship
Key 103.1 – Frederick Broadcasting LLC	The Class of 1976 Endowed Scholarship	The Karen Louise Fisher Scholarship
Legg Mason Wood Walker, Inc.	The Class of 1977 Endowed Scholarship	The Stella Elizabeth Ziegler Foley '28 Scholarship
Linton, Shafer and Company, PA	The Class of 1978 Endowed Scholarship	The Margaret P. Ford Honor Scholarship
Medical Dictation Services, Inc.	The Class of 1979 Endowed Scholarship	The Jennifer Frantz Scholarship Fund
Morgan-Keller, Inc.	The Class of 1980 Endowed Scholarship	The Frederick Female Seminary Scholarship
Morningside Inn		
RSM McGladrey, Inc.		
Sharrett, Inc.		
State Farm Insurance Companies		
Carolyn B. True		
Tyler-Spite House		
Willard Agri-Service of Frederick, Inc.		
Awards, Prizes and Endowed Scholarships—awarded to students according to the criteria of each award, prize, and scholarship.		
The Allegheny Power Scholarship *		
The WA. Lantz and the Bertha McCall Alumnae Scholarship		

The Susan McAlpine Garrett '47 Scholarship Fund	The John N. Land Scholarship Fund	The Elizabeth Walton Paiste and Ethel Hobson Auf Der Heyde Scholarship Fund
The Margaret R. Geiser Memorial Scholarship Fund	The Hilda C. Landers Scholarship	The Nancy Freeman Patterson '53 Scholarship Fund
The General Endowed Scholarship	The Elizabeth Ruth Langert Scholarship	The Elizabeth Peters - Barbara Michaels Scholarship
The Frederica Godshalk, M.D. Scholarship*	The Louis A. Langie Jr. and Sally Weaver Langie '51 Scholarship	The Shirley D. Peterson Scholarship
The Giles Scholarship	The Latrobe-Westmoreland County, Pennsylvania Scholarship	The Philadelphia Hood Club Scholarship
The Griesemer Scholarship	The Charles A. and Helen Titzel Lauffer Scholarship	The Margaret Jones Pollack Scholarship
The Ann Coulter Hancock '40 Scholarship Fund	The Lillian Zeigler Lavetan Scholarships	The Sylvia F. Porter Scholarship
The Julia Etchison Hanna Scholarship	The Adele Edmunds Levering Scholarship	The Octavia M. Power '30 Endowed Scholarship
The Ann Keet Hanson Scholarship	The Frederick Weir Levering Scholarship	The Dorothy E. Pugh Scholarship
The Arthur H. Long, Sr. and Lois Long Harley Family Scholarship*	The Alexander D. and Dorothy Warehouse Lewis Scholarship	The James B. Ranck Memorial Scholarship
The Eleanor Harper Music Scholarship*	The Bert S. and Mary H. Lewis Memorial Scholarship	The Vincent and Alice Riordan Scholarship*
The William Randolph Hearst Scholarship	The Charles J. Little Scholarship	The Harry A. Rosenfeld Scholarship
The Lizzie S. Heckle Scholarship	The Loats Foundation Scholarship	The Rouse Graduate Scholarship
The Carol Schulthess Hires '68 Scholarship	The Loats Foundation Yearly Scholarship	The Patricia Feiser Sanner Science Scholarship Fund*
The Nettie McCardell Hoffmeier Scholarship	The Mary and Daniel Loughran Scholarship	The Charlotte Snyder Rupner Scholarship
The H.G. and Lula K. Hoke Scholarship*	The Lowe-Bitler Scholarship	The Margaret Russell Scholarship
The Arlene Utz Hollinger Scholarship	The Caroline Finkenbinder Lumb '30 and Carol Lumb Allen '59 Scholarship*	The Myrtle Annis Scott Scholarship
The Carolyn Tillou Holran Scholarship	The William Markow Music Scholarship Fund	The Kimberly Ann Servedio Memorial Scholarship
The Hood College Fathers' Club Scholarship	The Timothy S. May Scholarship	The Helen Burton Shelton '40 Scholarship
The Margaret E. S. Hood Scholarship	The McCardell Family Scholarship Fund	The Alfred P. and Patricia A. Shockey Scholarship
The J. Harold Hooper Scholarship	The McCurdy Scholarship	The F. Lawrence and Shirley J. Silbernagel Scholarship
The Sharon I. Hooper Scholarship	The McCullagh McCutcheon Scholarship Fund	The Alice Smith Scholarship
The Nancy Hoskins Houston Scholarship	The John D. Meyer Scholarship	The M.E. Smith Scholarship
The Richard Hudnut Scholarship	The Nettie Morton Miller Scholarship*	The Ruth Yost Snyder and Lehman J. Snyder Scholarship
The Josephine Thompson Hunger Scholarship	The Lorie Harris Morrell Scholarship	The Dr. and Mrs. Alexander Solosko Scholarship
The Huttle Scholarship	The Morrow Scholarship Endowment	The John G. Sommer and Beulah Munshower Sommer '44 Computer Scholarship
The Janice R. Hylen Memorial Scholarship	The Margaret J. and John C. Motter Scholarship	The William Sprigg Applied Music Scholarship
The James M. Johnston Trust Fund	The Charles F. Murphy Scholarship	The Henry I. Stahr Scholarship
The Dorothy Richardson Jones Scholarship Fund	The Eleanor MacMillan Nelson Scholarship	The Glenna May and John Hedges Staley Scholarship
The Dean Mary Frear Keeler Scholarship	The New York Times Scholarship	The Frances Steckel Scholarship
The Miriam W. Kelly Scholarship	The J. Edward and Jessie Spielman Omwake Scholarship	The Evelyn Davidheiser Stevens '38 Scholarship*
The Joan Kempthorne Scholarship	The Innes and Carsten Oertel Fund*	The Virginia Geddert Stone Scholarship
The Carrie M. Kerschner Memorial Scholarship	The George W. and Edith Osmun Scholarship	The Helen Kelly and Edith M. Kelly Terwilliger Scholarship
The George Kleinspehn Scholarship	The J. Elyse Pade '54 Scholarship*	The Clyde E. and Julia E. Thomas Scholarship

The G. Frank Thomas Foundation Scholarship
 The Thomas and Mullen Scholarship
 The Dr. and Mrs. William H. Thomas Jr. Scholarship
 The Andrew G. Truxal Scholarship in Sociology Fund*
 The Mr. and Mrs. William H. Vanderford Scholarship
 The L. Marie VanHise Scholarship
 The Mariamne Claggett Vickery Scholarship
 The Oliver C. and Carrie E. Warehime Scholarship
 The Louise A. Weagly Scholarship Fund
 The Wehler Family Scholarship
 The Alyce T. Weinberg Honor Scholarship
 The Sarah Patton Weinberger '32 Scholarship
 The Philip and Janis Miller Wertheimer Scholarship Fund*
 The Olive Wagner Wilt Memorial Scholarship
 The Women's Guild Scholarship
 The Nora E. Yost Scholarship
 The Raymond R. and Margaret M. Zimmerman Music Scholarship

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

Henry P. and Page Laughlin Awards Trust Fund
 E. Louise Leonard Prize
 Marion MacPhail Prize
 The P. Buckley Moss Award for Special Education at Hood College
 Betsy Radey Pancelli Memorial Research Fund
 Florence A. Pastore Memorial Award
 George C. Pearson Prize
 Mary Ellen Randolph Prize
 Anna Louise Remsen Prize in Art
 The Margaret Condron Sterner Creative Writing/Journalism Award
 Charles E. Tressler Outstanding Student Award
Lecture Funds
 The Grace Lippy Endowed Science Lecture Fund
 Moran Foreign Language Visiting Scholar and Lecture Fund
 * Not currently available for award.

Reduced-tuition Opportunities

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

Encore Program

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

Family Tuition Plan

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

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

Renewal Not Retirement

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

UNDERGRADUATE PROGRAMS AND COURSES OF STUDY

Key to Programs

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

Bachelor of Arts

Art and Archaeology	84
Archaeology	86
Art History	84
Studio Art	87
Biochemistry	98
Biology*	100
Chemistry*	113
Communication Arts	120
Broadcast	121
Journalism	121
Public relations	122
Early Childhood Education	141
Economics	131
Comparative market economies.....	133
Global economy	133
Elementary/Special Education	142
Engineering	152
English*	153
Environmental Science and Policy	163
Environmental biology	164
Environmental chemistry	164
Environmental policy	165
French*	170
French-German	175
German	176
History*	184
Latin American Studies	203
Law and Society	205
Management	207
Accounting	208
Finance	208
Human resource management.....	208
Individual interest	208
International economics and finance	209
Marketing	209

Mathematics*	212
Music	220
Music history and literature	221
Music performance	221
Piano pedagogy	222
Philosophy	229
Political Science	239
Psychology	248
Religion	253
Social Work	258
Sociology	263
Social science research	264
Spanish*	269

Bachelor of Science

Computer Science	125
Pre-Professional Preparation	
Pre-Dental Studies	246
Pre-Law Studies	246
Pre-Medical Studies	246
Pre-Veterinary Studies	247

ABOUT COURSE OFFERINGS

Practical Learning Courses

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

Independent Study and Teaching Assistantships

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

Core Curriculum

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

Course Numbering System

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

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

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

Cross Listing

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

AFRICAN-AMERICAN STUDIES MINOR

Coordinator: Hoda Zaki

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

The minor requires that each student complete 12 hours in African-American history, literature, politics and religion, and choose the remaining 6 hours from a broad array of courses in cognate fields. At least two of the six courses selected must be at the 300- or 400-level.

Required in the Minor (12 credits):

3 credits in African-American history (AFHS 250 or AFHS 251)

3 credits in African-American literature (AFEN 266 or AFEN 265)

3 credits in African-American or African politics or political thought (AFPS 240, PSRL 310, AFPS 350, AFPS 353 or AFPS 355)

3 credits in African-American religion (AFRL 311 or PSRL 310)

6 credits in related areas:

AFAM	299	Special Topics in African-American Studies
AFAM	335	Teaching Assistantship in African-American Studies
AFAM	351	The African Diaspora
AFAM	399	Internship in African-American Studies
AFAM	470	African-American Feminist Thought
AFAR	359	Arts of Africa and the Diaspora
AFEN	265	African-American Voices Before the 20th Century
AFEN	266	The Harlem Renaissance and Beyond: 20th-Century African-American Literature
AFHS	250	African-American History to the 20th Century
AFHS	251	African-American History During the 20th Century
AFHS	324	Race and Racism in the United States
AFPS	240	African-American Politics
AFPS	301	African-American Political Autobiography
AFPS	350	African Politics
AFPS	353	Contemporary African Political Thought
AFPS	355	African-American Political Thought
AFPY	270	African-American Psychological Perspectives
AFRL	311	Black Theology
ART	349	Art of Egypt and Mesopotamia
FREN	320	Francophone Women Writers
HIST	225	Civil War/Reconstruction
HIST	246	Introduction to Africa
PSCI	307	American Constitutional Law
PSRL	310	Politics of the Black Church
REL	304	Islam
SOC	300	Social Inequality
SOC	323	Ethnicity in America
SOWK	301	Social Policy and Human Service Programs

African-American Studies Courses

AFPS 240 African-American Politics

(First semester-Even years/3 credits)

An examination of African-American political activity in the 20th century. African-American participation in the U.S. electoral process and the power structure in African-American communities.

AFHS 250 African-American History to the 20th Century (CORE—Historical Analysis)

(First semester/3 credits)

A chronological and thematic survey of African-American history from pre-colonial Africa to the 20th century. Focuses on the economic, political, social and cultural context in

which a uniquely constituted African-American culture developed. Themes include African-American women and working-class African-Americans.

AFHS 251 African-American History During the 20th Century (CORE—Historical Analysis)
(Second semester/3 credits)

Examines African-American history in the 20th century with emphasis on cultural and intellectual contributions and the struggle to achieve human rights. Emphasis on African-American women and working-class African-Americans.

AFEN 265 African-American Voices Before the 20th Century (CORE—Literature)
(First semester—Even years/3 credits)

A study of how early African-American literary traditions have been formed not only by slavery, but also by community, geography, orality, politics and literature itself. Works may include slave narratives of Olaudah Equiano, Frederick Douglass and Harriet Jacobs, as well as 19th century fiction by Harriet Wilson, Frances Harper, Harriet Beecher Stowe and Charles Chesnutt.

AFEN 266 The Harlem Renaissance and Beyond: 20th Century African-American Literature (CORE—Literature)
(First semester—Odd years/3 credits)

Beginning with the energetic era of the Harlem Renaissance, this course studies African-American writings in the 20th century. Themes discussed include the influence of folk elements and music, the appearance of the trickster and masking techniques as both means of survival and art forms, the issue of audience address and language choices and the subject of dual consciousness. May include works by DuBois, Johnson, Toomer, Larsen, Hurston, G. Jones, Baldwin, Walker, Reed, C. Johnson and Morrison.

AFPY 270 African-American Psychological Perspectives
Prerequisite: PSY 101 (Second semester/3 credits)

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

AFAM 299 Special Topics in African-American Studies
(Course offered as needed/3 credits)

This course is a general topics course in African-American Studies, allowing faculty and students to study particular topics of interest.

AFPS 301 African-American Political Autobiography (CORE—Western Civilization)
Prerequisite: 3 hours in African-American history, literary criticism or politics, or permission of the instructor. (First semester—As needed/3 credits)

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

AFRL 311 Black Theology (CORE—Western Civilization)
Prerequisite: 3 credits of history, religion, political science, or African-American Studies at the 200 level, or permission of the instructor (First semester/3 credits)

This course introduces students to the core of black Christian theological thought: black liberation theology. Explores the historical roots of black Christian theology and focus on some of its key tenets like the physical depiction of Christ, the depiction of the Christian community/communities and the role of Christianity. Identifies the major points of

convergence and divergence between black liberation theology and other liberation theologies such as womanist theology and Latin American liberation theology.

AFHS 324 Race and Racism in the United States

Prerequisites: HIST 217 and either AFHS 250 or AFHS 251. Offered every three years. (First semester—Odd years/3 credits)

The origins and development of racial attitudes, both scientific and popular, supporting mythologies and contemporary institutional expressions. Emphasis on an historic overview of racism from the first English contacts with Africans and Indians in the late 16th century to the present and on political approaches to the problems of racism in American society.

AFAM 335 Teaching Assistantship in African-American Studies

Prerequisites: Senior standing, at least three courses in the African-American Studies minor, and permission of the instructor (Either semester/1 or 2 credits)

A senior may serve as a teaching assistant in selected courses. The assistant would attend classes, tutor students, show and discuss films and join in periodic conferences with the instructor. Other duties would include assisting the instructor in other class-related projects, including field trips, speakers and discussion sessions. May be taken only once. Grading is on a satisfactory/unsatisfactory basis.

AFPS 350 African Politics (CORE—Non-Western Civilization)

Prerequisite: HIST 246, PSCI 210 or permission of the instructor. (Course is offered as needed/3 credits)

An introductory survey of post-independence political patterns and processes in Africa. Emphasis will be given to current political dynamics such as democratization and state-society relations. Case studies in Southern and Eastern Africa will be used.

AFAM 351 The African Diaspora

Prerequisite: AFPS 240, AFPS 350, AFPS 353 or HIST 246, or permission of the instructor. (Second semester—Even years/3 credits)

This course examines the processes and institutions that link or differentiate Africans and their descendants in the African Diaspora. The linkages of educational and missionary institutions, world conferences and political ideologies of Pan-Africanism, Ethiopianism and anti-colonialism will be viewed through the lenses of culture, politics, history and philosophy.

AFPS 353 Contemporary African Political Thought (CORE—Non-Western Civilization)

Prerequisite: HIST 246 or AFPS 350 or completion of the Philosophical Inquiry section of the Core. (First semester—As needed/3 credits)

An introduction to African political thought from the pre-colonial period to the present. Emphasis will be given to the impact of Islam, cultural nationalism, nationalism, revolutionary theories, democracy, African socialism and Marxism of major African political theorists.

AFPS 355 African-American Political Thought (CORE—Western Civilization)

Prerequisite: Junior or senior standing only, or permission of the instructor. (Second semester—Odd years/3 credits)

The course examines African-American political thought in the 18th, 19th and 20th centuries within the parameters of Western political discourse. Topics include the changing definitions of African-American conservatism, neoconservatism, nationalism, liberalism, radicalism and feminism.

AFAR 359 Arts of Africa and the Diaspora (CORE—Non-Western Civilization)

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. (As needed/3 credits)

The course introduces the visual arts of sub-Saharan Africa and explores the artistic heritages of Africans and their descendants in the Americas. Beginning with an overview

of African art from antiquity to the present, linkages between African and Diasporan artistic production will be explored and consideration given to the construction of “black” identity in African-American art of the 20th century.

AFAM 375 Independent Study in African-American Studies

Prerequisites: 6 credits in African-American Studies and permission of the instructor. (Either semester/1, 2 or 3 credits)

Independent reading and/or research in a selected field of African-American Studies. Conferences.

AFAM 399 Internship in African-American Studies

Prerequisites: 9 credits in African-American Studies (Either semester/3 or 6 credits)

An investigation of how race and racial dynamics function in a variety of private, public and on-governmental settings through supervised full- or part-time work. Sites and projects must be approved by, and coordinated with, the instructor. Grading is on a satisfactory/unsatisfactory basis.

AFAM 470/570 African-American Feminist Thought

Prerequisites: Junior or senior standing and 3 hours in African-American history or African-American literature. (Second semester/3 credits)

An examination of African-American feminist scholarship in the 19th and 20th centuries, as African-American women grappled with the issues of gender, race, and class. Focus on African-American women’s perspectives and diverse experiences within the context of changing political, economic and social structures. Primary and secondary writings by African-American feminists in various disciplines will be used to understand the issues, agendas, contending philosophies, organizational strategies and alliances proposed.

AFRICAN AND MIDDLE EASTERN STUDIES MINOR

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

Requirements for the Minor

HIST	242	The Middle East in Modern Times
HIST	246	Introduction to Africa
ITLS	300	Cultures of the Middle East

Two of the following:

ECON	324	International Trade
PSCI	323	Politics of the Third World
REL	303	Judaism
REL	304	Islam

AMERICAN STUDIES MINOR

Coordinator: Carol Kolmerten

A minor in American Studies allows a student to focus on American culture from a variety of perspectives. This minor helps students to understand the relationships between ideas, institutions and aesthetic forms. Using the tools of several disciplines,

students can better understand the symbols, myths and values that pervade American culture. The minor is jointly offered by the Departments of English, History and Political Science and Sociology and Social Work.

Fifteen credits are required. Students must take the following:

HIST	218	History of the United States since 1865
ENGL	223	American Literature
SOC	215	Social Problems

Choose two electives from the following:

AFEN	266	The Harlem Renaissance and Beyond: 20th Century African-American Literature
AFPS	355	African-American Political Thought
ANTH	299	Special Topics: Cultures of Native America
ENGL	251	The American Dream
ENGL	275	American Novel
ENGL	280	20th Century Ethnic Narratives
HIST	210	Women in 20th Century America
HIST	217	History of the United States to 1865
HIST	328	20th Century America
PSCI	203	Introduction to U.S. Politics
PSCI	307	American Constitutional Law
REL	211	American Religious History
SOC	323	Ethnicity in America

Anthropology Courses

ANTH 201 Introduction to Anthropology (CORE—Social and Behavioral Analysis)

(First semester/3 credits)

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

ANHS 299 Special Topics: Women in Developing Nations

Prerequisite: 3 credits in anthropology or non-Western history.

(Second semester—Odd years/3 credits)

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

ANTH 302 Cultural Anthropology

Prerequisite: Sophomore standing. (Second semester/3 credits)

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

ART AND ARCHAEOLOGY DEPARTMENT

Professor: Anne Derbes

Associate Professors: Frederick N. Bohrer (chair), Jennifer Ross

Assistant Professors: Genevieve Gessert, Joyce Michaud, Laurie Taylor-Mitchell

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

Art and archaeology faculty are active professionals who frequently participate in conferences, symposia, archaeological projects and regional, national and international exhibitions. The department is closely linked to the community of Frederick and to the cultural centers in Washington, D.C., Baltimore and New York. Invitational art exhibits are held throughout the year in Hood's Hodson Art Gallery, bringing to campus professional work from a variety of artists and representing a wide range of media from fine arts to communication arts to computer-generated art.

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

Programs Offered:

Art and Archaeology Major (B.A.)

- Art History Concentration
- Archaeology Concentration
- Studio Art Concentration

Minors in Art and Archaeology

- Art History Minor
- Archaeology Minor
- Studio Art Minor

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

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

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

Preservation. In Hood's Hodson Art Gallery, students may participate in the planning and installation of exhibitions by serving as gallery assistants.

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

Requirements for the Major

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

The following are required:

ART	220	History of Art I
ART	221	History of Art II
ART	470	Seminar: Topics in Art History
ARTS	101	Design I

One additional course in studio art

Any five of the following art history courses:

ART	201	Meaning and Method in Art
ART	215	Introduction to Museum Studies
ART	230	Introduction to Archaeology
ART	304	American Art
ART	308	Myths, Saints, and Symbols
ART	340	Art of Prehistory
ART	349	Art of Egypt and Mesopotamia
ART	350	Art of the Classical World
ART	351	Medieval Art
ART	352	Northern Renaissance Art
ART	353	Early Renaissance Art
ARLS	354	Mesoamerican Art
ART	355	Art of Asia
ART	356	Art of Japan
ART	357	High Renaissance and Mannerist Art
ART	358	Baroque Art
AFAR	359	Arts of Africa and the Diaspora
ART	360	19th Century Art
ART	361	20th Century Art
ART	362	Rome and Hollywood
ART	363	Roman Art and Culture
ART	371	Themes in Art History

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

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

ART AND ARCHAEOLOGY MAJOR WITH ARCHAEOLOGY CONCENTRATION

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

The following are required:

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

Two of the following electives:

ART	201	Meaning and Method in Art
ART	349	Art of Egypt and Mesopotamia
ART	350	Art of the Classical World
ARLS	354	Mesoamerican Art
ART	355	Asian Art
ART	362	Rome and Hollywood
ART	363	Roman Art and Culture
ARTS	203	Ceramics
ARTS	211	Photography

One of the following:

ANTH	201	Introduction to Anthropology
ANTH	302	Cultural Anthropology

CL	202	Mythology
CL	302	Classical Mythology
HIST	200	The Ancient World
HIST	204	Ancient Rome
HIST	311	Women in the Ancient World

ART AND ARCHAEOLOGY MAJOR WITH STUDIO ART CONCENTRATION

The studio art concentration provides students with a foundation in design and drawing, and gives them the opportunity to develop depth and proficiency in one medium: drawing, painting, printmaking, photography, ceramics or ceramic sculpture. Faculty work closely with students, offering individual attention at all levels. To strengthen their depth of study, students choose one or more electives outside the focus area. The concentration can lead to graduate study (Master of Fine Arts) or to a career in fine art and applied art. Students may also double major, combining a concentration in studio art with another field. With mathematics, it forms an excellent basis for graduate work in architecture; with psychology, for work in art therapy; with biology, for a career in medical illustration; with economics or management, for graduate work in arts administration. The studio art concentration will provide academic preparation for students planning to pursue professional careers in the visual arts, teaching, community art programs and museums, and will develop in them a critical understanding of art, aesthetics and cultural education.

Requirements for the Major

The art and archaeology major with studio art concentration requires a minimum of 31 credits in art with 24 credits at the 200-level or above. Students may take a maximum of 60 credits including 100-level courses.

The following are required:

ARTS	101	Design
ARTS	123	Drawing I
ART	220	History of Art I
ART	221	History of Art II
ARTS	470	Seminar in Studio Art

In addition, students are required to complete:

Nine (9) credits in one medium, including at least one 300-level course, from the following selection of studio art courses:

ARTS	203	Ceramics I
ARTS	211	Photography I
ARTS	224	Drawing II
ARTS	234	Printmaking I
ARTS	235	Monotype Printmaking
ARTS	237	Painting I
ARTS	303	Ceramic Wheel
ARTS	304	Ceramics: Sculpture/Handbuilding

ARTS	311	Photography II
ARTS	312	Photography III
ARTS	314	Printmaking II
ARTS	316	Selected Topics in Studio Art
ARTS	324	Drawing III
ARTS	338	Painting II
ARTS	339	Painting III
ARTS	343	Intermediate Wheel
ARTS	345	Ceramic Sculpture
ARTS	375	Independent Study
ART	300	Gallery Management
ART	499	Departmental Honors

One additional studio course outside the focus area

One additional art history course at the 300-level or above:

ART	201	Method and Meaning in Art
ARHS	301	Age of Cathedrals
ART	304	American Art
ART	308	Myths, Saints, and Symbols
ART	340	Art of Prehistory
ART	349	Art of Egypt and Mesopotamia
ART	350	Art of the Classical World
ART	351	Medieval Art
ART	352	Northern Renaissance Art
ART	353	Early Renaissance Art
ARLS	354	Mesoamerican Art
ART	355	Art of Asia
ART	356	Art of Japan
ART	357	High Renaissance and Mannerist Art
ART	358	Baroque Art
AFAR	359	Arts of Africa and the Diaspora
ART	360	19th Century Art
ART	361	20th Century Art
ART	362	Rome and Hollywood
ART	363	Roman Art and Culture
ART	371	Themes in Art History

ART HISTORY MINOR

Coordinator: Frederick N. Bohrer

Students majoring in one of the humanities—history, literature, foreign languages, philosophy or religion—will find that the art history minor complements and enhances their area of study. The minor is also worthwhile for students considering careers in arts

administration, conservation, interior design and similar fields. The required courses offer both chronological breadth and the opportunity to study a period in depth.

Requirements for the Minor

ART	220	History of Art I
ART	221	History of Art II
ART	350	Art of the Classical World or 351 Medieval Art
ART	352	Northern Renaissance Art or 353 Early Renaissance Art or 358 Baroque Art
ART	360	19th Century Art or 361 20th Century Art

ARCHAEOLOGY MINOR

Coordinator: Jennifer Ross

Students majoring in a number of fields, including history, literature, foreign languages, philosophy, religion or the sciences, may wish to minor in archaeology, as it can complement the major field and introduce new areas of study. The minor is interdisciplinary, requiring coursework in archaeological methods, regional studies, ancient history and literature.

Requirements for the Minor

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

One of the following:

ANTH	201	Introduction to Anthropology
HIST	200	The Ancient World
HIST	204	Ancient Rome
CL	202	Mythology

STUDIO ART MINOR

Coordinator: Joyce Michaud

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

Fine art is about layers of meaning, about the visual message in relationship to us as people. Liberal art students develop the academic strengths and the willingness to ask hard questions. Students are required to address the 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 integral whole. The cognitive skills developed during the creative process span the skills needed for a creative approach to life.

Requirements for the Minor

ARTS	101	Design I
ARTS	123	Drawing I

Three of the following:

ARTS 203	Ceramics I
ARTS 211	Photography I
ARTS 224	Drawing II
ARTS 234	Printmaking I
ARTS 235	Monotype Printmaking
ARTS 237	Painting I
ARTS 303	Ceramics II – Wheel
ARTS 304	Ceramics II – Sculpture/Handbuilding
ARTS 311	Photography II
ARTS 312	Photography III
ARTS 314	Printmaking II
ARTS 324	Drawing III
ARTS 338	Painting II
ARTS 339	Painting III
ARTS 343	Intermediate Wheel
ARTS 345	Ceramic Sculpture

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

Art Courses

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

(First semester/3 credits)

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

ART 215 Introduction to Museum Studies

(Course is offered as needed/3 credits)

Introduction to the histories, types, functions and meanings of museums, focused particularly on the art museum. Through reading, discussion, lectures and field trips, we will consider the many sorts of collections, contexts and displays involved in museums.

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

(First semester/3 credits)

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

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

(Second semester/3 credits)

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

ART 230 Introduction to Archaeology

(First semester/3 credits)

An introduction to the methods and theories that underpin the discipline of archaeology. Traces the history of archaeology from its beginnings in European

antiquarianism, through some of the great discoveries of the 19th and early 20th centuries, and into the scientific and interpretive models used in the field today. The emphasis will be on the intersection of evolving technologies of archaeological practice and developing interpretations of past societies.

ART 275 The Art of Film: History and Technique (CORE—Art, Music, Film or Other Media)

Prerequisite: ENGL 100 or 101, or 3 credits from ENGL 110-139.

(Second semester—As needed/3 credits)

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

ART 300 Gallery Management

Prerequisites: ARTS 101 and permission or invitation of Department of Art.

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

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

ARHS 301 Age of Cathedrals

Prerequisite: HIST 202 or 204 or ART 220, or permission of the instructor. (Second semester, as needed/3 credits)

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

ART 304 American Art

Prerequisite: ART 221 or permission of the instructor. (Course is offered as needed/3 credits)

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

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

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

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

ART 335 Teaching Assistantship in Art

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

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

ART 340 Art of Prehistory (CORE—Non-Western Civilization)

Prerequisite: Art 220 or INST 312 or permission of the instructor.

(First semester—Odd years/3 credits)

The development of human culture and civilization, as expressed in artistic and archaeological evidence, from the origins of modern humans through the advent of agriculture and urbanism around the world. Special attention will be paid to artistic expression as a medium for communication and change. The geographic areas discussed in this course include Asia, Europe, Africa and the Americas.

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

Prerequisite: ART 220 or permission of the instructor. (First semester—Even years /3 credits)

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

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

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

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

ART 351 Medieval Art

Prerequisite: ART 220 or permission of the instructor. (First semester—Even years/3 credits)

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

ART 352 Northern Renaissance Art

Prerequisite: ART 221 or permission of the instructor. (Second semester—Every three years/3 credits)

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

ART 353 Early Renaissance Art (CORE—Western Civilization)

Prerequisite: ART 221 or permission of the instructor. (Second semester—Odd years/3 credits)

Painting, sculpture and architecture in Italy, especially Tuscany, from the early 13th century until the late 15th century. Topics include civic, religious and private patronage, the changing status of the artist and humanism and the arts. Field trips to the Walters Art Gallery and the National Gallery of Art.

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

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. (Course is offered as needed/3 credits)

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

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

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. (First semester/3 credits)

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

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

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. (Second semester—Course is offered as needed/3 credits)

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

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

Prerequisite: ART 220 or permission of the instructor. (Second semester—Even years, as needed/3 credits)

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

ART 358 Baroque Art

Prerequisite: ART 221 or permission of the instructor. (First semester—Odd years, as needed/3 credits)

European art and architecture of the 17th and 18th centuries. Selected treatment of style, subject matter, medium and context of an art in the age of kings, courts, academies and emergent nations. Slide lectures and discussion, with a field trip to the National Gallery of Art.

AFAR 359 Arts of Africa and the Diaspora (CORE—Non-Western Civilization)

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. (Course is offered as needed/3 credits)

The course introduces the visual arts of sub-Saharan Africa and explores the artistic heritages of Africans and their descendants in the Americas. Beginning with an overview of African art from antiquity to the present, linkages between African and Diasporan artistic production will be explored and consideration given to the construction of "black" identity in African-American art of the 20th century.

ART 360 19th Century Art

Prerequisite: ART 221. (First semester—Even years/3 credits)

Art and society in Europe and America during the 19th century. Topics include the development of a "modern" visual idiom, rise in status of the artist, the emergence of museums and galleries, invention and role of photography and new building technologies.

ART 361 20th Century Art

Prerequisite: ART 221. (Second semester—Even years/3 credits)

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

ART 362 Rome and Hollywood (CORE—Western Civilization)

Prerequisites: A course in film and/or the ancient world (art, history, literature) or permission of the instructor. (First semester—Odd years, as needed/3 credits)

This course focuses on the interpretation of popular and artistic representations of Roman history and society in the modern medium of cinema. This course will consider some of the most imaginative American, British and Italian films recreating ancient Rome, from the epics of the silent era to modern television documentaries and blockbusters.

ART 363 Roman Art and Culture (CORE—Western Civilization)

Prerequisite: ART 220 or HIST 200 or HIST 204 or permission of the instructor. (First semester—Even years/3 credits)

This course aims to introduce the basic themes of Roman art and culture within a standard chronological framework. Starting with the precursors of Roman culture and ending with the transition to the Byzantine period, this course will consider the visual media that the Romans used to express cultural ideals and imperial authority to both themselves and the outside world.

ART 370 Archaeological Fieldwork

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

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

ART 371 Themes in Art History

Prerequisites: ART 220, 221 or permission of the instructor. (Either semester/3 credits)
Advanced topics in art history. A chance to pursue in more detail subjects only touched upon in large survey courses.

ART 375 Independent Study

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

Independent study in theory and studio or art history.

ART 399 Internship in Art

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

Supervised off-campus internship experience in an institution approved by the department. Grading is on a satisfactory/unsatisfactory basis.

ART 470 Seminar: Topics in Art History

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

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

ARTS 101 Design

(First semester/4 credits/lab fee/4 lecture and 2 studio hours)

A foundation course in the basic concepts underlying the visual arts. Students will study the principles of two- and three-dimensional design through exercises and through critical analysis of works of art. Lectures and discussion of concepts during class hours, execution of design projects during studio hours. Students concentrating in studio art and others wishing to pursue studio courses should take this course prior to, or concurrently with, ARTS 123.

ARTS 123 Drawing I

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

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

ARTS 203 Ceramics I

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

General survey of ceramics in which aesthetic and scientific aspects are considered. The Ceramics I course will incorporate information about clay, clay preparation, glazes and glazing techniques and kiln technology, with emphasis on handbuilding techniques. Through a progression of experiences, the student will understand the basic nature of clay, demonstrate the techniques necessary for successful clay construction, utilize a variety of decoration techniques and exhibit the technical knowledge necessary to fire the work, producing finished, glazed pieces for critique. Emphasis will be placed on design and construction and the overall aesthetics of the finished work.

ARTS 211 Photography I

Prerequisite: ARTS 101. (Both semesters/3 credits/lab fee/4 class and studio hours)

Fundamentals of the photographic medium and its possibilities for visual arts are prime considerations. The course objectives are to master basic camera operations, acquire technical and creative photographic skills and develop a working understanding of pixel-based photography in the digital darkroom. Students must supply their own digital cameras and the cost of materials.

ARTS 212 Black and White Darkroom Orientation

Prerequisite: ARTS 211 or concurrent enrollment in 211 or permission of the instructor. (First semester/1 credit/lab fee)

Provides fundamental working knowledge of darkroom practices and processes, including the basic aspects of evaluating and developing black and white film and making prints from film. Students will become familiar with the Hood College darkroom in particular and practice good working darkroom processes in general.

ARTS 224 Drawing II

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

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

ARTS 234 Printmaking I

Prerequisite: ARTS 101. (Second semester—Even years/3 credits/lab fee/4 class and studio hours)

Introduction to relief methods: linocut, woodblock, collograph and experimental techniques. Topics include mixing and manipulating inks, hand printing and use of a printing press.

ARTS 235 Monotype Printmaking

Prerequisite: ARTS 101. (Second semester—Odd years/3 credits/lab fee)

An introductory course designed to teach students monotype printmaking. Students will create prints from various matrixes including plexiglass, wood, styrofoam and collograph plates. Additive and subtractive techniques will be taught. Topics include: mixing and manipulating inks, handprinting and use of a mechanized press. Students will refine skills of design and color theory. A coherent body of work will be compiled and a strong individual aesthetic will be formed.

ARTS 237 Painting I

Prerequisites: ARTS 101. ARTS 123 is recommended but not required. (Second semester/3 credits/lab fee/4 class and studio hours)

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

ARTS 303 Ceramic Wheel

Prerequisites: ARTS 101 and ARTS 203, or permission of the instructor. (Both semesters/3 credits/lab fee)

A classical introduction to the potter's wheel, the course will cover wedging, centering, throwing, shaping, trimming and aesthetics. The course will also incorporate information about clay, clay preparation, glazes and glazing techniques and kiln technology. Through a progression of experiences, personal research and practice, the student will demonstrate the ability to create open and vertical forms at the potter's wheel, understand the basic nature of clay, and the techniques necessary for throwing and trimming, and produce finished, glazed pieces for critique.

Students completing this course will acquire knowledge of the methods used to create wheel-thrown pottery, the characteristics of clay and glazes, the process of firing and an understanding of basic ceramic composition.

ARTS 304 Ceramics: Sculpture/Handbuilding

Prerequisites: ARTS 101 and ARTS 203. (Second semester/3 credits/lab fee)

Through a progression of experiences, including individual sketches and projects, the student will combine the construction methods of handbuilding to take a sculptural direction. Students completing this course will acquire knowledge of the methods used for creating with clay, the characteristics of clay and glazes, the process of firing and an understanding of ceramic composition for the sculptural form.

ARTS 311 Photography II

Prerequisite: ARTS 211 for the digital option; ARTS 212 (or permission of the instructor) for the darkroom option. (Either semester/3 credits/lab fee/4 class and studio hours)

Provides a further development of artistic photography principles and creative laboratory techniques. Students have the option to select either a digital or a darkroom laboratory process to complete their portfolio. For either option, the student will complete field projects that explore advanced photography concepts and apply these concepts to projects to demonstrate imaginative image making in the field and in the laboratory.

ARTS 312 Photography III

Prerequisites: ARTS 211 and ARTS 311. (Either semester/3 credits/lab fee/4 class and studio hours)

Students complete an independent, self-motivated field project of their own choosing that explores advanced photography and laboratory concepts to be applied toward the development of a personal portfolio of fine art work. Students will continue with the same portfolio methodology (digital or darkroom) that they used in ARTS 311.

ARTS 314 Printmaking II

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

Students will advance their printmaking skills while focusing on their aesthetic and building a coherent body of work for their portfolios. Topics to include bookmaking, structural presentation of prints and theoretical considerations. Students may choose an area of concentration for the semester.

ARTS 316 Selected Topics in Studio Art

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

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

ARTS 324 Drawing III

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

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

ARTS 338 Painting II

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

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

ARTS 339 Painting III

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

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

ARTS 343 Intermediate Wheel

Prerequisite: ARTS 303. (Both semesters/3 credits/lab fee)

Continued studies in the production of ceramic ware using the potter's wheel as a primary tool. The course will include an in-depth study of the medium and large bowl forms and lidded forms, the closed form, concentrating on throwing and shaping concepts, rims and necks, trimming and aesthetics, experiences with the pitcher form, the jug and the mug, leather-hard decoration, and closed form glazing and firing concepts.

Students completing this course will acquire an understanding of the science and technical aspects of and skill in creating wheel-thrown pottery and develop a personal statement with their ceramic art.

ARTS 345 Ceramic Sculpture

Prerequisite: ARTS 304. (First semester/3 credits/lab fee)

An in-depth study of materials, skills and procedures relating to a variety of sculpture techniques in clay. Through studio work and correlation of intuitive and intellectual approaches, an emphasis is placed on the understanding and development of aesthetics in the sculptural form. All aspects of slab construction, coil building, modeling and the joining of techniques will be covered with emphasis on form, surface, transitions and terminations. Students will be introduced to sculpting the figure. Considerations for finishing and firing sculptural forms will be covered. Individual sketches and projects, including critiques, will serve to aid in the development of exhibition criteria.

ARTS 470 Senior Seminar

Prerequisites: All studio art concentration requirements (Second semester/3 credits/lab fee)

A capstone experience in each student's program of study, the main objective of this course is to provide the student with the opportunity to produce a finished portfolio of work. Emphasis is placed on independent production and class presentation. The class will operate as a supportive workshop for ideas, discussions and critiques of on-going work inclusive of the many studio media. In order to facilitate and inform the on-going discussions of historical, theoretical, critical and practical problems in the production of artwork, students are expected to read articles from current periodicals, as assigned. Students will also be expected to keep a critical journal consisting of responses to and consideration of student work, critiques, screenings, readings and discussions. Information on the business aspects relevant to financial survival will also be addressed. Students will be required to show pieces from this class in a final gallery exhibition.

Astronomy Courses

ASTR 113 Introduction to Astronomy (CORE—Scientific Thought/Non-Laboratory Course)

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory. (Both semesters/3 credits)

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

ASTR 115 Introduction to Cosmology (CORE—Scientific Thought/Non-Laboratory Course)

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory. (Second semester/3 credits)

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

ASTR 335 Teaching Assistantship in Astronomy

Prerequisite: ASTR 113 or 115 or invitation of the instructor. (Either semester/1 or 2 credits—may be repeated for a maximum of 4 credits.)

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

ASTR 375 Independent Study

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

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

BIOCHEMISTRY MAJOR, B.A.

Please see page 113 for information on the chemistry and physics department.

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

Curricular Directions in Biochemistry

Pre-Medical Studies

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

8 credits in biology

CHEM 101, 102 General Chemistry I, II

CHEM 209, 210 Organic Chemistry I, II

ENGL 100, 101 **or** 110-139 English composition course

PHYS 101, 102 General Physics I, II **or** PHYS 203, 204 Introductory Physics I, II (requires calculus)

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

Biotechnology Studies

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

CHEM 324 Instrumental Methods of Analysis

BIOL 316 Genetics

BIOL 424 Molecular Biology of Eukaryotic Cells

Forensics Studies

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

ANTH 201 Introduction to Anthropology

BIOL 316 Genetics

CAEN 306 Writing for Business and Management

CHEM 324 Instrumental Methods of Analysis

CHEM 498 Current Topics in Chemistry: Forensic Science

CMA 207 Principles of Speech Communication

LWPS 230 Introduction to Law

PSY 101 Introduction to Psychology

SOC 330 Sociology of Law

Requirements for the Major

CHEM 101, 102 General Chemistry I, II

CHEM 209, 210 Organic Chemistry I, II

CHEM 215 Quantitative Analysis

CHEM 301, 402 Biological Chemistry I, II

CHEM 403 Biological Chemistry Laboratory Techniques

CHEM 431 Physical Chemistry I

CHEM 433 Physical Chemistry Lab I

CHEM 470 Seminar

BIOL	110-129	Biological Inquiry
BIOL	203	Introduction to Cell Biology and Genetics
BIOL	331	Microbiology
BIOL	339	Cell Biology
MATH	201, 202	Calculus I, II
PHYS	101, 102	General Physics or PHYS 203, 204 Introductory Physics I, II

Recommended Courses

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

BIOLOGY DEPARTMENT

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

Associate Professors: Michael Alavanja, Douglas Boucher, Kathy Falkenstein (chair), Eric Kindahl, Jeffrey Rossio, Oney P. Smith, Thomas Tworowski, Lori Wollerman

Assistant Professor: Judith Pace-Templeton

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

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

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

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

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

new teaching labs and classrooms, specially designed laboratories for student/faculty research enhance the opportunities for students to join with the faculty in pursuing work from the biochemical to the ecological.

Programs Offered:

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

BIOLOGY MAJOR, B.A.

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

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

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

Curricular Directions in Biology

Curricular directions provide students with suggested combinations of courses that could best meet 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

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

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

Pre-medical Direction

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

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

Molecular Biology Direction

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

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

Microbiology Direction

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

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

Ecology Direction

If you plan a career in research in ecology, evolutionary biology or environmental biology or intend to pursue graduate studies in these fields, then the ecology direction may be best for you. The ecology direction is also recommended for students considering careers in forestry, wildlife or fisheries management, environmental activism, recreation planning, conservation biology or environmental education. Recommended elective courses include:

advanced ecology field biology

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

Secondary Education Direction

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

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

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

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

Requirements for the Major

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

Basic Courses

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

Biology Core

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

Biology Electives

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

Capstone

Students with senior standing or second semester juniors who have completed four elective classes in biology or with permission of the department may enroll in capstone experiences.

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

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

or

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

Recommended Courses

BIOL	375	Independent Study
CHEM	210	Organic Chemistry II
MATH	112	Applied Statistics (if not taken for math requirement in major)
MATH	201	Calculus I (if not taken for math requirement in major)
MATH	202	Calculus II
PHYS	203, 204	Introductory Physics I, II or PHYS 101, 102 General Physics

Biology Secondary Education Certification

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

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

In addition, they must meet the requirements specified by the Department of Education at Hood.

Coastal Studies Semester

The Hood Coastal Studies Semester is a travel-based, experiential learning program that provides a solid academic framework for the study of environmental science. It encompasses the technological, scientific, historical and cultural aspects of issues currently challenging our wise use of coastal resources from Florida to the mid-Atlantic region. This is a “study away” semester that enrolls students from Hood as well as a wide variety of other institutions. The Coastal Studies Semester is open to students of at least

sophomore status (regardless of major) who have completed a freshman writing class and at least one laboratory science course. Throughout the semester, participants will live, work and study at marine field stations and environmental centers. Participants will earn 14 to 16 semester hours of academic credit. For Hood College students, the courses taken during the semester will satisfy several College-wide requirements including the Scientific Thought, and the Society, Science and Technology courses of the core curriculum. Students from other institutions should plan to transfer these credits to their home college/university. See page 166 for more information on the Coastal Studies Semester.

Duke University Marine Sciences Education Consortium (MSEC)

Hood College maintains a close relationship with the Duke University Marine Laboratory in Beaufort, N.C. At the invitation of the University, Hood has made that relationship even stronger by joining the Duke University Marine Sciences Education Consortium (MSEC). Hood students may use the marine laboratory’s facilities for independent study projects and coursework. The marine laboratory is located in a historic coastal town on the Intracoastal Waterway near the Outer Banks and Cape Hatteras. Opportunities for study include field work in a variety of estuarine, salt marsh, beach and open ocean environments. Enrollment at MSEC is administered by the Hood Department of Biology.

Hood students transfer credits but not quality points for work completed at the Duke University Marine Laboratory.

The Duke University Marine Laboratory offers courses during the fall semester (late August to late December), spring semester (mid-January to late April) and three summer terms. These courses change each year; the following list represents a sample of offerings. In the spring semester, Duke offers a special program of seven weeks at the Duke University Marine Laboratory and seven weeks at the Bermuda Biological Station for Research. Contact the Department of Biology for details.

Analysis of Ocean Ecosystems	Conservation Biology 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

BIOLOGY MINOR

Coordinator: Kathy Falkenstein

The biology minor provides students a foundation in biology. The biology minor is organized to familiarize students with the broad areas of biological investigation, cellular and molecular biology, physiology, organismal biology and ecology.

Requirements for the Minor

CHEM	101	General Chemistry I
CHEM	102	General Chemistry II
BIOL	110-129	Biological Inquiry
BIOL	201	Evolution and Ecology
BIOL	202	Physiology of Plants and Animals
BIOL	203	Introduction to Cell Biology and Genetics

Biology Courses

A grade of C- or above in 100- and 200-level prerequisite courses is required.

BIOL 110-129 Biological Inquiry (CORE—Scientific Thought/Laboratory Course)

(Either semester/4 credits/3 class and 3 laboratory hours, may take more than one different 100-level course; not intended for junior or senior biology majors.)

These courses promote the student's understanding and appreciation of biology, the scientific approach to problem solving and the importance of science in our society. Various topics will be offered each semester. Laboratory work is an integral part of each course.

BIOL 110 Biology of Jurassic Park (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

Even though they are extinct, dinosaurs can serve as models to understand many biological principles, including patterns of biodiversity, evolution, extinction, community ecology, homeostasis and behavior. To understand these principles, we will answer questions such as: How many species of dinosaurs were there? Are birds really dinosaurs? Did dinosaurs show parental care? Were dinosaurs "warm-blooded" or "cold-blooded?"

BIOL 111 Secret Lives of Plants (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

This course will expand students' botanical horizons. Students will learn that plant life is central to life on earth. This course will emphasize the structure and function of plants, how they grow and develop, the relationship between photosynthesis and respiration and the diversity of photosynthesizing organisms.

BIOL 112 Biology of Food and Nutrition (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

This course will examine core concepts in biology through the lens of food. We will explore questions such as: What is food and what is it made of? How do different types of organisms obtain food? Why do organisms need food and what do they do with it after they get it? We will also study biological processes in the context of food as it relates to *Homo sapiens*. Topics will include nutrition, food-borne disease, food preparation and preservation.

BIOL 113 Newsstand Biology (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 class and 3 laboratory hours)

Fundamental biological concepts will be studied in readings and discussions taken from current, "popular" scientific literature. The course will convey ways in which biology touches our lives as well as the excitement of scientific discovery.

BIOL 114 Biodiversity (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

This course explores the broad history of biological diversity, from the origins of life through the evolution of dinosaurs to the disappearance of prehistoric mammals during the last Ice Age. Current issues addressed will include the scope of present-day biological diversity, its usefulness to humans and its importance to ecosystems. The course will emphasize the causes of extinction, its possible consequences and strategies to conserve and restore biological diversity for the future.

BIOL 115 Aquarium Biology (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 lecture and 3 laboratory hours)

In this course we will investigate many basic topics in biology by studying the organisms and processes found in a tropical freshwater aquarium. Students will take an active role in establishing and maintaining aquaria in the laboratory. Using aquarium organisms as models, students will be introduced to such topics as plant and animal structure and function, genetics and reproduction, the cell cycle, biotic energy transformations, aquatic microbiology and nutrient recycling.

BIOL 116 Life and Death (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 class and 3 laboratory hours)

In this course we will try to understand life by asking what distinguishes it from death. When organisms die, what stops? Is death inevitable? If not, why don't we live forever? What determines the age at which living things die? Is it their genes? Their health? Or just a matter of luck? We will see that for many kinds of living things, concepts which we humans take for granted—like "life span," "individual" and even "death" itself—don't seem to make sense. We'll also find that many questions which we consider morally very important (e.g., the issue of "when does life begin?" in debates about abortion) may not be biologically meaningful. We'll also discuss a variety of other controversial issues related to life and death, including the right to die, hunting and vegetarianism.

BIOL 118 The Life of Birds (CORE—Scientific Thought/Laboratory Course)

(4 credits/3 class and 3 laboratory hours)

Birds have profoundly influenced human cultures as food, pets and pests, in sport and fashion, and as religious symbols and artistic inspiration. Today birds have an expanded role as research models, biomonitors and flagship species for conservation. This course will use birds to explore topics in evolution, physiology, ecology and conservation biology. Students will develop field biology skills to identify common, local birds by sight and sound.

BIOL 130-139 Biological Inquiry (CORE—Scientific Thought/Non-Laboratory Course)

(Either semester/3 credits/3 class hours, may be repeated once with a different topic)

These courses promote the student's understanding and appreciation of biology, the scientific approach to problem solving and the importance of science in our society. Various topics will be offered each semester.

BIOL 130 Biology of AIDS (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

The biology of HIV/AIDS deals with the way in which the virus infects human cells, spreads within the person and is transmitted from person to person. In dealing with the nature of the virus, the basic biology of the cell is presented in such a way that explains how the virus uses the host to manufacture new virus and spread the epidemic. The strategy of using antiviral drugs to reduce transmission and improve the longevity of a person infected with HIV is discussed along with how the virus becomes drug resistant. Vaccine strategy is covered from the scientific perspective as well as the international impact of the viral epidemic and global protection.

BIOL 131 Plants Power and People (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

In this course we will study the important roles that plants play in the natural world and in society. Students will be introduced to plant structure, function and diversity while studying some major societal concerns such as rainforest loss, maintenance of biodiversity, development of new medicines derived from plants and feeding the growing world population.

BIOL 132 Biology of Aging (CORE—Scientific Thought/Non-Laboratory Course)

Prerequisite: Open to sophomores, juniors and seniors. (3 credits/3 class hours)

A study of time-related changes in human beings. Emphasis will be placed on the last two stages of development. Theories of aging and the net effect of normal and pathological aging on the body systems will be discussed.

BIOL 134 The Biology of Cancer (CORE—Scientific Thought/Non-Laboratory Course)

(3 credits/3 class hours)

Core concepts in biology will be examined by exploring the impact of cancer on the individual cell and the entire organism. In addition to an introductory textbook, readings and discussions will focus on how to obtain the scientific knowledge a citizen of the 21st century needs to be able to understand the human condition. Emphasis will be on

cellular structure and function, energy metabolism and regulation of cell reproduction, as well as information concerning the scientific basis of some currently available treatments.

BIOL 136 Biological Communication (CORE—Scientific Thought/Non-Laboratory Course)
(3 credits/3 class hours)

All organisms communicate in one way or another. In this course students will study communication in bacteria, fungi, algae, plants and animals (both human and non-human). We will investigate the function and development of communication, sensory modalities used in communication, the “messages” sent in communication and the role of manipulation and honesty in communication. In addition, we will discuss the characteristics of language and the possibilities of language in non-human animals.

BIOL 138 The Human Health Mosaic (CORE—Scientific Thought/Non-Laboratory Course)
(3 credits/3 class hours)

Human health and longevity are predicted by a number of factors from family history to immediate environment. This course will introduce students to basic cell biology, physiology, genetics, nutrition, evolution and ecology with a focus on human health. Throughout the course, we will focus on how to be a careful, critical reader of popular science articles concerning human health factors. Students will also explore a number of specialty topics, such as the science of cigarette addiction.

BIOL 139 Bugs Rule the World (CORE—Scientific Thought/Non-Laboratory Course)

The majority of described species are insects. They play a major role in human health, agriculture and the world economy. This course will introduce students to basic cell biology, physiology, genetics, evolution and ecology using insect models. Throughout the course, we will practice the art of reading popular science articles about insects from a critical, informed perspective. Students will also explore a number of specialty topics, such as the impact of genetic engineering on insect populations.

BIOL 201 Evolution and Ecology

Prerequisite: BIOL 110-129 course or ENSP 101 and 102 or permission of instructor (Second semester/4 credits/3 class and 3 laboratory hours)

Evolution is the unifying theory of biology. This course will introduce you to the fundamental concepts of evolution, the study of changes in organisms over time and to ecology, the study of organisms and their environment. These two topics are naturally paired, as ecology is the basis of the selective pressures that lead to evolution.

BIOL 202 Physiology of Plants and Animals

Prerequisites: BIOL 110-129 or ENSP 101 and 102, and CHEM 101 (or concurrent), or permission of instructor. (First semester/4 credits/3 class and 3 laboratory hours)

A study of the wide variety of structural and functional adaptations found in members of the plant and animal kingdoms. The topics of investigation include nutrient procurement, gas exchange, internal transport, movement, development, reproduction and chemical control mechanisms. Lectures and laboratories will focus on the physiological systems of various plant divisions and animal phyla.

BIOL 203 Introduction to Cell Biology and Genetics

Prerequisites: BIOL 110-129 course or ENSP 101 and 102, and CHEM 102 (or concurrent), or permission of instructor. (Second semester/4 credits/3 class and 3 laboratory hours)

A study of biological processes at the cellular and subcellular levels. What are the challenges of being a cell? The course will examine this question and study how cells have evolved to meet these challenges. Emphasis will be on the structure/function relationships of cells, on the energetic demands of cells and on the information storage and retrieval mechanisms of cells. In addition to the above topics, the laboratory portion of the course will familiarize students with modern molecular genetic techniques.

BIOL 302 Plant Form and Function

(Second semester-Even years/4 credits/3 class and 3 laboratory hours)

The course will examine the form and function of vascular plants focusing on growth, metabolism and reproduction. These processes will be studied at the subcellular, cellular, tissue and organ levels fully integrating this information with whole plant function.

BIHN 305 Aquatic Ecology

Prerequisite: BIOL 201 or permission of the instructor. (Second semester-Even years/4 credits/3 class and 3 laboratory hours)

Concepts of ecology are elucidated using examples from freshwater, marine and estuarine systems. The course investigates the biological and ecological processes that comprise functioning aquatic systems. We will consider the workings of lakes, streams, bays, oceanic waters, rocky shores, soft-sediment bottoms, grass beds, marshes and coral reefs. Field trips will emphasize a wide variety of aquatic habitats. Case studies of resource management issues and human impacts on aquatic environments will exemplify the application of aquatic ecological concepts.

BIOL 307 Human Anatomy and Physiology

Prerequisites: BIOL 202 and BIOL 203, or permission of the instructor. (First semester/4 credits/3 class and 3 laboratory hours)

An integrated, introductory course in anatomy and physiology emphasizing the structure and function of the human body. The structure, physiology and interrelationships of the organs and organ systems of the body are studied. Designed for students in the allied health fields.

BIOL 314 Developmental Biology

Prerequisites: BIOL 202 and 203, or permission of the instructor. (Offered as needed/4 credits/3 class and 3 laboratory hours)

A study of gametogenesis, fertilization, morphogenesis and development of major organ systems as seen in sea urchins, frogs, chicks, human beings and plants. Current molecular mechanisms of animal and plant development are included.

BIOL 316 Genetics

Prerequisites: BIOL 201 and 203 and CHEM 209 (or concurrent enrollment), or permission of the instructor. (Second semester/4 credits/3 class and 3 laboratory hours)

An in-depth investigation into the mechanisms of heredity. Students will build a strong framework of knowledge in transmission genetics, including topics such as advanced Mendelian analysis, linkage and recombination, and gene and chromosome mutations. From this framework, the course will explore the foundations of molecular genetics. Topics include the biochemistry of the gene, the genetics of biochemical pathways, DNA function, control of gene expression and recombinant DNA technology and its applications. Next, the course will take a modern population genetics perspective and examine the importance of genetic variation to natural populations and the evolutionary forces that shape that variation. The course will conclude by considering the scientific context and societal implications of modern genetics through topics such as genetic screening.

BIOL 328 Vertebrate Physiology

Prerequisites: BIOL 202 and 203, or permission of the instructor. (Second semester-Odd years/4 credits/3 class hours and 3 laboratory hours)

Function and regulation of vertebrate tissues and organ systems with an emphasis on the mammalian organism. Topics include: ion and water regulation, digestion, respiration, hemodynamics, neurophysiology, muscle function, the endocrine glands and the urinogenital system. Laboratory work will involve measurement of physiological activities in human and animal subjects.

BIOL 331 Microbiology

Prerequisites: BIOL 203 and CHEM 209, or permission of the instructor. (Second semester/4 credits/3 class and 3 laboratory hours)

A study of the structure and function of microorganisms with emphasis on bacteria. Microbiological processes important in medical, industrial and environmental applications will be discussed.

BIOL 335 Teaching Assistantship in Biology

(Either semester/2 credits/1 conference hour, 3 laboratory hours)

An opportunity for qualified juniors and seniors to assist in the laboratory instruction of BIOL 110-129 and other selected courses. Interested students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

BIOL 336 Vertebrate Zoology

Prerequisites: BIOL 201 and BIOL 202 (First semester/4 credits/3 class and 3 laboratory hours)

Vertebrate Zoology explores the biological themes of unity and diversity among the vertebrates. The course emphasizes the functional morphology, ecology and evolutionary biology of the major vertebrate groups, both past and present. A conservation biology perspective on extant and recently extinct vertebrate groups highlights the interplay between organismal, population and higher levels of biological organization. The laboratory introduces theoretical and fieldwork techniques for studying vertebrates.

BIOL 337 Invertebrate Zoology

Prerequisites: BIOL 201 and 202, or permission of the instructor. (Second semester-Odd years/4 credits/3 class and 3 laboratory hours)

An introduction to the biology of invertebrate animals, especially the marine forms. Emphasis will be placed on the physiology, ecology, functional morphology and evolutionary relationships of the major groups. Students will collect animals from a variety of field sites and examine them in the laboratory. The primary collecting area will be the estuary and barrier island complex near the Duke University Marine Laboratory in Beaufort, N.C.

BIOL 338 Advanced Ecology

Prerequisites: BIOL 201 and BIOL 203, or permission of instructor. (4 credits/3 class and 3 laboratory hours)

A literature-based course covering areas of current research in the design of experiments, evolutionary biology, population genetics, community ecology and ecosystem science. The course emphasizes reading and critiquing the primary scientific literature. Lectures and laboratories will stress that modern ecology and evolutionary biology are hypothesis-driven sciences, and that posing sound arguments and collecting solid supporting evidence are essential for a deeper understanding of the history of life on earth and its present day organization at levels above the individual. Students will put these ideas into practice through the laboratory component of the course as they work on two extended research projects in the field, the greenhouse or the lab.

BIOL 339 Cell Biology

Prerequisites: BIOL 203 and CHEM 209 (or concurrent enrollment), or permission of the instructor. (First semester/4 credits/3 class and 3 laboratory hours)

The study of cellular structure and function. Cellular organelles' contribution to the life of the cell are examined. Differentiated and specialized cells are used to illustrate genetic and molecular mechanisms.

BIOL 343 Animal Behavior

Prerequisites: BIOL 201 and BIOL 202, or permission of the instructor. (First semester-Even years/4 credits/3 class and 3 laboratory hours)

An examination of the mechanisms of behavior and the interactions between animals including hormonal factors, population regulation, mating, altruism and communication.

Laboratory work will focus on behavioral mechanisms as well as techniques for studying local animal populations.

BIOL 345-349 Field Ecology and Natural History

Prerequisite: BIOL 201 or permission of the instructor. (January and May terms/3 credits/lab fee)

Through travel to distant field sites, students will conduct a first-hand examination of the physical, chemical and biological characteristics and processes of a selected ecosystem. Students will be involved in intensive fieldwork, readings and discussion that will focus on interactions between the system's biota and the physical and chemical parameters unique to the geographic area under examination. Comparisons will be drawn between the ecosystem under study and temperate systems more likely to be encountered near the Hood campus.

BIOL 375 Independent Study

(Either semester/1, 2, or 3 credits)

Laboratory, library or field investigation of a biological problem. Selection of topic, preparation of study plan and evaluations of results are guided by means of weekly conferences with the instructor. A minimum 2.0 cumulative Grade Point Average is required.

BIOL 399 Internship in Biology

Prerequisites: 20 hours of biology, 12 hours of chemistry and permission of the department. (Either semester/6 to 12 credits/16 to 32 hours each week)

Individualized study and training in a cooperating laboratory conducting research in the biological sciences. Participation will include instruction and experience in the use of advanced laboratory equipment and field apparatus, and independent research and reading of related scientific literature under the guidance of a senior laboratory director. Grading is on a satisfactory/unsatisfactory basis.

BIOL 408 Advanced Human Physiology and Anatomy

Prerequisite: BIOL 307 or permission of instructor. (Second semester/3 credits)

A continuation of Biology 307. Attention is given to the involvement of organs and organ systems in health and disease. Topics will include advanced anatomy, kinesiology, fluid balance, acid - base balance and neural and endocrine control mechanisms. Designed for students in the health care fields.

BIOL 409 Human Physiology Systems Lab

Prerequisite: BIOL 307. (Second semester/1 credit)

Advanced laboratory investigations of physiological processes. Topics include endocrine function; cardiovascular regulation; hematopoiesis; and fluid balance and nervous system functions.

BIOL 411/BMS 511 Protein Biochemistry

Prerequisites: BIOL 203 and CHEM 210, or permission of the instructor. (First semester/3 credits/3 lecture hours)

A study of the structure and function of biological macromolecules, particularly proteins. Topics include acid-base equilibria, protein folding, enzyme catalysis, allosterism and protein engineering.

BIOL 412/BMS 512 Biochemistry of Intermediary Metabolism

Prerequisites: BIOL 203 and CHEM 210, or permission of the instructor. (Second semester/3 credits/3 lecture hours)

A study of the generation and storage of metabolic energy and of the structure, biosynthesis and function of nucleic acids.

BIOL 424/BMS 524 Molecular Biology of Eukaryotic Cells

Prerequisites: BIOL 316 and 339, or permission of the instructor. (Second semester/3 credits)

The molecular biology of gene expression in eukaryotic cells. Topics include gene mapping, diagnostic screening for genetic anomalies, molecular cloning and genetic

regulatory mechanisms. Emphasis on current experimental techniques used to map genes and understand gene expression.

BIOL 425/BMS 525 Virology

Prerequisite: BIOL 424 or permission of the instructor. (First semester/3 credits)

An introduction to animal viruses with emphasis on classification, structure, the molecular biology of replication and biological activity within eukaryotic cells.

BIOL 427 Mechanisms of Infectious Disease

Prerequisite: BIOL 307 or 316 or 331 or permission of the instructor. (Second semester-Even years/4 credits/3 class and 3 laboratory hours)

The course will explore the general principles of infectious disease by focusing on host-parasite interactions. Emphasis will be on the pathophysiology and epidemiology of infections. Bacteria, viruses, fungi and parasites of medical and veterinary importance will be studied.

BIOL 428/BMS 528 Immunology

Prerequisites: BIOL 331 and 339, or permission of the instructor. (First semester/3 credits)

Theories and mechanism of the immune response, including structure and function of immunoglobulins, antigen-antibody reactions, immunobiology, immunogenetics, immunologic enhancement, immunologic protection, immunologic injury, humoral and cell mediated immunity and experimental methods of analysis of antigen-antibody reactions.

BIOL 434/BMS 534 Basic Principles and Methods in Molecular Genetics

(Laboratory-Lecture course)

Prerequisite: BIOL 316 or permission of the instructor. (First semester/3 credits)

Techniques for the isolation of nucleic acids, restriction enzymes and restriction mapping, vectors for molecular cloning, in vitro packaging of lambda DNA, techniques for screening recombinant clones, cloning of cDNA, expression of cloned genes, expression vector design, characterization of clones, in vitro manipulation of cloned sequences, eukaryotic host-vector systems, problems in protein processing and production of cloned gene products and ethical questions.

BIOL 451/ENV 551 Plant Ecology

Prerequisite: BIOL 302 or permission of the instructor. (Second semester-Even years/3 credits)

A study of the effects of environmental fluctuations on vegetational patterning, basic mechanisms and interactions within the plant environment system and current problems in plant ecology. Topics include the vital processes of plants, the effects of environmental factors on their metabolism and energy transformations and their ability to adapt to these factors.

BIOL 470 Biology Seminar

Prerequisite: Senior standing or second semester juniors who have completed four elective classes in biology or permission of the department. (Second semester/3 credits)

Advanced study in biological science. Each semester the topic will vary according to instructor and student interest. Students will apply knowledge and skills developed in prior course work and will work collaboratively to develop a grant proposal, review article, introductory biology text or other significant document.

BIOL 498 Special Topics in Biology

Prerequisites: 16 credits in biology or permission of the instructor.

This course will cover a specific current topic in biology not offered in the usual listing of electives. This course may count as an elective for the major.

BUSINESS ADMINISTRATION

See Management Major. Page 207

CHEMISTRY AND PHYSICS DEPARTMENT

Professors: Susan Ensel (chair), Allen Flora

Associate Professor: Kevin Bennett

Assistant Professors: Dana Lawrence, Christopher Stromberg

Department Assistants: Karen Borgsmiller, Kathryn Henry

The department offers two undergraduate majors: chemistry and biochemistry. The major in chemistry consists of a core of chemistry courses with some work in physics and mathematics. The major in biochemistry consists of a combination of chemistry and biology courses, again 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 also use instruments such as a Nuclear Magnetic Resonance spectrometer and a GC-Mass spectrometer; Fourier transform infrared, visible and ultraviolet spectrophotometers; SPEX fluorimeter; gas-liquid and high performance liquid chromatographs; capillary electrophoresis system; graphite furnace atomic absorption spectrometer; and calorimeters. Research laboratories contain additional specialized equipment such as laser spectroscopy systems. Our historic Williams Observatory houses an Alvan Clark telescope as well as spectroscopes, telescopes and other equipment used regularly by students in astronomy courses.

Programs Offered:

- Biochemistry Major (B.A.)
- Chemistry Major (B.A.)
- Environmental Chemistry concentration in Environmental Science and Policy Major
- Chemistry Minor
- Physics Minor

CHEMISTRY MAJOR (B.A.)

The chemistry major combines study in the discipline with a broadly-based liberal arts education. Students gain valuable experience with modern instrumentation and the methods of scientific investigation through their coursework. The department focuses specifically on providing extensive laboratory experience to all students, to complement a thorough grounding in chemical theory. Class projects and presentations develop the students' ability to speak clearly and write cogently on scientific topics. Advanced students are encouraged to conduct independent projects and to participate in the wide variety of internship positions available at professional laboratories in Frederick and in the Baltimore-Washington technology corridors.

Curricular Directions In Chemistry

The chemistry major provides excellent preparation for a wide variety of careers. Many students find professional positions immediately following graduation. In addition to laboratory research positions, chemistry majors are in demand in such fields as toxicology, public health, patent and intellectual property law, forensics, teaching, marketing, technical writing, art restoration and scientific information retrieval. Chemistry majors are well prepared to pursue graduate degrees in chemistry, biochemistry and related biotechnology fields; or medicine, veterinary medicine, dentistry, pharmacology, physical therapy and the range of allied health fields. Students with specific career aspirations can consider the following recommendations as they develop their undergraduate schedules.

Pre-Medical Studies

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

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

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

Environmental Chemistry Studies

If you are interested in environmental issues, we offer a concentration in Environmental Chemistry in association with the Department of Biology. Students declare a major in Environmental Science and Policy–Chemistry Track, and undertake substantial coursework in chemistry providing a technical enhancement to the broad interdisciplinary preparation inherent in the program. In addition to the general requirements of the major, students interested in environmental chemistry take:

CHEM	209,210	Organic Chemistry I, II
CHEM	215	Quantitative Analysis
CHEM	324	Instrumental Methods of Analysis
CHEM	401	Environmental Chemistry
MATH	201	Calculus I

The following courses, which provide stronger preparation in math and theory for those interested in post-baccalaureate study, are highly recommended:

CHEM	431	Physical Chemistry I
MATH	202	Calculus II

Forensics Studies

If you are interested in forensic sciences, the chemistry major provides excellent preparation for a variety of career paths. Chemistry classes will give you a thorough grounding in the analytical techniques laboratory forensic chemists utilize on a daily basis. Our explicit pedagogical focus on the scientific method helps you develop the deductive reasoning skills necessary for a successful forensics career. In addition to the courses required for the major, and depending upon your specific areas of interest, you can consider taking:

ANTH	201	Introduction to Anthropology
BIOL	203	Introduction to Cell Biology and Genetics
CAEN	306	Writing for Business and Management
CHEM	301	Biological Chemistry I
CHEM	498	Current Topics in Chemistry: Forensic Science
CMA	207	Principles of Speech Communication
LWPS	230	Introduction to Law
PSY	101	Introduction to Psychology
SOC	330	Sociology of Law

Secondary Education Studies

If you are intending to pursue a career as a chemistry teacher at the secondary level, you will need to complete the major in chemistry in addition to the required education courses. The faculty of the education department and the chemistry and physics department will work closely with you to ensure that you are able to meet the requirements of this program. At this time, in addition to the courses required for the chemistry major and the education major, in order to earn certification, the State of Maryland requires that students complete:

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

You can find more information about secondary education requirements in the Department of Education listings. Completing the teacher education requirements may require time beyond the four years of a B.A. program.

Requirements for the Major

CHEM	101, 102	General Chemistry I, II
CHEM	209, 210	Organic Chemistry I, II
CHEM	215	Quantitative Analysis
CHEM	301	Biological Chemistry I
CHEM	324	Instrumental Methods of Analysis
CHEM	405	Inorganic Chemistry
CHEM	431, 432	Physical Chemistry I, II
CHEM	433, 434	Physical Chemistry Lab I, II
CHEM	470	Seminar
MATH	201, 202	Calculus I, II
PHYS	101, 102	General Physics or PHYS 203, 204 Introductory Physics I, II

Additional courses in mathematics, computer science and intermediate-level physics are recommended for all chemistry majors. Math 203 (Calculus III), Math 304 (Differential

Equations) and Math 339 (Linear Algebra) are especially useful courses. Students interested in physical, analytical or theoretical chemistry should consider taking at least two of these courses. Students who plan to enter graduate school in chemistry should have a reading knowledge of a foreign language.

CHEMISTRY MINOR

The minor in chemistry provides a broad introduction to the field by combining a core of chemistry courses with additional study in electives of the student's choice. A total of 24 credits in chemistry are required.

Students are required to take the following courses (each 4 credits):

CHEM 101	General Chemistry I
CHEM 102	General Chemistry II
CHEM 209	Organic Chemistry I
CHEM 215	Quantitative Analysis

In addition, students must select two or more of the following courses for a total of at least 8 credits:

CHEM 210	Organic Chemistry II—4 credits
CHEM 301	Biochemistry I—4 credits
CHEM 324	Instrumental Methods of Analysis—4 credits
CHEM 401	Environmental Chemistry—3 credits
CHEM 405	Inorganic Chemistry—3 credits
CHEM 431	Physical Chemistry I and
CHEM 433	Physical Chemistry I Lab—4 credits
CHEM 470	Seminar—3 credits

Students who choose non-lab (3 credit) courses as their minor electives may also fulfill the 24 credit requirement by taking X-credits associated with those electives by permission of the instructor. See pages 41 and 58.

Chemistry Courses

Students enrolling in chemistry courses must have earned a grade of C- or higher in each prerequisite course.

CHEM 100 The Chemical World (CORE—Scientific Thought/Laboratory Course)

(First semester/4 credits/6 hours of integrated laboratory and class work)

An introductory course designed to give the nonscience major an understanding of chemical phenomena and an appreciation of the role chemistry plays in everyday life. Course materials and laboratory activities emphasize real-world chemistry.

CHEM 101 General Chemistry I (CORE—Scientific Thought/Laboratory Course)

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory.

(First semester/4 credits/6 hours of integrated laboratory and lecture)

Laboratory-driven study of atomic structure, periodicity, nuclear chemistry, bonding, states of matter, thermochemistry and reaction stoichiometry. Honors section open by invitation only. Credit by exam.

CHEM 102 General Chemistry II (CORE—Scientific Thought/Laboratory Course)

Prerequisite: CHEM 101, MATH 099 or Level II placement on the Basic Math Skills Inventory. (Second semester/4 credits/6 hours of integrated laboratory and lecture)

Laboratory-driven study of solutions, acid-base and redox reactions and chemical equilibria. Honors section open by invitation only.

CHEM 105 The Molecular Basis of Nutrition (CORE—Scientific Thought/Non-Laboratory Course)

(Second semester/3 credits)

An introductory course designed to give students an understanding of the biochemical basis of nutritional requirements. Fads and fallacies related to nutrition will be investigated. The course will include demonstrations and short experiments designed to illustrate concepts.

CHEM 209 Organic Chemistry I

Prerequisite: CHEM 102. (First semester/4 credits/3 class and 3 laboratory hours)

A detailed study of the structure and reactivity of several classes of carbon-based compounds (hydrocarbons, aromatics and alkyl halides). Laboratory experiments emphasize standard organic chemistry techniques and product analysis using modern instrumentation (NMR, IR, GC, GC/MS).

CHEM 210 Organic Chemistry II

Prerequisite: CHEM 209. (Second semester/4 credits/3 class and 3 laboratory hours)

A continuation of Organic Chemistry I. A detailed study of the structure and reactivity of alcohols, amines and carbonyl compounds. Laboratory experiments include the collection and interpretation of proton NMR spectra and a multi-step synthesis group project.

CHEM 215 Quantitative Analysis

Prerequisite: CHEM 102. (First semester/4 credits/3 class and 3 laboratory hours)

A study of principles, procedures and techniques of quantitative analysis. Laboratory work on classical and spectrophotometric methods.

CHEM 301 Biological Chemistry I

Prerequisite: CHEM 210. (First semester/4 credits/3 class and 3 laboratory hours)

A study of proteins, lipids, carbohydrates and nucleic acids, with an emphasis on protein structure and function. Laboratory experience in current methods of analysis of biological molecules.

CHEM 324 Instrumental Methods of Analysis

Prerequisite: CHEM 215 or permission of the instructor. (Second semester—Odd years/4 credits/3 class and 3 laboratory hours)

Advanced topics in chemical analysis with emphasis on the principles and practice of instrumental techniques.

CHEM 335 Teaching Assistantship in Chemistry

Prerequisite: Invitation of the department. (Either semester/1 to 2 credits—may be repeated for a maximum of 6 credits.)

An opportunity for qualified students to assist in CHEM 101, 102, 209 or 210 by tutoring students in these courses or by helping with the laboratory instruction. Assistants work under the supervision of the chemistry faculty and are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

CHEM 375 Independent Study

Prerequisites: 8 credits of 200-level coursework in chemistry or permission of the department. (Either semester/1, 2, or 3 credits)

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

CHEM 399 Internship in Chemistry

Prerequisites: 20 hours of chemistry, 8 hours of physics or biology, or permission of the department. (Either semester/3 to 12 credits/8 to 32 hours each week)

Individualized study and training in a cooperating laboratory or office providing an opportunity to participate in research or other work in chemistry or biochemistry. Instruction and experience in the use of sophisticated laboratory equipment, participation in research or other work under the guidance of a senior scientist and the

reading of related scientific literature is included. Grading is on a satisfactory/unsatisfactory basis.

CHEM 401/501 Environmental Chemistry

Prerequisites: CHEM 209 and 215 or permission of the instructor. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses (First semester—Odd years/3 credits)

Chemical aspects of atmospheric and hydrologic systems with a focus on air and water quality, sources of pollution, basic chemical analysis, corrective processes and hazardous materials management.

CHEM 402 Biological Chemistry II

Prerequisite: CHEM 301 or permission of the instructor. (Second semester/3 credits/3 class hours)

A study of information transfer and genetic regulation, membranes, cell signaling and metabolic pathways.

CHEM 403 Biological Chemistry Laboratory Techniques

Prerequisite: Concurrent enrollment in CHEM 402 or permission of the instructor. (Second semester/1 credit/3 laboratory hours)

Laboratory experiences involving molecular techniques for separating, characterizing, detecting and analyzing nucleic acids and proteins. Modern equipment and instruments are used.

CHEM 405/505 Inorganic Chemistry

Prerequisite: CHEM 209. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses (First semester—Even years/3 credits)

A study of the principles of structure and bonding, chemical reactivity and periodic relationships of inorganic compounds.

CHEM 410/510 Advanced Organic Chemistry

Prerequisite: CHEM 210. Open to juniors and seniors who meet the qualifications for enrolling in double-numbered courses. (Second semester—Even years/3 credits/3 class hours)

Advanced topics in organic synthesis and structure determination. Topics vary with the general interest of the students and professor.

CHEM 431 Physical Chemistry I

Prerequisites: CHEM 215, MATH 202 and a year of general physics. (First semester/3 credits/3 class hours)

A study of the fundamental laws and theories of thermodynamics, kinetics and equilibria.

CHEM 432 Physical Chemistry II

Prerequisite: CHEM 431. (Second semester/3 credits/3 class hours)

A continuation of CHEM 431. Introduction to quantum theory, atomic and molecular structure, statistical mechanics and spectroscopy.

CHEM 433 Physical Chemistry Lab I

Prerequisite: Concurrent enrollment in CHEM 431 or permission of the instructor. (First semester/1 credit/3 laboratory hours)

Principles of thermochemistry, solution chemistry and kinetics are investigated in a series of experiments and computer-based simulations.

CHEM 434 Physical Chemistry Lab II

Prerequisite: Concurrent enrollment in CHEM 432 or permission of the instructor. (Second semester/1 credit/3 laboratory hours)

Investigation of atomic and molecular structure and spectroscopy in a series of laboratory experiments and computer-based exercises.

CHEM 470 Seminar

Prerequisites: 12 credits of 200-level course work in chemistry. Open to junior and senior chemistry and biochemistry majors and chemistry minors. (Second semester/1 credit, with permission of the department, or 3 credits)

An advanced study in the chemical and biochemical sciences. Every year the topic may vary according to the instructor and student interest. Electronic searches, written reports and oral presentations are required to demonstrate familiarity with the literature and integrated understanding of the particular topic under consideration.

CHEM 498 Current Topics in Chemistry

Prerequisites: CHEM 209, CHEM 215 and permission of the instructor. (Either semester/1, 2, or 3 credits)

An opportunity for a group of students to explore current topics in chemistry and biochemistry as suggested by their special interests, and those of the faculty, but not included in the regular course offerings.

Chinese Courses

CHIN 101 Elementary Chinese I (CORE—Foundation)

(First semester—Even years/3 credits/3 class hours; use of language laboratory)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

CHIN 102 Elementary Chinese II (CORE—Foundation)

Prerequisite: CHIN 101. (Second semester—Odd years/3 credits/3 class hours; use of language laboratory)

Continuation of Chinese I.

Classical Literature in Translation Courses

CL 202 Mythology

(Second semester—Odd years/3 credits)

Survey of western mythology through different ages, with emphasis on classical myths and their influence on European art, culture and literature. Introduction to pre-Columbian mythology and its influence on Latin American art, culture and literature.

CL 275 Directed Studies in Classical Language

Prerequisite: Two years of high school Latin or the equivalent; and permission of instructor. (Either semester/1-3 credits)

Students with previous study of Latin are invited to arrange Independent Study in Latin with a qualified member of the Hood faculty. At this level, independent study in Latin focuses on completing the study of Latin grammar and reading introductory texts. Independent study does not fulfill the College's foreign language requirement.

CLEN 281 Greek and Roman Drama (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101, or 3 credits from ENGL 110-139. (Second semester—Odd years/3 credits)

This course focuses on the tragedies and comedies produced in Athens and Rome beginning with the Oresteia of Aeschylus (early 5th century B.C.) and concluding with the tragedies of Seneca (late 1st century A.D.). Plays are selected to analyze the diachronic treatment of popular stories, such as those of Oedipus and Medea, and to highlight the various roles theater played in Greco-Roman society (religious, social, economic, etc.). Students will be expected to write critically about ancient plays both as literary texts and in their original performance contexts.

CL 302 Classical Mythology (CORE—Western Civilization)

Prerequisite: fulfillment of Literature section of the Core. (Second semester—Odd years/3 credits)

Study of major works of Greek and Roman literature, their use of history and myth and their influence in the Western world.

CL 375 Independent Study in Classical Literature

Prerequisite: Three semesters of college Latin or the equivalent; and permission of instructor. (Either semester/1-3 credits)

Students with a strong background in Latin are invited to arrange Independent Study in Latin literature with a qualified member of the Hood faculty. At this level, independent study will focus on the Latin writings of a particular author or time period or on a particular theme or genre in Latin literature. Both classical and medieval Latin may be studied. May be taken twice.

CLASSICAL STUDIES MINOR

Coordinator: Genevieve Gessert

The classical studies minor combines courses in the fields of history, philosophy, literature and art with a focus on classical civilizations. The minor stresses the study of ancient Greece and Rome.

Requirements for the Minor

ART	350	Art of the Classical World
CL	202	Mythology
HIST	200	The Ancient World

Two of the following:

ART	362	Rome and Hollywood
ART	363	Roman Art and Culture
CL	302	Classical Mythology
CLEN	281	Greek and Roman Drama
ENGL	221	World Literature
GRK	101	Elementary Ancient Greek I
HIST	204	Ancient Rome
HIST	311	Women in the Ancient World
INST	312	Archaeology: Cultures, Technologies, Methods and Theories
LAT	101	Elementary Latin I
PHIL	307	History of Philosophy I: The Ancient World to the Renaissance
PLRL	205	Classical Religion and Philosophy

COMMUNICATION ARTS MAJOR, B.A.

Please see page 153 for information on the English Department.

The program in communication arts is offered by the Department of English. The major is designed to prepare students for careers in news reporting and editing, magazine writing, broadcasting and public relations. Communication Arts offers a basic 33-credit major. However, students who want more comprehensive preparation for a career or graduate study may choose one of the optional concentrations in Journalism, Broadcast or Public Relations.

Internships are an integral part of the program. Students have worked at advertising, public relations and publishing companies; magazines; newspapers; television and radio stations; museums and retail stores.

Requirements for the Major

A minimum of 33 credits in Communication Arts at or above the 200-level (excluding independent study) is required. Optional concentrations in Journalism, Broadcast and Public Relations are offered for students who want more comprehensive preparation for employment or graduate work. A minimum of 33 credits is required for students who choose the optional Journalism concentration; a minimum of 42 credits is required for the optional Broadcast concentration; a minimum of 42 credits is required for the optional Public Relations concentration.

COMMUNICATION ARTS MAJOR

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	204	Media History or CMA 242 Persuasion
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	246	Graphics or CAIT 221 Applied Computer Graphics
CMA	260	Feature Writing or CMA 313 Writing for Public Relations
CMA	303	Advanced Reporting or CMA 310 Public Relations
CMA	305	Communications Law
CMA	370	Practicum or CMA 399 Internship in Communications
CMA	470	Seminar in Media Issues

COMMUNICATION ARTS MAJOR WITH OPTIONAL JOURNALISM CONCENTRATION

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	204	Media History
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	246	Graphics or CAIT 221 Applied Computer Graphics
CMA	260	Feature Writing
CMA	303	Advanced Reporting
CMA	305	Communications Law
CMA	370	Practicum or CMA 399 Internship in Communications
CMA	470	Seminar in Media Issues

COMMUNICATION ARTS MAJOR WITH OPTIONAL BROADCAST CONCENTRATION

CMA	200	Mass Media and Society
CMA	201	News Writing

CMA	204	Media History
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	226	Visual Media Production
CMA	246	Graphics or CAIT 221 Applied Computer Graphics
CMA	260	Feature Writing
CMA	303	Advanced Reporting
CMA	305	Communications Law
CMA	320	Broadcast Writing and Reporting
CMA	350	Television in America
CMA	370	Practicum or CMA 399 Internship in Communications
CMA	470	Seminar in Media Issues

COMMUNICATION ARTS MAJOR WITH OPTIONAL PUBLIC RELATIONS CONCENTRATION

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	226	Visual Media Production
CMA	242	Persuasion
CMA	246	Graphics or CAIT 221 Applied Computer Graphics
CMA	305	Communications Law
CMA	310	Public Relations
CMA	312	Introduction to Public Relations Research
CMA	313	Writing for Public Relations
CMA	370	Practicum or CMA 399 Internship in Communications
CMA	411	Public Relations Campaigns
CMA	470	Seminar in Media Issues
PSY	211	Elementary Statistics, and MGMT 306 Principles of Marketing are strongly recommended.

Communication Arts Courses

CMA 200 Mass Media and Society (CORE—Social and Behavioral Analysis) (Either semester/3 credits)

Development of newspapers, magazines, radio, film and television, with emphasis on the impact of mass communication on reader, viewer and listener.

CMA 201 News Writing

Prerequisite: ENGL 100, 101, or 3 credits from ENGL 110-139. May not be taken on an audit basis. Credit by exam. (Either semester/3 credits)

An introduction to writing for various publics using a variety of formats within the contexts of informing, persuading and entertaining. Applications will include print news media, broadcast news media and public relations.

CAEN 202 Intermediate Expository Writing

Prerequisite: ENGL 100, 101, or 3 credits from ENGL 110-139. May not be taken on an audit basis. (Second semester—As needed/3 credits)

Intensive practice in the clear and effective exposition of ideas, with stress on organization and precision of word choice. Individual conferences in addition to class meetings.

CMA 204 Media History

(First semester/3 credits)

The history and development of mass communications in the United States, from colonial newspapers and pamphlets to recent innovations in satellite and fiber optics transmissions, with attention to the significance and effect of the media on American culture.

CMA 207 Principles of Speech Communication

Prerequisite: ENGL 100, 101, or 3 credits from ENGL 110-139. (Either semester/3 credits)

An analysis and application of theories and techniques to communicate effectively with another person, and with small, large and massive groups in a variety of situations.

CMA 208 Editing and Layout

Prerequisite: CMA 201 or permission of the instructor. May not be taken on an audit basis. Credit by exam. (Either semester/3 credits)

Evaluation and preparation of copy, pictures and other graphic materials for publication; page layouts; newspaper makeup. Some attention to newsletters and house organs.

CAIT 221 Applied Computer Graphics

Prerequisite: IT 180 or permission of the instructor. (First semester-Odd years/3 credits)

A study of computer graphics from an applied point of view. The course will consider concepts and techniques underlying the creation and use of graphics, including computer drawing, CAD presentation, image editing, bit-mapped and vector graphics, image compression, algorithms for line and curve mapping and image manipulation. Students will also get hands-on experience in using various kinds of graphics software.

CMA 226 Visual Media Production

(First semester/3 credits)

Introduction to video production, including script writing, camera work, editing and sound in both field and studio situations. Includes survey of commercial and non-commercial video applications. Video screenings, written and visual projects required.

CMA 242 Persuasion

Prerequisites: Sophomore, junior or senior standing and CMA 207 or permission of the instructor. (Second semester/3 credits)

A study of the persuasive processes that change people's lives and the values of society. Special attention to application in the electronic media.

CMA 246 Graphics

(Second semester/3 credits)

This course is planned to provide a working knowledge of basic skills required in the graphics field including layout, design and desktop publishing. Studio problems and lectures provide diversified experiences upon which future specialization can be developed. Extensive computer use. No computer experience necessary.

CMA 260 Feature Writing

Prerequisite: CMA 201 or permission of the instructor. May not be taken on an audit basis. Credit by exam. (First semester/3 credits)

A study of the basic types of feature articles; emphasis on practice in research and writing.

CMA 280 Screen Craft (CORE—Art, Music, Film or Other Media)

Prerequisite: ENGL 101 or equivalent. (Second semester/3 credits)

Students will acquire the tools to analyze the form and content of American contemporary and classic motion pictures through an examination of the film industry, the elements of cinematography and screen writing and the criteria for critical review.

CMA 299 Special Topics in Communication Arts

(Either semester/1, 2, or 3 credits)

An opportunity for groups of eight or more students to study topics suggested by their special interests and those of the staff and not included in the regular offerings. Topics will vary. Offered at the discretion of the Department of English.

CMA 303 Advanced Reporting

Prerequisite: CMA 201 or permission of the instructor. (Second semester/3 credits)

Advanced exercises in the gathering and writing of news with emphasis on more complex forms of reporting and writing, including interpretive and investigative work. Off-campus reporting assignments will be encouraged.

CMA 305 Communications Law

Prerequisite: CMA 201 or permission of the instructor. (Second semester/3 credits)

A survey of the evolution of the laws of mass communications, with particular emphasis on the First Amendment, applications of the laws of libel and privacy, the federal Freedom of Information Act and sunshine and shield statutes.

CAEN 306 Writing for Business and Management

Prerequisite: ENGL 100, 101, or 3 credits from ENGL 110-139. Junior or senior standing. May not be taken on an audit basis. (Either semester/3 credits)

Development of skills in writing letters, memos and reports.

CMA 310 Public Relations

Prerequisite: CMA 201 or CAEN 306 or permission of the instructor. (First semester/3 credits)

The history, theory and practice of public relations in corporate, institutional and government settings.

CMA 312 Introduction to Public Relations Research

Prerequisite: CMA 310. (First semester/3 credits)

This course will examine various theories of public opinion formation. Methods of measuring and analyzing public opinion for application to public relations programs will be covered.

CMA 313 Writing for Public Relations

Prerequisites: ENGL 100, 101, or 3 credits from ENGL 110-139, CMA 201 and 310. (Second semester/3 credits)

This course will prepare students to become effective and persuasive public relations communicators in both written and oral methods. Additionally, this course will prepare students to decisively communicate complex information into simple and clear prose that has meaning for their respective publics. By using both lecture and practical exercises, the student will be able to effectively use 13 persuasive communication tools. The final project is a comprehensive writing portfolio of all assignments.

CMA 320 Broadcast Writing and Reporting

Prerequisite: CMA 201. CMA 226 must be taken either before or simultaneously with CMA 320. (First semester—Even years/3 credits)

This course is designed to teach students the techniques of writing, reporting and editing for the broadcast media. Topics to be covered include interviewing for broadcast, selecting and matching video and soundbites and the use and potential misuse of video and sound.

CMA 350 Television in America (CORE—Western Civilization)

Prerequisites: Junior or senior standing and completion of the Social and Behavioral Analysis area of the Core. (Second semester/3 credits)

An examination of the cultural, political and sociological effects of television on America. The course will offer a brief history of the development of television, and then examine such issues as television and violence; television and children; television and politics; and television and society.

CMA 370 Practicum

Prerequisites: 6 credits (exclusive of CMA 200 and 207) in communications courses, and permission of the director. May be repeated. (Either semester/2 or 3 credits)

Opportunity for on-the-job training and experience in an institutional situation emphasizing communications skills.

CMA 375 Independent Study

Prerequisites: 12 credits in communication arts at the 200-level or above and permission of the instructor and the director. May be repeated once. (Either semester/1, 2, or 3 credits)

An opportunity for students to explore topics in communications not covered by coursework or to conduct projects involving communications skills.

CMA 399 Internship in Communications

Prerequisites: Open to majors and other qualified students who have completed with distinction most or all of the Communication Arts requirements. Permission of the department required. (Either semester or 14-week summer period/6 to 15 credits)

Practical experience in the application of communication concepts and the utilization of communication skills in settings such as business, industry and the mass media. Grading is on a satisfactory/unsatisfactory basis.

CMA 411 Public Relations Campaigns

Prerequisites: CMA 310, 312 and 313. (Second semester/3 credits)

This is an advanced course in public relations. The focus of this course is on the “process” of public relations and includes all key elements of the process: research, planning, implementation, evaluation. Learning will be achieved through application of the process to a real organization’s legitimate problem/opportunity.

CMA 470 Seminar in Media Issues

Prerequisite: Open to Communication Arts majors with junior or senior standing or by permission of the instructor. (First semester/3 credits)

An examination and critical analysis of major, continuing issues in communications and the mass media through classroom discussions, readings and independent research.

COMPUTER SCIENCE DEPARTMENT

Professors: Elizabeth B. Chang (chair)

Associate Professor: W. Randolph Ford

Assistant Professors: George Dimitoglou, Aijuan Dong, Gary Gillard, Xinlian Liu, William Pierce, Ahmed Salem

Technical Coordinator: Atsuko Crum

The Department of Computer Science offers an undergraduate major in computer science (B.S. degree), a graduate program in computer science (M.S. degree) and a graduate program in computer and information sciences with a concentration in information technology (M.S. degree).

Facilities: The College maintains Windows-based microcomputer laboratories in several academic buildings on campus with software tool suites installed to support course

instruction. In addition, in the new Hodson Science and Technology Center, the Department maintains a dedicated Linux lab for use by computer science students.

Programs offered:

- Computer Science (M.S.)
- Computer and Information Sciences with a Concentration in Information Technology (M.S.)
- Computer Science Major (B.S.)
- Computer Science Minor
- Web Development Minor

COMPUTER SCIENCE MAJOR, B.S.

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

Mathematics, Statistics, Quantitative Analysis:

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

Written Communication:

CAEN 306	Writing for Business and Management
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Requirements for the Major

All candidates for the degree must earn at least 42 and no more than 72 credits in computer science courses and must complete a total of 124 credits (including transfer courses accepted by Hood). The final 30 credits must be taken as a degree candidate at Hood.

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

Of the 12 credits of 300-level or above computer science courses required, no more than three credits may be an internship or assistantship. Selected mathematics courses may be included with permission of the academic adviser. Students who intend to pursue graduate study in computer science are encouraged to take MATH 339 Linear Algebra.

COMPUTER SCIENCE MINOR

Coordinator: William Pierce

The minor in computer science provides an organized exposure to the concept of software, its creation, structuring and uses. Study in computer science offers an additional career dimension to a major in virtually any field.

Requirements for the Minor

MATH 207	Discrete Mathematics
CS 284	Computer Science I
CS 287	Computer Science II

Nine credits of computer science courses, six of which must be at the 300-level or above. IT 180, CS 335, CSMA 399 and CS 490 may not be applied toward the minor.

WEB DEVELOPMENT MINOR

Coordinator: Elizabeth Chang

The minor in Web development provides a substantial experience in Web design and development for students who wish to develop or maintain Web sites in conjunction with their work in another discipline. The courses are designed to provide increasing depth, culminating in a guided practicum.

Requirements for the Minor

IT 180	Elements of Web Development I
CAIT 221	Applied Computer Graphics
IT 280	Elements of Web Development II
IT 382	Usability Engineering for Web Development
IT 480	Practicum in Web Development

Computer Science Courses

Students enrolling in computer science courses must have earned a grade of C- or higher in each prerequisite course.

CS 284 Computer Science I

Prerequisites: Level III placement on the Basic Math Skills inventory or MATH 120 (may be taken concurrently). (Either semester/3 credits)

An introduction to general programming techniques. Intended for students who have had some previous experience with computer programming. The course emphasizes strategies for good program design. Topics include: algorithmic problem solving, top-down design, object-oriented programming and design and an introduction to abstract data types. Instruction will be in the high-level programming language Java.

CS 287 Computer Science II

Prerequisites: MATH 207 (may be taken concurrently) and CS 284 or permission of the instructor. (Either semester/3 credits)

An introduction to the structuring and manipulation of information with implementation in the high-level programming language Java. Topics include: linked lists, sets, stacks, queues and trees; basic manipulation techniques including sort/merge and search algorithms; an introduction to algorithm efficiency analysis.

CS 326 Computer Organization and Design

Prerequisites: CS 284 and MATH 207 or permission of the instructor. (Either semester/3 credits)

A comprehensive introduction to the general organization, architecture and functional characteristics of computer systems. Topics include machine level representation of data, assembly level machine organization, memory systems organization and architecture, alternative architectures and device interfaces.

CS 335 Teaching Assistantship in Computing

Prerequisite: Permission of the department. (Either semester/1 or 2 credits)

An opportunity for students to serve as teaching assistants in the computer science program. Under faculty supervision, assistants will work with students in laboratory and help sessions for introductory courses. May be repeated for a maximum of 4 credits. Grading is on a satisfactory/unsatisfactory basis.

CS 375 Independent Study

Prerequisite: Permission of the instructor. (Either semester/1, 2, or 3 credits)

The study of selected topics in computer science, accomplished through readings, problem assignments and projects.

CS 398 Computer Science Tutorial

Prerequisite: Permission of instructor. (Either semester/1, 2, or 3 credits)

An opportunity to work with a faculty member and a small group of students in a semester-long program of directed study.

CSMA 399 Internship in Mathematics and Computing

Prerequisites: 21 credits of mathematics or computer science courses at the 200-level or above and permission of the department. (Either semester/3 to 15 credits)

Supervised work in applied mathematics and/or computer-related projects in a governmental, private-industrial or educational setting. In order to enroll in this course, a student must meet College internship requirements. Grading is on a satisfactory/unsatisfactory basis.

CS 419/519 Advanced Data Structures

Prerequisite: CS 287. (Either semester/3 credits)

An intensive introduction to object-oriented programming and advanced data structures. Topics will include such data structures as heaps, priority queues, hash tables, advanced tree structures including B+ or B* trees and graphs. The course will emphasize the relative advantages and disadvantages of various design and implementation choices, and the way these choices affect software quality. Integration of component-based methodologies into their software designs will be discussed. Instruction will be in the C++ programming language, including the C++ Standard Library.

CS 420/520 Algorithm Analysis

Prerequisites: MATH 201, MATH 207 and CS 419 or permission of the instructor. (Second semester/3 credits)

An introduction to the analysis and design of algorithms. Topics include: sorting and searching, review of data structures, advanced tree structures, graph algorithms, network-flow problems, amortized analysis, conquer-and-divide, greedy algorithms and dynamic programming. Additional topics may include: combinatorial search algorithms, computational geometry, string algorithms, distributed algorithms, parallel algorithms and NP-Completeness.

CS 424/524 Principles of Software Engineering

Prerequisite: CS 287 or permission of the instructor. (First semester/3 credits)

This course will examine and discuss the life cycle of computer software. The major issues addressed are: analysis of the project, requirements specification, design, coding, testing and reliability and maintenance.

CSIT 430/530 Applied Database Concepts

Prerequisite: CS 287 or permission of the instructor. (Either semester/3 credits)

A study of the design and implementation of databases from a real world applications point of view. The course includes a review of database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory and data protection issues. The course will also address topics such as assessing end-user needs, developing specifications, designing functionally equivalent solutions and evaluating commercial database packages.

CS 450/550 Digital Logic and Switching Theory

Prerequisite: CS 326 or permission of the instructor. (Offered as needed/3 credits)

Introduction to combinational and sequential circuit design. Topics include arithmetic circuits, decoders, flip-flops, counters, registers, memory systems and analog-to-digital conversion. Students will use integrated circuits to construct the circuits designed.

CS 453/553 Data Communications and Network Architectures

Prerequisites: CS 287 and 326 or permission of the instructor. (First semester/3 credits)

A study of data communications and computer networks from the programmer's point of view. Topics include direct link networks, such as Ethernet, token ring and wireless networks; packet switching, internetworking and routing, with an emphasis on the Internet Protocol; end-to-end communications, emphasizing UDP, TCP and RPC; congestion control; data compression; network security; and applications. Students will write programs that use the TCP/IP protocol stack via the UNIX or Java socket interfaces.

CS 461/561 Computer Architecture

Prerequisites: CS 326 and CS 419 or permission of the instructor. (Odd years/3 credits)

An in-depth study of architectural concepts and principles including performance-based design tradeoffs. Topics to be covered include: instruction set design, arithmetic algorithms, hardwired and microprogrammed control, memory hierarchy design, input/output, pipelines, RISC, CISC, vector processors, parallel processors and superscalar machines.

CS 464/564 Operating Systems

Prerequisites: CS 326 and CS 419 or permission of the instructor. (Second semester/3 credits)

A comprehensive introduction to the fundamental principles of operating systems illustrated by examples from contemporary systems. This course emphasizes the design tradeoffs involved in operating system design. Topics include: process management; concurrency; deadlock; cpu scheduling; memory management; disk management; files systems; security; and distributed, real-time and multiprocessor operating systems.

CS 471/571 Programming Languages: Their Design and Compilation

Prerequisites: CS 326 and CS 419. (First semester/3 credits)

A survey of the major programming paradigms and their related languages, including procedural, functional, logic and object-oriented programming. Topics include: binding, exception handling, data sharing, scope, parameter passing, type checking, runtime storage management, lexical analysis, syntactic analysis, parsing, code generation and optimization.

CSIT 483/583 World Wide Web Programming

Prerequisites: CS 287 or permission of instructor. (Second semester—Odd years/3 credits)

Examination of issues and techniques in programming for World Wide Web applications. Topics include HTML and the HyperText Transfer Protocol, The Common Gateway Interface (CGI); Multipurpose Internet Mail Extensions (MIME); programming language options; CGI scripting (designing, building, testing and installing CGI applications); file and database access; and security issues. Perl will be used as the primary scripting language for the course. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working application as part of the course work.

CS 490 Assistantship in Computing

Prerequisites: 12 credits of CSCI at the 200 level or above and permission of the Department. (Either semester/2 to 6 credits)

This course provides an opportunity for students to participate in the operation of campus computer facilities, either in the Department or elsewhere. Projects may include management of an operating system, development of services and software for various constituencies and preparation of user documentation.

Information Technology Courses

IT 180 Elements of Web Development I

Prerequisite: Level II placement on the Basic Math Skills Inventory or MATH 099 or permission of the instructor. (Either semester/3 credits)

An introduction to languages and programming techniques for the World Wide Web, including the Hypertext Markup Language, Cascading Style Sheets and a client-side scripting language. This course provides an overview of creating Web documents with emphasis on separating structure from presentation and on the process of problem solving.

CAIT 221 Applied Computer Graphics

Prerequisite: IT 180 or permission of the instructor. (First semester/3 credits)

A study of computer-based graphics from an applied point of view. The course will consider concepts and techniques underlying the creation and use of graphics, including computer drawing, image editing, bit-mapped and vector graphics; image manipulation and image compression, with emphasis on preparing images for the Web. Students will get hands-on experience in using various kinds of graphics software.

IT 280 Elements of Web Development II

Prerequisite: IT 180 or permission of the instructor. (Second semester/3 credits)

Topics include Web standards and their applications; advanced techniques using XHTML and CSS; and selected concepts and techniques from information technology and computer science that serve as a foundation for Web development including networks, databases and Internet protocols. Concepts will be explored through interpreted languages such as JavaScript and PHP.

IT 375 Independent Study

Prerequisite: Permission of the instructor. (Either semester/1, 2, or 3 credits)

The study of selected topics in information technology, accomplished through readings, problem assignments and projects.

IT 382 Usability Engineering for Web Development

Prerequisites: IT 280 or permission of the instructor. (First semester/3 credits)

Principles of usability engineering, including analysis, design, prototyping and testing, with emphasis on their application to Web development. Topics include: what is usability, heuristic evaluation, usability goal setting, interaction design and styles, assessment methods, Web accessibility and adaptive technologies.

ITMG 388 Management Information Systems

Prerequisite: MGMT 301. (Second semester/3 credits)

Study of the management decision-making framework, needs assessment, types of management information systems, selection, evaluation and implementation of systems. Social and policy issues are also considered.

CSIT 430/530 Applied Database Concepts

Prerequisite: CS 287 or permission of the instructor. (Either semester/3 credits)

A study of the design and implementation of databases from a real world applications point of view. The course includes a review of database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory, and data protection issues. The course will also address topics

such as assessing end-user needs, developing specifications, designing functionally equivalent solutions and evaluating commercial database packages.

IT 480 Practicum in Web Development

Prerequisite: IT 382 or permission of the instructor. (Second semester/3 credits)

The technologies and issues associated with developing World Wide Web information sites, with an emphasis on accessibility and usability. Topics include authoring techniques; site conception; site structure and navigational design; graphics and multimedia issues; server-side and client-side programming options; portability and maintenance issues; and security. Student teams will develop a working site as part of the course work.

CSIT 483/583 World Wide Web Programming

Prerequisites: CS 287 or permission of instructor. (Second semester—Odd years/3 credits)

Examination of issues and techniques in programming for World Wide Web applications. Topics include HTML and the HyperText Transfer Protocol, The Common Gateway Interface (CGI); Multipurpose Internet Mail Extensions (MIME); programming language options; CGI scripting (designing, building, testing and installing CGI applications); file and database access; and security issues. Perl will be used as the primary scripting language for the course. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working application as part of the course work.

The Department also regularly offers special topics courses in various areas of computer science and information technology. Check the specific course schedule for a given semester to see what special topics courses may be offered that semester.

EAST ASIAN STUDIES MINOR

The minor in East Asian studies is interdisciplinary and is offered jointly by the Departments of History and Political Science, Economics and Management and Religion and Philosophy.

It offers the opportunity to put together an interdisciplinary program that surveys this important area of the world. The program gives the students a basic understanding of the traditional cultures and an introduction to the contemporary situation.

Requirements for the Minor

HIST	237	Modern China and Japan
ITLS	302	Culture of China
ITLS	303	Culture of Japan
PLRL	306	Chinese Thought

One of the following:

ECON	324	International Trade
PSCI	323	Politics of the Third World

ECONOMICS AND MANAGEMENT DEPARTMENT

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

Assistant Professors: Yong-Kyun Bae, Darren Boas

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

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

Majors in economics and management have pursued graduate study in economics and management and have entered careers in business, and social and governmental agencies. While there are required courses in both undergraduate B.A. majors, there is flexibility in selecting elective courses. Students select concentrations of courses that focus on specific education and career interests, and may even pursue a double major when it serves their career needs.

The graduate program in business administration is designed to increase career mobility and to improve management skills for those in, or seeking to enter, management positions.

The economics and management faculty represent a variety of backgrounds including economic theory, economic development, environmental economics and environmental policy, applied economics, finance, accounting, public administration, marketing, international business, personnel, organization theory and strategic management.

Programs Offered:

- Master of Business Administration Degree
- Economics Major (B.A.)
- Management Major (B.A.)
- Business Administration Minor
- Comparative Market Economies Minor
- Global Economy Minor
- Management Minor

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 a global or comparative 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 to spend either a semester/year or summer studying abroad or to complete a 3-credit internship in a major international city such as Washington, D.C. International students are exempt from the study abroad/internship requirement. Majors are also encouraged to work with a faculty member in economics on at least one research project.

Requirements for the Major

The economics major requires a minimum of 36 credits in economics at the 200-level or above; students may take a maximum of 60 credits including 100-level courses.

All majors must take the following core economics courses:

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

ECON 306	Microeconomic Analysis
ECON 310	Environmental Economics
ECON 452	History of Economic Thought
ECON 470	Seminar

All majors must also take:

MATH 112	Applied Statistics
MATH 120	Pre-calculus Mathematics

All majors are required to participate in a study abroad semester/year or summer or an internship (ECON 399—3 credits). International students are exempt from the study abroad/internship requirement.

All economics majors specialize in either the Global Economy, Comparative Market Economies or design their own major with at least two faculty members in economics.

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

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

and six credits from the following:

ECON 317	Economics of Development
ECON 318	Comparative Market Economies
ECON 319	Transitional Economies
ECHN 330	East Asia: Colonialism, Independence, Development and Democracy
ECMG 314	Multinational Corporations: Theory and Practice
ECMG 478	International Financial Management
ECPS 414	Environmental Policy

Majors specializing in Comparative Market Economies are required to take all of the courses required of all majors listed above plus:

ECON 318	Comparative Market Economies
ECON 319	Transitional Economies
ECPS 414	Environmental Policy

and six credits from the following:

ECON 317	Economics of Development
ECHN 330	East Asia: Colonialism, Independence, Development and Democracy
ECMG 314	Multinational Corporations: Theory and Practice
ECMG 478	International Financial Management

Students planning to pursue a Ph.D. in economics also should take:

ECON 480 Econometrics, MATH 201 Calculus I, MATH 202 Calculus II, MATH 203 Calculus III, MATH 304 Differential Equations, MATH 339 Linear Algebra, MATH 351 Probability and Statistics, MATH 453 Introduction to Real Analysis.

GLOBAL ECONOMY MINOR

Coordinator: Sang W. Kim

Requirements for the Minor

ECON 205 Principles of Macroeconomics

ECON 206 Principles of Microeconomics

and either

ECON 305 Macroeconomic Analysis

ECON 460 International Finance and Open Economy Macroeconomics

or

ECON 306 Microeconomic Analysis

ECON 324 International Trade

Plus six credits from the following:

ECON 310 Environmental Economics

ECMG 314 Multinational Corporations: Theory and Practice

ECMG 478 International Financial Management

ECON 480 Econometrics

COMPARATIVE MARKET ECONOMIES MINOR

Coordinator: Joseph Dahms

Requirements for the Minor

ECON 205 Principles of Macroeconomics

ECON 206 Principles of Microeconomics

and either

ECON 306 Microeconomic Analysis

ECON 317 Economics of Development

or

ECON 305 Macroeconomic Analysis

ECON 318 Comparative Market Economies

Plus six credits from the following:

ECON 319 Transitional Economies

ECHN 300 The European Economy

ECHN 330 East Asia: Colonialism, Independence, Development and Democracy

ECPS 414 Environmental Policy

Economics Courses

ECON 205 Principles of Macroeconomics (CORE—Social and Behavioral Analysis)

Credit by exam. (Both semesters/3 credits)

The theoretical principles of the economy as a whole; includes national income determination, inflation, unemployment, fiscal policy, monetary policy and open-economy macroeconomics.

ECON 206 Principles of Microeconomics

Credit by exam. (Both semesters/3 credits)

The theoretical principles that examine the behavior of individuals, households, business enterprises and governments in the day-to-day functioning of domestic and international markets. The course will focus on competitive and non-competitive market outcomes and what happens when markets fail with a special emphasis on international trade, the environment and global economic issues.

ECON 299 Special Topics: The Chinese Economy

Prerequisite: ECON 206 or permission of the instructor. (3 credits)

A survey of the Chinese economy from pre-liberation through the Maoist years to the reforms of the economy since 1976.

ECHN 300 The European Economy (CORE—Western Civilization)

Prerequisite: Completion of the Social and Behavioral Analysis section of the Core.

Open to sophomores, juniors or seniors in the Honors Program or with permission of the instructor. (Offered in Europe during the May term/3 credits)

The course will focus on the unification of the European economies into a single market. The course examines the forces which brought about the unification of the European economies and the social, political and economic implications of unification for individual member countries and the United States.

ECMG 303 Principles of Finance and Investment

Prerequisites: MGMT 284, ECON 206 and MATH 112. (Either semester/3 credits)

Introduction to the fundamental analytical tools and use of information sources in finance and investments. Study of time value of money, valuation of securities, risk, rates of return and cash flow analysis.

ECON 305 Macroeconomic Analysis

Prerequisite: ECON 205 or permission of the instructor. (First semester/3 credits)

The theory of Keynesian and classical income determination, interest rates, employment, consumption, investment, government expenditures and economic growth.

ECON 306 Microeconomic Analysis

Prerequisite: ECON 206. (Both semesters/3 credits)

The theory of the firm under various competitive conditions; determination of wages, interest, rent and profits. An introduction to welfare economics and general equilibrium theory.

ECON 310 Environmental Economics

Prerequisite: ECON 206 or permission of the instructor. (First semester/3 credits)

This course examines the relationship between economic growth and the environment. The tools of economic analysis are used to examine the relationship between economic efficiency and sustainability. The course also evaluates public policies in developed and developing countries designed to promote more sustainable development.

ECMG 314 Multinational Corporations: Theory and Practice

Prerequisite: ECON 206. (Both semesters/3 credits)

Multinational corporations now dominate global trade and production. This course examines theoretical and empirical explanations for the evolution of multinational corporations, the response of MNCs to global pressures to be more socially and environmentally responsible, and explores the impact of their activities on their home and host countries.

ECON 317 Economics of Development

Prerequisite: ECON 205 or ECON 206 or permission of the instructor. (Second semester/3 credits)

Theories of economic development and growth. Case studies of developed and less developed countries in Asia, Africa and Latin America.

ECON 318 Comparative Market Economies

Prerequisites: ECON 205 and ECON 206. (First semester/3 credits)

An examination of the capitalist economic system. The course compares the structure, institutions, performance and the role of the government in the economies of the United States, Japan, France, Germany, The European Union, the Asian Tigers and other emerging capitalist economies.

ECON 319 Transitional Economies

Prerequisites: ECON 205 and ECON 206. (3 credits)

Examines the special problems the former socialist economies are experiencing as they transition to markets, individual incentives and private ownership. Russia, Eastern and Central Europe, China, Cuba and other former socialist republics will be studied.

ECON 324 International Trade

Prerequisites: ECON 205, ECON 206 and ECON 306. Open to sophomores, juniors and seniors, or permission of the instructor. (First semester/3 credits)

This course examines the microeconomic aspects of the International Economics. Economic theories are developed to rigorously analyze the issues in international trade, distribution of gains from trade, trade policy tools and their use, along with welfare effects of trade. Topics of current interest such as free trade and welfare, trade blocks and various development policies will be studied.

ECON 326 Industrial Organization

Prerequisites: ECON 206; ECON 306 is recommended. (First semester/3 credits)

The study of market structure, monopoly power, pricing, competition, game theory and regulation.

ECON 328 Labor Economics

Prerequisites: ECON 205 and ECON 206 or permission of instructor. (Second semester—Even years/3 credits)

Theories of wage determination, unemployment and inflation, employment trends and labor in the global economy.

ECHN 330 East Asia: Colonialism, Independence, Development and Democracy

(CORE—Non-Western Civilization)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or permission of the instructor. (3 credits)

This course examines the politics, economics, culture, literature and history of this region and its importance to the U.S. by focusing study intensively on one or more countries in the region. The country or countries chosen for study will vary from year to year depending on developments in the region and student interest.

ECON 335 Teaching Assistantship in Economics

Prerequisite: Permission of the economics faculty.

(1 or 2 credits, may be repeated for a maximum of 4 credits)

Assist in the introductory and principles of economics courses. The teaching assistant holds tutorials for student questions, assists in computer assignments and quantitative projects. Grading is on a satisfactory/unsatisfactory basis.

ECON 375 Independent Study

Prerequisite: Permission of the chair of the department. (1, 2 or 3 credits)

Reading and/or research in a selected field of economics.

ECON 399 Internship in Economics

Prerequisites: 15 credits in economics at the 200-level or above. (3-15 credits)

A learning experience in a business or public environment where specific demands are made in terms of applying economic principles and analysis. Grading is on a satisfactory/unsatisfactory basis.

ECPS 414/514 Environmental Policy

Prerequisites: PSCI 203, 210 or 215, and ECON 310 or permission of the instructor. (Second semester/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policymaking and on the problems associated with implementing environmental policies in different political and institutional contexts.

ECON 452 History of Economic Thought

Prerequisite: ECON 305 or 306 or permission of the instructor. (First semester—Odd years/3 credits)

The doctrines of the great economists: Mercantilist, physiocrat, classical and Keynesian schools of thought; the relation of economic thought to contemporary institutions.

ECON 460 International Finance and Open Economy Macroeconomics

Prerequisites: ECON 205, ECON 206 and ECON 305. Open to sophomores, juniors and seniors, or permission of instructor. (Second semester—Even years/3 credits)

This course examines the macroeconomic aspects of international economics. Economic theories are developed to rigorously analyze the issues in balance of payments, exchange rate determination and global capital markets. Topics of current interest such as developing country debt, stabilization and economic reform will be studied.

ECON 470 Seminar

Prerequisites: ECON 305 and 306 or permission of the instructor. (As needed/3 credits)

Study of specific problems in economics through individual research, reports and group discussion.

ECMG 478/578 International Financial Management

Prerequisites: ECON 205, ECON 206, ECMG 303, ECON 306 and ECMG 314. Open to sophomores, juniors and seniors, or by permission of the instructor. (Second semester—Even years/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

ECON 480 Econometrics

Prerequisites: ECON 205, ECON 206 and MATH 112, and either ECON 305 or ECON 306. Open to sophomores, juniors and seniors, or permission of the instructor. (Either semester/3 credits)

An introduction to quantitative analysis of economic phenomena. The course emphasizes techniques of estimating economic relationships, testing economic theories and forecasting economic variables. Attention is given to real-world applications.

EDUCATION DEPARTMENT

Professor: Kathleen Bands

Associate Professors: Marie Finn, Merrill Fisher, Ellen G. Koitz

Assistant Professors: Janet Ambrose, Tom Bogar, John George (chair), Diane Painter

Clinical Instructors: Karen Belle, Amy Noggle

Director of Assessment: Val Sharpe

Professional Development School Director, ECE and Dual Certification Placement

Coordinator: Paula Gordon

Secondary PDS Coordinator: Tom Bogar

The Department of Education offers undergraduate and post-baccalaureate teacher education programs in early childhood education, dual certification in elementary and

special education and seven secondary education certification programs in the subject areas of biology, chemistry, English, French, history, mathematics and Spanish. Master of Science degrees are offered in Educational Leadership, Reading Specialization and in Curriculum and Instruction with concentrations in early childhood education, elementary education, elementary school science and mathematics, secondary education and special education.

Education faculty are active in national professional organizations and in local schools as supervisors of students, consultants and researchers. Hood's full-time faculty is supplemented by adjunct faculty who are recognized as distinguished educators.

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

Our Vision as a department...

The Education Department believes that a well-educated and prepared teacher and educational leader have a sense of self-satisfaction in both intellectual pursuits and pedagogical applications. The Department believes that the discipline of education is a scholarly pursuit, a science, an art and a profession. We believe that the Education Department must provide candidates with a theoretical knowledge base, technological tools, support to become competent professionals of the art of education and guidance to operate within an ethical profession in a diverse society.

Mission Statement

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

Institutional (Department) Outcomes

We believe that the Education Department at Hood College prepares educators who ...

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

Candidates enrolling in the Education Initial Teacher Certification Programs are assessed on six Institutional Outcomes and their dispositional beliefs (commitment to continuous

content knowledge and skills development; belief that all students can learn; belief that consistent and purposeful assessment guides practice and instruction; effective and ethical use of technology will enhance learning; effective communication with all stakeholders will facilitate learning and reflective practice to inform and promote professional growth) as part of program expectations. The Education Department assesses these professional dispositions through written candidate assessments and through course expectations and can issue a dispositional alert if teacher candidates fail to meet these professional dispositions. Appropriate initial teacher certification professionals may fill out a dispositional alert form with a remediation action plan to notify the candidate of such concerns. Failure to complete the action plan may lead to program dismissal.

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

Facilities: Several facilities on campus serve as laboratories or curriculum materials centers for the teacher education program. The Onica Prall Child Development Laboratory School (O.P.C.D.L.), founded in 1929, serves as a nursery school for three- and four-year-old children. Students observe and teach in the O.P.C.D.L. School. 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 Room" which is equipped with instructional technology. Area school districts work cooperatively with the Education Department in offering numerous field experiences to teacher education students through Professional Development School (PDS) partnerships. Education students are engaged in continuous and extensive field experiences in the PDS and the O.P.C.D.L. School beginning with their first education course and continuing through program completion.

Programs Offered:

- Curriculum and Instruction, M.S. Degree
- Educational Leadership, M.S. Degree
- Reading Specialization, M.S. Degree
- Early Childhood Education Major (B.A.)
- Dual Certification in Elementary and Special Education Major (B.A.)
- Secondary Education Certification
- Post-Baccalaureate Teacher Certification in Early Childhood Education, Dual Certification in Elementary and Special Education, Secondary Education

EDUCATION MAJORS AND CERTIFICATION PROGRAMS

Certification Options

Students may enter certification programs as undergraduates majoring in early childhood education (ECE), dual certification in elementary and special education or secondary education subject area. ECE majors may complete a minor. Students who are seeking secondary certification will choose a major in the intended secondary subject teaching area. Multidisciplinary breadth for all students is demonstrated through

completion of additional general education courses beyond Hood's Core Curriculum. See program requirements for details.

Hood's Department of Education offers teacher certification programs for holders of a baccalaureate degree. They may become certified to teach in early childhood education, dual certification in elementary and special education, and secondary education in the subject areas of biology, chemistry, English, French, history, mathematics and Spanish. A 2.75 G.P.A. on a 4.0 G.P.A. scale in baccalaureate work is required. Students who select this option must meet certification requirements through satisfactory completion of their program's required content and professional education courses. Contact the Admissions office for more specific information regarding acceptance into and requirements for these programs. All teacher certification programs are approved by the Maryland State Department of Education using nationally recognized standards. Hood College also meets the Title II requirements of the Higher Education Act. Refer to www.msde.state.md.us for Hood College's Institutional Report or to the Title II Institutional Report attachment in this catalog.

Program Components

Continuous Field Experiences: Extensive and continuous field experiences are at the heart of the teacher education programs. Beginning in the first education course, students participate in field experiences in local professional development schools. A professional development school (PDS) is a collaborative effort between a public school and Hood College to strengthen and enhance teacher candidates' pre-service professional development within the public school setting. Additionally, PDSs provide continuous professional development to in-service teachers working in the PDS sites, thus providing for the on-going development of both pre- and in-service teachers.

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

Praxis: Passing Praxis I and II is required for the successful completion of each certification program. Refer to individual programs for details.

Grade Point Average (G.P.A.) Requirement: Students must achieve a 2.75 cumulative G.P.A. on a 4.0 scale and a 2.75 G.P.A. in education courses at Hood College for admittance into the extended internship of the teacher certification programs. Students are expected to maintain a 2.75 cumulative G.P.A. and a 2.75 cumulative G.P.A. in education course work. Furthermore, a student earning a C- or lower in required education courses may not continue in the teacher education programs.

Certification: Upon successful completion of one of the teacher education programs and attainment of the Maryland state minimum scores on all state-required Praxis I and II exams, students are eligible for certification to teach in Maryland with reciprocal certification to teach in many other states. It is the student's responsibility to contact individual states other than Maryland for information regarding certification requirements for specific programs. Teacher candidates should also be aware that local school systems may impose additional requirements beyond state certification.

Mandatory informational meetings regarding application procedures, portfolio construction and deadlines are held each semester. As with most colleges and universities, there is an additional fee required for the teaching internship (formerly known as "student teaching"). Interns are responsible for their own transportation to and from field experiences. Variation from Hood's holiday and vacation schedules may be required to accommodate local school district calendars.

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

EARLY CHILDHOOD EDUCATION, B.A.

Successful completion of the Early Childhood Education Program with the Phase II and Phase III yearlong internship and attainment of Maryland state minimum passing scores on Praxis I and II leads to Maryland state initial teaching certification to teach nursery school, kindergarten and grades one, two and three. The Phase III teaching internship requires two placements, one in kindergarten and one in a primary class.

The ECE program includes many field experiences and is based conceptually on the INTASC Principles.

Students who wish to major in Early Childhood Education without completing the teacher certification program must complete a minimum of 24 credits at the 200-level or above. The major alone does not lead to teacher certification. Students completing this non-certification option are not required to complete the multidisciplinary breadth requirements.

Requirements for the Early Childhood Education Program

The teacher certification program in ECE is composed of three phases, each of which has specific course requirements and field experiences.

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

- 12 credits in English
- 12 credits in science (at least one course in biological science and at least one course in physical science)
- 12 credits in mathematics (to include MATH 111 or MATH 201, MATH 106, MATH 107 and MATH 112 or PSY 211)
- 9 credits in social sciences to include U.S. History and Introduction to Psychology

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

Program Prerequisites

The courses in the prerequisite portion of the Early Childhood Education Program prepare students for the professional sequences in Phases I, II and III. Along with these prerequisite courses, ECE students must complete field experiences in designated professional development schools (PDSs). While completing prerequisite courses, ECE students must obtain Maryland's minimum passing score on Praxis I.

EDUC 204	Foundations for Effective Teaching — 3 credits
EDUC 223	Childhood Development — 3 credits or EDUC 532* Human Development: Childhood — 3 credits
EDUC 224	Processes and Acquisition of Reading or EDUC 515* Processes and Acquisition of Reading — 3 credits
EDUC 236	Children and Youth with Exceptionalities — 3 credits

*Courses at the 500-level are open only to students who have earned a baccalaureate degree and have been accepted to Hood's Graduate School.

Phase I: Entry to Phase I is contingent upon (1) successful completion of prerequisite courses, (2) successful performance in prerequisite field experiences, including a half day assignment in the Onica Prall Child Development Laboratory School (O.P.C.D.L.), (3) meeting Maryland’s minimum passing score on Praxis I. By the end of Phase I, ECE students submit their Entry Folio and application for entrance into Phase II and (4) endorsement by Elementary Advisory Council.

- EDUC 316 Reading Instruction — 3 credits **or**
EDUC 518* Reading Instruction: Elementary — 3 credits
- EDUC 320 Science Curriculum, Methods and Materials — 2 credits
- EDUC 324 Theory and Practice in Early Childhood Education — 4 credits
- EDUC 330 Social Studies Curriculum, Methods and Materials — 2 credits

Phase II: Entry to Phase II is contingent upon (1) successful completion of Phase I courses, (2) successful performance in Phase I field experiences, (3) 2.75 G.P.A. overall, and in education courses, (4) a score of “Basic” or higher on the Entry Folio and (5) endorsement by Elementary 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.

- EDUC 317 Materials for Teaching Reading — 3 credits
- EDUC 321 Mathematics Curriculum, Methods and Materials — 3 credits
- EDUC 340 Assessment for Reading Instruction — 3 credits
- EDUC 347 Classroom Organization and Management — 3 credits
- EDUC 349 Internship I Early Childhood and Elementary/Special Education — 2 credits
- EDUC 360 Introduction to the Teaching Internship — 1 credit

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

- EDUC 459 Teaching Internship in Kindergarten and Primary Grade — 12 credits
- EDUC 460 Professional Development Seminar — 3 credits

DUAL CERTIFICATION IN ELEMENTARY AND SPECIAL EDUCATION, B.A.

The Elementary/Special Education program is designed to prepare teachers for dual certification in elementary and special education. Today’s special education and general education children are frequently taught together in the same classroom. The philosophy of inclusion supports this approach. The dual certification major strengthens the preparation of teacher candidates to instruct both special education and general education children who will be assigned to their classrooms. It meets the federal

requirement for preparing “highly qualified teachers,” a part of the “No Child Left Behind” legislation.

Successful completion of the dual certification in Elementary/Special education program with the Phase II and Phase III yearlong internship (.5 elementary and .5 special education placements) and attainment of Maryland state minimum passing scores on Praxis I and II leads to Maryland state initial teaching certification to teach elementary as well as special education children. Program completers are prepared to teach children with and without disabilities in regular and inclusion classrooms at grade levels one through eight. The focus within special education is on teaching students with mild and moderate disabilities who have learning disabilities, mental retardation and/or emotional disturbance. Additionally, program graduates are prepared to work effectively in collaborative teams of both special and general education teachers and school specialists. The dual certification program in elementary/special education includes many field experiences and a yearlong internship based conceptually on the Maryland State Department of Education’s “Redesign of Teacher Education.”

The yearlong experiences during the final two semesters feature an internship in an elementary classroom and an internship in a special education assignment.

Students who wish to major in the elementary/special education course offerings without completing the teacher certification program must complete a minimum of 24 credits at the 200-level or above. The major alone does not lead to teacher certification. Students completing this non-certification option are not required to complete the multidisciplinary breadth requirements.

Requirements for the Dual Certification Elementary/Special Education Program

The major and teacher certification program in elementary/special education are composed of three phases, each of which has specific course requirements and field experiences.

The elementary/special education certification program requires students to demonstrate multidisciplinary breadth by completing:

- 12 credits in English
- 12 credits in science (at least one course in biological science and at least one course in physical science)
- 12 credits in mathematics (to include MATH 201 or MATH 111, MATH 106, MATH 107 and MATH 112 or PSY 211)
- 9 credits in social sciences to include U.S. History and Introduction to Psychology

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

Program Components

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

Program Prerequisites

The courses in the prerequisite portion of the Dual Certification in Elementary/Special Education Program prepare students for the professional sequences in Phases I, II and III. Along with these prerequisite courses, students must complete field experiences in designated professional development schools (PDSs). While completing prerequisite

courses, Dual Certification in Elementary/Special Education students must obtain Maryland's minimum passing score on Praxis I.

EDUC 204	Foundations for Effective Teaching — 3 credits
EDUC 223	Childhood Development — 3 credits
EDUC 224	Processes and Acquisition of Reading or EDUC 515* Processes and Acquisition of Reading — 3 credits
EDUC 236	Children and Youth with Exceptionalities — 3 credits

**Courses at the 500 level are open only to students who have earned a baccalaureate degree and have been accepted to Hood's Graduate School. They may carry additional graduate course requirements.*

Phase I: Entry to Phase I is contingent upon (1) successful completion of prerequisite courses, (2) maintaining a 2.75 G.P.A. in education courses and overall G.P.A., (3) successful performance in prerequisite field experiences, (4) meeting Maryland's minimum passing score on Praxis I and (5) endorsement by the Elementary Advisory Council. By the end of Phase I, students submit their Entry Folio and application for entrance into Phase II.

EDUC 316	Reading Instruction — 3 credits or EDUC 518* Reading Instruction: Elementary — 3 credits
EDUC 320	Science Curriculum, Methods and Materials — 2 credits
EDUC 330	Social Studies Curriculum, Methods and Materials — 2 credits
EDUC 345	Instructional Assessment — 2 credits
EDUC 353	Special Education Methods: Elementary School — 3 credits
EDUC 354	Special Education Methods: Middle School — 3 credits
EDUC 373	Assessment, Diagnosis and Prescription in Special Education — 3 credits

Phase II: Entry to Phase II is contingent upon (1) successful completion of Phase I courses, (2) successful performance in Phase I field placements, (3) maintaining a 2.75 G.P.A. in education courses and overall G.P.A., (4) a score of "Basic" or higher on the Entry Folio and (5) endorsement by the Elementary 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.

EDUC 317	Materials for Teaching Reading — 3 credits
EDUC 321	Mathematics Curriculum, Methods and Materials — 3 credits
EDUC 340	Assessment for Reading Instruction — 3 credits
EDUC 347	Classroom Organization and Management — 3 credits
EDUC 349	Internship I Early Childhood and Elementary/Special Education — 2 credits
EDUC 360	Introduction to the Teaching Internship — 1 credit

Phase III: Entry into Phase III is contingent upon (1) successful completion of Phase II courses, (2) successful performance in Phase II internship, (3) maintaining a 2.75 G.P.A. in education courses and overall G.P.A. and (4) endorsement by the Elementary Advisory Council. The dual certification program in elementary/special education student will be engaged in a full-time teaching internship in designated Professional Development Schools. Phase III courses are only open to students who have successfully completed

Phase II and have been approved to continue in the yearlong internship. Toward the end of Phase III and in partial fulfillment of program requirements, the student submits the Exit Folio, which must meet the rating score of "Basic" or higher. Completion of Phase III and the certification program is contingent upon meeting Maryland's minimum passing score on Praxis II tests.

EDUC 449	Teaching Internship in Elementary/Special Education — 12 credits
EDUC 460	Professional Development Seminar — 3 credits

Secondary Education Certification

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

Requirements for the Secondary Education Program

- Completion of a baccalaureate degree at Hood that includes Core requirements or completion of a liberal arts or science baccalaureate at another accredited institution.
- Completion of a major at Hood, or at another accredited institution, in one of the academic fields in which Hood offers secondary teacher certification. Students from other institutions with related majors such as zoology, environmental science, journalism, etc., must present courses that are equivalent to all courses required for the Hood major in the discipline that the student is pursuing teacher certification.
- Completion of additional general education requirement courses as specified by each department at Hood. For example, biology majors must also take PHYS 101 or 203, and English majors must also take specified communication arts courses.
- Attainment of a 2.75 cumulative G.P.A., a 2.75 G.P.A. in education courses and a 2.75 G.P.A. in the respective content area on a 4.0 scale upon completion of Phase I and Phase II of the program.
- Attainment of state minimum scores on all state required Praxis I tests prior to entrance into Phase I of the teacher certification program.
- Satisfactory assessment of Entry and Exit Folios.
- Successful completion of Praxis II for program completion.

In order to complete the certification requirements within four years, undergraduates should begin their programs with EDUC 204 Foundations for Effective Teaching in the first semester of their sophomore year.

Secondary education students should be aware that completing the teacher education requirements may require time beyond the completion of a B.A. program.

Program Prerequisites:

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

EDUC 204 Foundations for Effective Teaching — 3 credits

Note: Prior to enrolling in EDUC 204, the student must have a conference with the Coordinator of Secondary Education.

Phase I (Student Internship): Entry to Phase I is contingent upon (1) successful completion of the prerequisite course, (2) successful performance in prerequisite field experiences, (3) meeting Maryland's minimum passing score on the Praxis I tests and (4) receiving a satisfactory overall recommendation from the Secondary Education Council. The courses in Phase I are prerequisites for all methods courses in Phase II and Phase III. Along with these Phase I courses, secondary education interns must complete the equivalent of one half-day per week of field experiences in a designated secondary professional development school (PDS). By the end of Phase I, secondary education student interns must earn the score of "Emergent" or higher on their Entry Folio and submit an application for the year long teaching internship for acceptance into Phase II.

EDUC 308 Psychological Foundations of Education — 3 credits

EDUC 409 Secondary Reading in the Content Area: Part I — 3 credits

EDUC 413 Analysis of Teaching and Learning — 3 credits

Phase II (Yearlong Teaching Internship): Entry into Phase II is contingent upon (1) successful completion of the Phase I courses, (2) successful performance in the Phase I field experiences, (3) an overall G.P.A. of 2.75 or higher, (4) a G.P.A. of 2.75 or higher in all education courses completed and no grade lower than a "C", (5) a G.P.A. of 2.75 or higher in all courses completed in the content major, (6) a score of "Emergent" or higher on the Entry Folio, (7) a satisfactory recommendation from the content major department and (8) an overall satisfactory recommendation from the Secondary Education Council. Along with the courses in Phase II, the secondary education interns must complete the equivalent of one and one half days per week of field experiences in a designated secondary professional development school (PDS). Secondary Education interns may not enroll in the following courses until official acceptance into Phase II.

EDUC 411 Educational Methods in Student's Teaching Field — 3 credits

EDUC 469 Inclusion and Instruction — 3 credits

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

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

EDUC 419 Teaching Internship — 12 credits

Education Courses

EDUC 204 Foundations for Effective Teaching

Prerequisite: Not open to freshmen. (Both semesters/3 credits)

A study of American education today as viewed from historical, philosophical and social perspectives. Emphasis is placed on what constitutes effective teaching and learning. Major themes include productive learning environments, planning for effective instruction, models for instructional delivery and assessment for all learners and teaching within an organizational context. Students in this foundations course demonstrate proficiency in technology productivity and communication skills, as well as safe and ethical uses of technology. Includes a half day per week course-related field experience in a PDS for Early Childhood Education, Dual Certification in Elementary and Special Education and Secondary Education. This course is for students considering a major in education. The field placement experience is mandatory.

EDUC 223 Child Development

Prerequisite: PSY 101. Not open to freshmen. (Both semesters/3 credits/3 class hours, consecutive laboratory hours of observation)

A study of human development from conception to the adolescent years of childhood. Emphasis is given to cognitive and personality/social theories of development. Students are expected to understand, analyze, apply, synthesize and evaluate various theories and use them in an analysis of one child. Directed naturalistic observations are conducted in the Onica Prall Child Development Laboratory School, beginning a few weeks into the semester.

EDUC 224 Processes and Acquisition of Reading

Prerequisite: EDUC 204 and 223 or 532. (Both semesters/3 credits)

This course is designed to assist pre-service teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research.

EDUC 236 Children and Youth with Exceptionalities

Prerequisite: EDUC 223 or 532. May be taken concurrently with permission of the department. (Both semesters/3 credits)

A survey of the characteristics and education of students with disabilities and other special needs. Historical perspectives, legislative issues and inclusion will be considered. Field experiences are included during select scheduled class sessions.

EDUC 308 Psychological Foundations of Education

Prerequisite: PSY 101 or the equivalent.

(Second semester/3 credits)

The psychology of school learning will be explored. There will be an overview of theories of teaching, learning, behavioral management and related research including the philosophical assumptions underlying each, within the dynamics of context, class, race and gender issues; and an explanation of ways of knowing and the many ways that learners construct knowledge. Emphasis is placed on empirical findings and their implications for the process of schooling. *(Open only to students enrolled in Phase I of the secondary teacher certification program.)*

EDUC 316 Reading Instruction

Prerequisites: EDUC 204, 223 or 532, and 224 or 515. (Both semesters/3 credits)

This course is designed to give the classroom teacher the ability to use a representative array of research-based instructional techniques and strategies in the area of reading. Instructional routines and strategies in the five major components of reading instruction (phonological and phonemic awareness; phonics, spelling and word study; fluency development; vocabulary; and comprehension) suitable for various age and ability groups are emphasized. Throughout the course, students will demonstrate their skill with the instructional routines and strategies by role-play, live demonstrations, critiquing good and inadequate models and reviewing the research support available for those approaches.

EDUC 317 Materials for Teaching Reading

Prerequisite: Admission to Phase II. (Both semesters/3 credits)

This course is designed for pre-service teachers. Participants will use criteria consistent with findings of scientific research to select, evaluate and compare instructional programs and materials for teaching reading. Successful student will be proficient in enabling students to become strategic, fluent and independent readers using a variety of texts and reading related materials. They will be prepared to involve parents and members of the school and surrounding community to promote reading both inside and outside of school. Must be taken during the Phase II Field Experience.

EDUC 320 Science Curriculum, Methods, and Materials

Prerequisites: EDUC 204, 223 or 532, 224 or 515, and 236. (Both semesters/2 credits)

An examination of modern elementary science methods and curriculum materials through a constructivist-based instructional approach. Emphasis on curricular innovations, including content, process, discovery and the application of technology to the teaching of science. The philosophical, psychological and structural natures of the various approaches are considered. Must be taken in Phase I.

EDUC 321 Mathematics Curriculum, Methods, and Materials

Prerequisite: Admission to Phase II. (Both semesters/3 credits)

An examination of modern materials and methods through a constructivist-based instructional approach. Emphasis is placed on the study of current school practices and the implementation of national and state standards. Methods emphasize appropriate activities at the concrete (manipulative), pictorial, and abstract levels. Curricular topics include mathematics as problem solving, communication, reasoning and making connections with the learner's world.

EDUC 324 Theory and Practice in Early Childhood Education

Prerequisites: EDUC 204, 223 or 532, 224 or 515, and 236. Enrollment limited. (Both semesters/4 credits/2 class hours, one 3-hour lab plus 1 hour of seminar related to lab)

A study of philosophies, theories and methods of teaching young children in a preschool setting. Students apply the theoretic concepts they are learning in the lecture section of this course during guided teaching in the Onica Prall Child Development Laboratory School. Must be taken during Phase I.

EDUC 330 Social Studies Curriculum, Methods, and Materials

Prerequisites: EDUC 204, 223 or 532, 224 or 515, and 236. (Both semesters/2 credits)

Appropriate curriculum and methodologies in teaching social studies with emphasis on current school practices and implementation of state and national standards. Must be taken in Phase I.

EDUC 340 Assessment for Reading Instruction

Prerequisite: Admission to Phase II. (Both semesters/3 credits)

This course is designed to assist preservice teachers in becoming proficient consumers and users of classroom-based assessments and assessment data. Instruction will focus on

building knowledge of the purposes of assessment; types of assessment tools; how to administer and use several valid, reliable, well-researched formal and informal assessments of reading and related skills; how to effectively interpret the results of assessments; and how to communicate assessment results in a variety of contexts. Participants will show that they can use assessment data to guide instructional decisions. Participants will demonstrate their abilities by selecting, administering and/or interpreting assessments appropriate for screening, progress monitoring, diagnosing and outcome measurement.

EDUC 345 Instructional Assessment

Prerequisites: EDUC 204, 223 or 532, 224 or 515, and 236 (Second semester/2 credits)

This course surveys assessment instruments and procedures currently used in public schools including commercial placement tests in the major disciplines and annual state tests. Topics include the writing of subject-related performance assessment items, and the review, interpretation and application of test-generated data. Must be taken in Phase I.

EDUC 347 Classroom Organization and Management

Prerequisite: Admission to Phase II. (Both semesters/3 credits)

A study of classroom management techniques appropriate for the general and special education classroom. Topics include behavior modification, interaction techniques, problem solving and group management strategies.

EDUC 349 Internship I Early Childhood and Elementary/Special Education

Prerequisite: Admission to Phase II. (Both semesters/2 credits)

Supervised teaching in the elementary/special education programs for students with mild/moderate disabilities (learning disabilities, mental retardation, emotional disturbance). Students complete one placement in an elementary inclusion classroom and one placement in a middle school special education program. Extra fee. Must be taken in Phase II of the Elementary/Special Education program.

EDUC 353 Special Education Methods: Elementary School

Prerequisites: EDUC 204, 223 or 532, 224 or 515, and 236. May be taken concurrently. (Second semester/3 credits)

A study of procedures for developing and adapting instructional programs to accommodate students with learning and behavioral disabilities in elementary school settings. The course includes examination of curricular models, teaching strategies and instructional materials in academic areas, including the use of assistive technologies and augmentative communication devices. Emphasis placed upon curriculum and methods for students with mild/moderate disabilities. Must be taken in Phase I.

EDUC 354 Special Education Methods: Middle School

Prerequisites: EDUC 204, 223 or 532, 224 or 515, and 236. (Second semester/3 credits)

A study of curriculum objectives, methods and materials of special education for grades 5-8. Course includes examination of curricular models teaching strategies and instructional materials in academic areas, including the use of assistive technologies and augmentative communication devices. Instructional strategies are discussed in light of current theories and literature. Emphasis placed upon curriculum and methods for students with mild/moderate disabilities. Must be taken in Phase I.

EDUC 360 Introduction to the Teaching Internship

Prerequisite: Admission to Phase II. (Both semesters/1 credit)

A seminar taken during the first semester of the yearlong teaching internship. Early childhood, elementary and special education interns acquire knowledge and skills to support their transition from students to teachers. Interns demonstrate skills in performance assessment, plan for their own professional development and provide evidence of effective teaching.

EDUC 370 Practicum in Reading

Prerequisite: EDUC 316. Open to juniors and seniors. (Summer only/3 credits)

Supervised work involving continuous diagnosis of disabled readers and the planning and implementation of appropriate corrective/remedial instructional programs. Each student will be placed with one graduate clinician and will work as an apprentice with that clinician assisting in planning, diagnosis, instruction and supervision for a group of students. Weekly conferences with instructor.

EDUC 373 Assessment, Diagnosis, and Prescription in Special Education

Prerequisites: EDUC 204, 223 or 532, 224 or 515, and 236. (First semester/3 credits)

A study of theoretical and practical aspects of educational evaluation of children and youth with mild/moderate disabilities (learning disabilities, mental retardation, emotional disturbance) at the elementary/middle (grades 1-8) age-grade level. Topics include standard and informal procedures for assessing psycholinguistic processes, oral or written language and academic achievement. Report writing and related educational planning are considered. Must be taken in Phase I.

EDUC 375 Independent Study

Prerequisite: 6 credits in education. Open to juniors and seniors. (Both semesters/1, 2, or 3 credits)

A professional investigation or project evolving from individual interests in education. The project proposal must have the approval of the instructor. Weekly conferences with the instructor.

EDUC 399 Internship in Education

Prerequisite: 9 credits in education. (Both semesters/3 or 6 credits)

Supervised part-time work in educational settings approved by the department. Grading is on a satisfactory/unsatisfactory basis.

EDUC 409 Secondary Reading in the Content Area: Part I

Prerequisites: EDUC 204 and 308. (First semester/3 credits)

A study of the major approaches to teaching reading to students in grades 7 to 12. Emphasis on the implementation of reading techniques and strategies appropriate to the content areas, which the secondary teacher can apply toward improving secondary students' reading skills and their attitude toward reading. Some emphasis on the diagnosis and remediation of certain kinds of reading difficulties is included. Field experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students. *(Open only to students enrolled in Phase I of the secondary teacher certification program.)*

EDUC 411 Educational Methods in Student's Teaching Field

Prerequisites: 18 credits in the major subject, EDUC 204, 308, 409 and 413. (Second semester/3 credits)

This course is designed to provide prospective teachers with a knowledge base of the theories and best practices which are relevant to effective pedagogy as well as current education goals and standards for the content areas: English, foreign language, history, mathematics or science. The focus of the course will be on theories and principles of effective instruction—methods, strategies and techniques for teaching students in grades 7-12 in today's diverse schools. Topics to be explored include assessment strategies and procedures, motivation, multiculturalism, critical thinking, the use of technological resources, questioning and problem solving strategies and skills, as well as adaptation of instruction for students with special needs. *(Open only to students enrolled in Phase II of the secondary teacher certification program.)*

EDUC 412 Secondary Reading in the Content Area: Part II

Prerequisite: EDUC 409. (First semester/3 credits)

This course is designed to develop competency in the utilization of reading and writing strategies, assessments, vocabulary building, comprehension and special needs adaptations. The secondary certification candidates should be able to demonstrate

competency in their knowledge of contemporary theory, wisdom of practice, modeling and analysis and protected practice. Field experiences are required in this course. *(Open only to students enrolled in Phase III of the secondary teacher certification program.)*

EDUC 413 Analysis of Teaching and Learning

Prerequisites: EDUC 204 and 308. (First semester/3 credits)

This course is an introduction to a systematic approach to instruction. Candidates will study and apply best practices for the planning and delivery of instruction, including student behavioral characteristics, diversity and learning styles; the writing of unit and daily lesson plans; strategies of student- and teacher-centered activities; differentiation of instruction; implementation of resources and the role of reflection in the instructional process. The use of technological resources in instructional planning is emphasized. Special emphasis on field experiences in a Professional Development School. *(Open only to students enrolled in Phase I of the secondary teacher certification program.)*

EDUC 419 Teaching Internship

Prerequisites: EDUC 204, 308, 409, 411, 413 and 469. (First semester/12 credits/Extra fee)

Gradual induction into a full semester of directed and evaluated teaching experience in a designated Professional Development School (PDS). There is an emphasis on discipline-specific planning, implementing and assessing instruction; maintaining learning communities that serve the needs of diverse learners; and a focus on academic and social outcomes. *(Open only to students enrolled in Phase III of the secondary teacher certification program.)*

EDUC 449 Teaching Internship in Elementary/Special Education

Prerequisite: Admittance to Phase III. (Both semesters/12 credits/Extra fee)

Supervised teaching in special education programs for students with mild/moderate disabilities (learning disabilities, mental retardation, emotional disturbance). Students complete one placement in an elementary school special education program and one placement in a middle school special education program. Must be taken in Phase III of the Elementary/Special Education program.

EDUC 455/555 Adult Education

(Offered as needed/3 credits)

Study of theory and practice of adult learning, explanation of methods of promoting, organizing, teaching and evaluating programs for adults, and analysis of organizational structure and goals in inservice, training, enrichment and continuing education programs. Development of competency-based approaches and evaluation of research.

EDUC 459 Teaching Internship in Kindergarten and Primary Grades

Prerequisite: Admission to Phase III. (Both semesters/6 credits in kindergarten, 6 credits in primary/Extra fee)

The final semester of teaching internship. A semester-long program of guided observation, participation and supervised teaching. Students complete one full-time placement in kindergarten and one full-time placement in a primary grade (1, 2, or 3). Must be taken in Phase III of the ECE program.

EDUC 460 Professional Development Seminar

Prerequisite: Admission to Phase III. (Both semesters/3 credits)

A culminating seminar taken with the final phase of the yearlong teaching internship. Early childhood, elementary and special education students will analyze their roles and development as teachers as they implement knowledge and skills. Interns complete the exit folio to document their performance and professional development as teachers. Must be taken in Phase III.

EDUC 469 Inclusion and Instruction

Prerequisites: EDUC 204, 308, 409 and 413. (Second semester/3 credits)

This course is designed to introduce students to strategies for differentiating instruction within the general education classrooms. The course examines the legal, philosophical

and programmatic underpinnings of instructional inclusion, broadly defined. Addressed in the course are approaches for adapting the curriculum, especially in the areas of reading, writing and mathematics, to meet the needs of students with identified disabilities (e.g., learning disabled, emotionally impaired, speech and language impaired, mental retardation). (*Open only to students enrolled in Phase II of the secondary teacher certification program.*)

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

Please see page 212 for information on the Mathematics Department.

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

In cooperation with The George Washington University in Washington, D.C., Hood offers a five-year dual degree program in engineering. Students spend the first three years at Hood as mathematics majors, taking the core courses for engineering and courses in the humanities and social sciences. At the end of the three years at Hood, students transfer to The George Washington University into one of the engineering programs offered there, provided that they complete the designated required courses with a grade of C or better and are recommended by the adviser of this program, the chair of the Department of Mathematics. Advisers at both Hood and George Washington work together to assist in this transfer agreement.

At the successful completion of the five-year program, the student is eligible to receive two degrees: a Bachelor of Arts degree in mathematics from Hood College, and a Bachelor of Science degree from The George Washington University. The engineering programs available at The George Washington University are biomedical, civil, electrical, computer, mechanical and systems engineering.

In order to meet Hood requirements, a student in the dual degree program must complete the Hood College Core Curriculum requirements and must complete a specified set of courses in chemistry, computer science, mathematics and physics. Selection of courses to meet the Core Curriculum requirements and selection of elective courses should be done in careful consultation with a faculty adviser to assure that the courses taken at Hood will satisfy the requirements of The George Washington University School of Engineering and Applied Science. In particular, a student must earn 18 to 21 credits in humanities and social science courses that are acceptable to The George Washington University.

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

CHEM	101, 102	General Chemistry I, II
CS	284	Computer Science I
MATH	320	Modeling and Simulation or MATH 456 Numerical Analysis
MATH	112	Applied Statistics
MATH	201, 202, 203	Calculus I, II, III
MATH	207	Discrete Mathematics
MATH	304	Differential Equations
MATH	333	Introduction to Abstract Mathematics
MATH	339	Linear Algebra
MATH	351	Probability and Statistics
MATH	440	Introduction to Abstract Algebra

MATH	453	Introduction to Real Analysis
MATH	470	Senior Seminar: History of Mathematics
PHYS	203, 204	Introductory Physics I, II
PHYS	222	Introduction to Modern Physics
PHYS	325	Electricity and Magnetism

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

ENGLISH DEPARTMENT

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

Associate Professors: Amy Gottfried, Martin Foyes

Assistant Professor: Nancy Mayes

Instructors: Constance Pryor, Linda Walsh

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

Secondary education certification is also available.

Programs Offered:

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

ENGLISH MAJOR, B.A.

The English Department offers a variety of courses designed to expose the student to a wide range of literary texts and critical approaches. In English classes, students read, analyze and write about literature from a number of historical periods. The faculty provides the personal attention that enables each student to learn to write well, to think critically and thus to acquire the skills necessary for success in any profession. We believe that such study enhances the love and appreciation of literature, exercises the imagination and frees the mind from credulity and conformity.

Requirements for the Major

English majors must take a minimum of 30 credits in English at or above the 200-level and no more than 60 credits (including 100-level courses). Nine credits must be at the 300-level or above, excluding independent study and internships.

Six credits in English, exclusive of independent study and internships, must be taken during the senior year. Transfer students must include at least 12 credits in English at Hood.

Of the 30 minimum credits, 27 must be in literature and include the following requirements:

ENGL	222	British Literature through the 18th Century
ENGL	223	American Literature

3 credits in a thematic course (250-269)

3 credits in a course involving a particular genre (270-289)

3 credits in a course dealing with significant writers (340-359, 313, 318, 414, 441 or HON 308)

3 credits in ENGL 470 Seminar

A student may use a particular course to meet more than one of these specific requirements.

English Secondary Education Certification

English majors may obtain certification to teach English at the secondary level in Maryland, with reciprocity for teaching in certain other states. Students may obtain certification by completing the following requirements, comprising 36 credits at the 200-level or above.

ENGL	221	World Literature
ENGL	222	British Literature through the 18th Century
ENGL	223	American Literature
ENGL	313	Shakespeare
ENGL	405	The English Language
ENGL	410	Literature for Adolescents
ENGL	470	Seminar

3 credits in a theme course

3 credits in a genre course

CAEN	202	Intermediate Expository Writing or ENGL 219 Creative Writing
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CMA	207	Principles of Speech Communication
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3 credits of an elective in literature.

Students also must meet the requirements specified by the Department of Education.

LITERATURE MINOR

Coordinator: Mark Sandona

Students who minor in literature must take a minimum of 18 credits in literature at the 200-level or above. Their work must include:

one thematic course (ENGL 250-269)

one genre course (ENGL 270-289)

at least 6 credits of literature courses at the 300-level or above.

WRITING MINOR

Coordinator: Aldan Weinberg

Students who minor in writing must take a minimum of 18 credits including the following:

12 credits in writing-intensive courses from the following group:

CAEN	306	Writing for Business and Management
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CMA	201	News Writing
CMA	260	Feature Writing
CMA	299	Special Topics in Communication Arts*
CMA	303	Advanced Reporting
CMA	313	Writing for Public Relations
ENGL	200-209	Topics in Writing
ENGL	219	Creative Writing
ENGL	299	Special Topics*
ENGL	335	Teaching Assistantship in English
ENGL	375	Independent Study in Writing
ENGL	420/520	Advanced Fiction Writing
ENGL	421/521	Advanced Poetry Writing

**Writing-intensive course*

Of these 12 credits, 3 credits must be at the 300-level. In addition to these writing courses, students who elect a minor in writing must take 6 credits in literature courses at the 200-level or above.

English Courses

ENGL 099 Basic Writing Skills

Prerequisite: Level I placement on the Basic Writing Skills Inventory test. (First semester/2 credits)

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.

ENGL 100 Elements of Composition (CORE—Foundation/Writing)

Prerequisites: Permission of the department and placement on Basic Skills Inventory test. May not be audited. (Both semesters/4 credits)

This intensive course in expository writing emphasizes the fundamentals of grammar, sentence structure and paragraph construction. Learning involves three methods of instruction: classroom discussion, a writing laboratory and tutorial conferences.

ENGL 101 The Writing Process (CORE—Foundation/Writing)

Prerequisite: Placement on the Basic Skills Inventory test. Open to freshmen and sophomores. May be repeated once as ENGL 102. Credit by exam. (Both semesters/3 credits)

An expository writing course that emphasizes frequent writing and rewriting. Students have individual conferences with their instructors to plan or critique essays. May not be audited or taken without satisfactory performance on the Basic Writing Skills Inventory.

ENGL 110-139 Writing about Literature (CORE—Foundation/Writing)

Prerequisite: Placement on the Basic Skills Inventory test. Open to freshmen and sophomores. May be repeated once with a different topic. Credit by exam. (Both semesters/3 credits).

An expository writing course that emphasizes reading to become a better writer. Classes will focus on close reading, and students will respond to the texts in short analytical essays. Various topics offered each semester. May not be audited or taken without satisfactory performance on the Basic Writing Skills Inventory.

The following topics have been offered recently:

ENGL 114 Medieval Texts, Modern Expressions

This course will focus on how (and why) modern day literature recycles literature from the medieval period. Though some medieval literature will be read, the class will focus primarily on modern retellings of medieval myths and tales. Texts may include “The Lord of the Rings,” “Beowulf,” “The Mists of Avalon” and the romances of King Arthur.

ENGL 116 Popular Literature

A look at a variety of popular literature which may include romance, mystery, horror, fantasy, science fiction, western and espionage genres in an effort to understand the appeal of authors such as Daphne du Maurier, P.D. James, Harlan Ellison, Anne McCaffrey, Frank Herbert, Jack Schaefer and John Le Carré.

ENGL 120 Historical Fiction

A study of the weaving of fact and fiction. Texts may include works by Harriet Beecher Stowe, Catherine Drinker Bowen, Eric Remarque, Mark Twain and E.L. Doctorow.

ENGL 123 Screening Literature

We will consider how literary works and their film versions relate to each other. Some films adapt, some interpret, some revise the written works on which they are based. After reading and discussing the works of literature, students will analyze the films from videotapes. Ordinarily, four or five works are chosen. Among the writers who may be included are James Joyce, William Shakespeare, Julio Cortazar, Graham Greene and Choderlos de Laclos.

ENGL 131 In Search of Identity: The Cultural Construction of Self in Literature

A look at the way individuals of various social and ethnic backgrounds forge an identity within the context of primarily Eurocentric American culture, to understand how culture both shapes and reflects our identity. Authors may include Amy Tan, Michael Dorris, Bebe Campbell, Ernest J. Gaines, Sandra Cisneros and John Irving.

ENGL 133 Growing Up Female in the 19th and 20th Century Narrative

This course explores how the externals of history (immigration, colonization, developments in the women’s movement here and abroad, America’s own class system) have permeated women’s personal lives. May include works by Sui Sin Far (Edith Eaton), Anzia Yezierska, Paule Marshall, Edith Wharton, Toni Morrison, Jamaica Kincaid and Dorothy Allison, as well as supplemental readings such as “Reviving Ophelia” and “Schoolgirls.”

ENGL 200-209 Topics in Writing

Prerequisite: ENGL 100 or 101, or 3 credits from ENGL 110-139 (3 credits)

An intermediate level writing course with varying emphases. Topics may include “Intermediate Expository Writing” and “Technical Writing.” May not be audited. May be repeated with a different topic.

Topic for 2006-2008

CAEN 202 Intermediate Expository Writing

Prerequisite: ENGL 100, 101 or 3 credits from ENGL 110-139. May not be taken on an audit basis. (Second semester—2008/3 credits)

Intensive practice in the clear and effective exposition of ideas, with stress on organization and precision of word choice. Individual conferences in addition to class meetings. Identical with Communication Arts.

ENGL 210 Approaches to Literature

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139; by invitation of the department. (Second semester/3 credits)

This course is an introduction to literature for students considering an English major. We discuss and evaluate the many different ways of approaching a work of literature.

Each member of the English faculty presents a work of literature and leads a discussion in the light of a critical vantage point. We read a wide variety of poetry, drama and narrative prose; and our perspectives may include feminist, psychological, mythopoeic and new historicist analysis, among others.

ENGL 219 Creative Writing

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139; plus CAEN 202 or permission of the instructor. May not be taken on an audit basis. (First semester/3 credits)

An introduction to various forms of creative writing, this is an intensive writers’ workshop requiring active participation from all members. Individual conferences in addition to class meetings. May not be audited.

ENGL 221 World Literature (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. (First semester/3 credits)

A study of world literature in translation particularly relevant to our own cultural heritage. Readings are drawn from the antique, classical, medieval and early modern periods, and typically include Homer, Sophocles, Virgil, Dante, Ariosto and Cervantes.

ENGL 222 British Literature Through the 18th Century

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. (First semester/3 credits)

Selected readings from the medieval period to the beginning of cultural divergence between England and America. Readings from Beowulf, Chaucer, Shakespeare, Milton, Pope, Swift, Defoe and others.

ENGL 223 American Literature

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. (Second semester/3 credits)

An introduction to the American imagination as expressed in fiction, poetry, essays, autobiography and nature writing. May include works by Wheatley, Franklin, Hawthorne, Thoreau, Douglass, Twain, Wharton, Faulkner, Hurston, Hughes, Updike, Momaday and Brooks.

ENGL 250-269 Thematic Studies (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. May be repeated with a different topic. (3 credits). Topics for 2006-2008 listed below.

A study of a significant theme or subject in selected works of literature. May be repeated with different topic.

Topics for 2006-2008

ENGL 251 The American Dream

(First semester—As needed)

A study of literature and historical documents that focuses on the recurring myth about America as a land where anyone can succeed and as a place where people can start over. Readings may include Horatio Alger, Dorothy Canfield, James Weldon Jonson, F. Scott Fitzgerald and Sandra Cisneros. The course will also include diaries and letters from people who came to America in search of the American Dream.

ENGL 252 The Modern Wasteland: Death and Rebirth in 20th Century English Literature

(Second semester—Odd years)

A study of major works of modern English literature with an emphasis on the social, psychological and religious implications of the notion that modern life is a spiritual wasteland, a dead land calling out for rebirth. Texts may include works by Conrad, Yeats, T.S. Eliot, Joyce, Lawrence, Woolf, Forster and Auden.

ENGL 253 Revolting Peasants and Red-Hot Heretics: Medieval Literature of Power and Dissent

(First semester—As needed)

A study of who had power in Medieval England, and how those on top stayed that way. This course will explore the ways in which medieval literature reflects the nature of power in medieval society, and also how literature itself was used to reinforce or to challenge the authority of the nobility and the Church. Sample areas of literary study: the disruptive power of women mystics, challenges to the Church and the persecution of heretics and non-Christians, accounts of the Peasant's Revolt of 1381 and the decline of chivalry and nobility. Texts will include works of major figures such as King Alfred, AElfric, Wulfstan, Chaucer, Wycliffe, Langland, Margery Kempe and Christine de Pizan, as well as a host of lesser-known writers.

ENGL 258 The Victorian Mind

(Second semester—Even years)

A study of major themes in Victorian literature with emphasis on the impact of the industrial and scientific revolutions on society, religion and art. Texts may include novels by Dickens or Eliot, essays by Mill, Carlyle and Arnold, and poems by Tennyson, Browning and Arnold.

ENGL 263 Themes in Romantic Poetry

(First semester—Odd years)

A close study of poems by the major British Romantic poets and the themes they embody. Discussions will focus, primarily, on the impact of the French Revolution and on the meaning and significance, for poets of the period, of the concepts of Nature and Imagination. Texts will include poems by Blake, Wordsworth, Shelley and Keats.

AFEN 265 African-American Voices Before the 20th Century

(First semester—Even years)

A study of how early African-American literary traditions have been formed not only by slavery, but also by community, geography, orality, politics and literature itself. Works may include slave narratives of Olaudah Equiano, Frederick Douglass and Harriet Jacobs, as well as 19th century fiction by Harriet Wilson, Frances Harper, Harriet Beecher Stowe and Charles Chesnutt.

AFEN 266 The Harlem Renaissance and Beyond: 20th Century African-American Literature

(First semester—Odd years)

Beginning with the energetic era of the Harlem renaissance, this course studies African-American writings in the 20th century. Themes discussed include the influence of folk elements and music, the appearance of the trickster and masking techniques as both a means of survival and art forms, the issue of audience address and language choices and the subject of dual consciousness. May include works by DuBois, Johnson, Toomer, Larsen, Hurston, G. Jones, Baldwin, Walker, C. Johnson and Morrison.

ENGL 270-289 Genre Studies (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. May be repeated with a different topic. (3 credits). Topics for 2006-2008 listed below.

A study of a particular genre, such as the novel, the short story, poetry, drama or autobiography.

Topics for 2006-2008

ENGL 271 Studies in the 19th and 20th Century Novel: Portraits of Women

(First semester—Even years)

A close analysis of representative examples of 19th and 20th century English novels with particular emphasis on social and psychological portraits of women. Texts may include novels by Austen, Bronte, Eliot, James, Lawrence and Woolf.

ENGL 272 The Short Story

(Second semester—Odd years)

Students will read, discuss and write about a wide-ranging selection of short stories, studying authorial and historical technique, point of view, voice, structure and subject matter.

ENGL 273 Renaissance Drama

(First semester—Odd years)

We consider plays written by contemporaries of Shakespeare and his heirs. We will study dramatic traditions (such as revenge tragedy and social comedy) and theatrical contexts in the light of Elizabethan and Jacobean culture. The playwrights include Christopher Marlowe, Ben Jonson and John Webster.

ENGL 274 Modern Drama

(Second semester—Even years)

Modern English and American drama with some attention to continental influences. Authors studied may include Ibsen, Shaw, O'Neill, Miller, Williams, Albee, Beckett, Pinter, Stoppard and Shepard.

ENGL 275 American Novel

(Second semester—Odd years)

An introduction to the development of the American novel from the late 18th century through the 20th century. May include works by Rowson, Hawthorne, Melville, Harriet Wilson, James, Chopin, Cather and Plath.

ENGL 277 English Renaissance Poetry

(First semester—Even years)

We explore the major poetic traditions of the late 16th and early 17th centuries. The sonnet, mythic/erotic narratives, religious lyric and pastoral are among the many forms and conventions considered in the readings. The poets studied include Sidney, Shakespeare, Donne, Herbert, Herrick and Marvell.

ENGL 278 The Woman in the Poem

(First semester—Even years)

A study of 20th century American poetry by and about women. The class will emphasize close analysis of particular texts by poets such as Denise Levertov, Adrienne Rich, Sylvia Plath and Anne Sexton.

ENGL 279 Medieval Drama

(Second semester—Odd years)

This course will survey the 500 year history of medieval drama in England, beginning with early medieval representations of church drama, moving to the later English "cycle" and morality plays, and concluding with a brief look at medieval influences in early Renaissance drama. Many texts will be read in modernized forms of Middle English, though some will be read in translation. Additionally, we will consider the function of theater in medieval society, how it may be viewed as one of the earliest expressions of pop culture in English, and how such entertainment both taught traditional values and encouraged social dissent. Finally, the course will study how such plays would actually have been designed, staged, performed and then understood by audiences.

ENGL 280 20th Century Ethnic Narratives: Writing Ourselves into America

(Second semester—Even years)

In this course, we will explore how national and personal histories of ethnicity in the United States are handed down, revised and contradicted in both autobiography and fiction. Along the way, we will also pay attention to themes of family, work and growing up, as well as definitions of community and individuality, asking how someone's ethnicity might inform his or her world view. Readings may include fiction

by Paule Marshall, John Edgar Wideman, John Okada, Julia Alvarez, Sherman Alexie and Cynthia Ozick.

CLEN 281 Greek and Roman Drama

(Second semester—Odd years)

This course focuses on the tragedies and comedies produced in Athens and Rome beginning with the Oresteia of Aeschylus (early 5th century BC) and concluding with the tragedies of Seneca (late 1st century AD). Plays are selected to analyze the diachronic treatment of popular stories, such as those of Oedipus and Medea, and to highlight the various roles theater played in Greco-Roman society (religious, social, economic, etc.). Students will be expected to write critically about ancient plays both as literary texts and in their original performance contexts.

ENGL 299 Special Topics

Offered at the discretion of the department. (Either semester/1, 2, or 3 credits)

An opportunity for groups of eight or more students to study topics suggested by their special interests and those of the faculty and not included in the regular offerings.

ENGL 300 Really Old English: Anglo-Saxon Language, Literature and Culture (CORE—Western Civilization)

Prerequisite: Junior or senior standing or permission of instructor. (Second semester—Odd years/3 credits)

An introduction to the earliest forms of English language and literature, and to the culture and history that produced it. This course will cover the basic elements of Old English (the oldest form of the language we speak today), and teach students how to read and translate Old English prose and poetry. The course will also explore a range of Anglo-Saxon literature, some in the original Old English, and some in translation, with an eye to understanding the nature, history and eventual end of the Anglo-Saxon world.

CAEN 306 Writing for Business and Management

Prerequisite: ENGL 100, 101, or 3 credits from ENGL 110-139 and junior or senior standing. May not be taken on an audit basis. (Either semester/3 credits)

Development of skills in writing letters, memos and reports.

ENGL 313 Shakespeare

Prerequisite: Junior or senior standing or permission of the instructor. (Second semester/3 credits)

This course is an introduction to the dramatic works of Shakespeare. Although some attention is devoted to the historical moment in which he produced his plays, the primary focus is on Shakespeare's language and theater. Filmed versions of the plays will be used to supplement textual analysis.

ENGL 318 Chaucer

Prerequisite: Junior or senior standing or permission of the instructor. (Second semester—Even years/3 credits)

A study of the selected works of the medieval poet who helped start the tradition of writing poetry and prose in English. The class will focus primarily on *The Canterbury Tales*; it will also introduce students to Middle English, so that the poetry may be appreciated in Chaucer's own language. Special attention will be given to the history and culture of England during Chaucer's lifetime.

ENGL 335 Teaching Assistantship in English

Prerequisite: Permission of the department. May be repeated once. (Either semester/1,2, or 3 credits)

The assistantship offers students the opportunity to refine their editing and leadership skills as they work with students in the Academic Services Center. Under the supervision of the Academic Services staff, assistants serve as teaching and tutorial aides to students seeking to improve their basic writing skills.

ENGL 340-359 Writers of Significance

Prerequisite: 3 credits in British or American literature at the 200 level or higher. May be repeated with different writers. Topic for 2006-2008 listed below.

A study of one or more significant writers or a distinct school of writers.

ENGL 313 Shakespeare, ENGL 318 Chaucer, HON 308 Dante and Giotto, ENGL 414 Shakespeare on Film, and ENGL 441 Faulkner and Morrison may count as an elective in the Writers of Significance category. HON 308 will count toward the 30-credit minimum for the English major.

Topic for 2006-2008

ENGL 343 Yeats and Lawrence

(Second semester—Odd years)

An analysis of the lives, art and ideas of W.B. Yeats and D.H. Lawrence. Texts may include Yeats' autobiography and poems, and Lawrence's "Sons and Lovers," "Women in Love," and "St. Mawr."

ENGL 365/565 The Renaissance Amphibium (CORE—Western Civilization)

Prerequisite: Junior or senior standing. (Second semester—Odd years/3 credits)

As they move between two worlds—the infinite possibilities of spirit and the nightmarish limits of the physical—writers, artists and philosophers of the Renaissance offer many images of what it means to be human. As we investigate the peculiar nature of those imaginings, we are likely to see premonitions of many modern assumptions and dilemmas. The writings of Boccaccio, Erasmus, Rabelais, More, Montaigne, Shakespeare and Cervantes will form the backbone of our reading.

ENGL 367/567 The Modern Temper: Texts and Contexts (CORE—Western Civilization)

Prerequisite: Junior or senior standing. (First semester—Odd years/3 credits)

A study of modern English literature and of the social and intellectual contexts that shaped that literature. The class will focus on works that reflect and continue to affect Western culture and its sense of the modern. Texts will include selections from poetry, fiction and non-fiction by authors such as James Joyce, T. S. Eliot, W. H. Auden and Virginia Woolf.

ENHN 368 American Landscapes: Environmental Literature in the United States (CORE—Western Civilization)

Prerequisite: Sophomore, junior or senior standing in the Honors Program, or permission of the instructor. (Second semester—Even years/3 credits)

How does the American landscape function in our imagination, or policies, or lives? This course explores the wide and growing range of writings about the environment in the following arenas: literary, political, scientific, philosophical, autobiographical. Readings include Thoreau, Leo Marx, Aldo Leopold, Leslie Marmon Silko and Annie Dillard, as well as poets such as Walt Whitman, Robert Frost, Elizabeth Bishop, Gary Snyder and Mary Oliver.

ENGL 375 Independent Study in Literature

Prerequisites: 6 credits in literature at or above the 200-level and permission of the instructor. (Either semester/1, 2, or 3 credits)

Independent work in English, American or world literature. Conferences.

ENGL 375 Independent Study in Writing

Prerequisites: At least one course in the ENGL 200-209 sequence or ENGL 219, or CAEN 306 and permission of the instructor. (Either semester/1, 2, or 3 credits)

Independent work in writing a genre such as the essay, short story or poem. Conferences.

ENGL 399 Internship in English

Prerequisites: 21 credits in English and permission of the department chair. (Either semester/3-15 credits)

Supervised off-campus learning in an organization or institution approved by the department for an entire semester or an equivalent summer term. Grading is on a satisfactory/unsatisfactory basis.

ENGL 405/505 The English Language

Prerequisite: Junior or senior standing. (Second semester—Odd years/3 credits)

Basic linguistic concepts and methodology as applied to the English language—its history, structure, varieties and acquisition. Special emphasis on the social aspects of English.

ENGL 410/510 Literature for Adolescents

Prerequisite: Junior or senior standing. (Second semester—Even years/3 credits)

An overview of literature written for and about adolescents, focusing both on authors and various themes and topics, with an emphasis on contemporary material.

ENGL 414/514 Shakespeare on Film (CORE—Western Civilization)

Prerequisite: ENGL 313 or permission of the instructor. (Summer—As needed/3 credits)

An examination of how directors have adapted Shakespeare's plays to the medium of film. Our work will involve close reading of six plays and analysis of 12 to 15 film versions. Each student will present a seminar paper at the end of the course.

ENGL 420/520 Advanced Fiction Writing

Prerequisite: For undergraduates: ENGL 219 or instructor approval. (Second semester—Odd years/3 credits)

This course follows up the ENGL 219 introductory creative writing course, and is designed for those students who are serious about refining their craft. It is also geared toward those students enrolled in the M.A. program in Curriculum and Instruction who are now or will soon be teaching creative writing. A key difference between ENGL 420/520 and 219 is that this course will be devoted entirely to fiction writing.

ENGL 421/521 Advanced Poetry Writing

Prerequisites: For undergraduates: ENGL 219 or instructor approval. (Summer—As needed/3 credits)

This course follows up the ENGL 219 introductory creative writing course, and is designed for those students who are serious about refining their craft. It is also geared toward those students enrolled in the M.A. program in Curriculum and Instruction who are now or will soon be teaching creative writing. A key difference between ENGL 421/521 and 219 is that this course will be devoted entirely to the writing of poetry.

ENGL 441/541 Faulkner and Morrison

Prerequisite: For undergraduates: Instructor approval. (Course offered as needed/3 credits)

An in-depth study of two writers who embrace language and celebrate the human spirit. Readings may include Faulkner's "The Unvanquished," "The Sound and the Fury," "Light in August" and "Absalom, Absalom!," as well as Morrison's "The Bluest Eye," "Sula, Beloved" and "Jazz."

ENGL 450/550 Digital Narratives: Technology/New Media/Society (CORE—Society, Science and Technology)

Prerequisite: Fulfillment of the Aesthetic Appreciation Literature section of the Core. (Second semester—Even years/3 credits)

This course first studies traditional notions of narrative in light of over half a millennium of the printed word, and then considers how the new technology of digital narratives—hypertext fiction, the World Wide Web, virtual reality, e-mail and video games—are changing notions of social identity, literacy and reality, and how we construct and "read" the world around us.

ENHN 460/560 The English and Italy: Texts and Contexts (CORE—Western Civilization)

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. Open to sophomores, juniors or seniors in the Honors Program or with permission of the instructor. (Second semester—Even years/3 credits)

A study of the impact of Italy on the literature and consciousness of British writers of the 19th and 20th centuries. Readings will be selected from the poetry, fiction and

nonfiction of writers such as Shelley, Byron, Ruskin, Elizabeth and Robert Browning, George Eliot, Henry James and D.H. Lawrence. Some attention will be paid to the history and art of Italy.

ENGL 461/561 The Family in American Modern Drama (CORE—Western Civilization)

Prerequisite: Fulfillment of the Aesthetic Appreciation Literature Core requirement (Summer—Odd years/3 credits)

Domestic Realism constitutes the dominant form in American Drama. This course considers ways in which American playwrights use family relationships to examine social, political metaphysical and aesthetic concerns. Readings include works by O'Neill, Hellman, Miller, Wilson, Norman and Shepard, as well as other playwrights.

ENHN 463/563 International Currents in Modern Fiction (CORE—Non-Western Civilization)

Prerequisite: Open to juniors or seniors in the Honors Program or with permission of the instructor. (Summer—Odd years/3 credits)

A consideration of recent fiction that transcends boundaries of nation and language; such literary internationalism raises concerns of ethnicity, religion and political allegiance. How does a novelist modulate from local concerns to a global readership? From Africa, the class may read Chinua Achebe and Nadine Gordimer; from the Arab world, Tayeb Salih; from the Far East, Shusaku Endo; from Europe, Italo Calvino; from Latin America, Gabriel García Márquez; and from "America," Vladimir Nabokov.

ENGL 470/570 Seminar

Prerequisites: 9 credits in literature at the 200-level or above. (Second semester/3 credits)

Advanced study in an area of current interest to faculty and students, including an introduction to major schools of contemporary criticism. Juniors and seniors will explore a topic, period, author or question in literary history or theory.

ENVIRONMENTAL SCIENCE AND POLICY MAJOR, B.A.

Program Director: Eric Kindahl

Please see page 100, Biology Department, for information on this interdisciplinary major.

Students in this program complete a common core of courses in environmental studies, the natural sciences, the social sciences and mathematics. These courses also fulfill the Hood College Core Curriculum requirements for a foundations course in mathematics/computation; for the scientific thought courses in the Methods of Inquiry section; and for a course in social and behavioral analysis in the Methods of Inquiry section.

Majors concentrate in one of three fields: Environmental Biology, Environmental Chemistry or Environmental Policy. Students draw on this training in an interdisciplinary problem-solving senior seminar. In addition, majors are guided toward internships and other work experiences that complement their academic work. Recent internship sites have included the National Aquarium in Baltimore, the Nature Conservancy, the U.S. Department of Agriculture, the National Park Service and the U.S. Environmental Protection Agency.

This hands-on major is designed to take advantage of Hood's proximity to terrestrial, freshwater and marine habitats, to government research facilities and to federal policy-making agencies in Washington, D.C. Students in the ENSP program are encouraged to take part in Hood College's Coastal Studies Semester, directed by Drew Ferrier. For more information about this travel-based opportunity, please see page 100, Biology Department and page 166.

Requirements for the Major

BIOL	201	Evolution and Ecology
BIOL	202	Physiology of Plants and Animals
CHEM	101, 102	General Chemistry I, II
ECON	206	Principles of Microeconomics
ENSP	101	Environmental Problems
ENSP	102	Environmental Science Laboratory
ENSP	470	Seminar: Environmental Impact Analysis
PSCI	203	Introduction to U.S. Politics or PSCI 215 International Relations or PSCI 210 Comparative Politics
ECPS	414	Environmental Policy

Environmental Biology Concentration

BIOL	203	Introduction to Cell Biology and Genetics
CHEM	209	Organic Chemistry I
ENSP	403	Pollution Biology
ENSP	407	Natural Resource Management
MATH	112	Applied Statistics

8 credits of electives from the following:

BIHN	305	Aquatic Ecology
BIOL	316	Genetics
BIOL	328	Vertebrate Physiology
BIOL	331	Microbiology
BIOL	336	Vertebrate Zoology
BIOL	337	Invertebrate Zoology
BIOL	338	Advanced Ecology
BIOL	343	Animal Behavior
BIOL	345-349	Field Ecology and Natural History
BIOL	451	Plant Ecology
CHEM	401	Environmental Chemistry
ENSP	201	Contemporary Environmental Controversies
ENSP	212	Coastal Community Ecology
ENSP	411	Conservation Biology
ESHN	210	Coastal Oceanography
INST	307	Hunger, Population and the Environment
INST	311	The Chesapeake Bay: Human Impact on a Natural System

Environmental Chemistry Concentration

CHEM	209	Organic Chemistry I
CHEM	210	Organic Chemistry II
CHEM	215	Quantitative Analysis

CHEM	324	Instrumental Methods of Analysis
CHEM	401	Environmental Chemistry
MATH	201	Calculus I

Recommended courses:

CHEM	431	Physical Chemistry I
ENSP	403	Pollution Biology
MATH	202	Calculus II

Environmental Policy Concentration

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

12 credits of electives from the following:

ECON	306	Microeconomic Analysis
ECON	317	Economics of Development
ECON	318	Comparative Market Economies
ECON	324	International Trade
ENSP	201	Contemporary Environmental Controversies
ENSP	399	Internship
HON	314	The Sociology of Nature and Environments
INST	307	Hunger, Population and the Environment
PSCI	203, 210, or 215	if not taken to fulfill other requirements for the major
PSCI	317	State and Urban Politics
PSCI	320	Congress and the Presidency
PSCI	323	Politics of the Third World
PSCI	408	Law and the Regulatory Process

Students should consult their advisers for elective courses that may strengthen the major and concentration. In addition to the courses listed in the basic curriculum and in the environmental biology, chemistry and policy concentrations, some courses are available through the environmental biology program of the Graduate School. These courses may be taken by environmental science majors who meet the qualifications set for the individual courses.

ENVIRONMENTAL STUDIES MINOR

Coordinator: 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 Department of Biology and the Department of History and Political Science.

Requirements for the Minor

BIOL	110-129	Biological Inquiry
BIOL	201	Evolution and Ecology

BIOL	338	Advanced Ecology
ENSP	101	Environmental Problems
PSCI	203	Introduction to U.S. Politics
ECPS	414	Environmental Policy

Students are strongly encouraged to supplement the minor with other courses required for the Environmental Science and Policy major.

Coastal Studies Semester

Hood's Coastal Studies Semester takes place during the spring semester (January to April). The curriculum combines the study of culture and society with science and technology for a truly multidisciplinary approach to learning about environmental science and coastal issues. Interactions with scientists, authors and other environmental professionals in the region augment class discussions, lab investigations and fieldwork. An interdisciplinary research practicum weaves together scientific, historical and cultural threads to unify the semester-long experience. Students earn 14 to 16 semester hours of academic credit through successful completion of courses. The courses offered may vary from year to year.

The following list represents a sample of possible course offerings:

The Culture and Literature of Coastal Environments — 3 credits

Coastal Community Ecology — 4 credits

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

Coastal Oceanography — 4 credits

Cooperative Research — 2 credits

Throughout the semester, students and faculty travel from South Florida to the mid-Atlantic region and use nationally-known coastal research facilities as a base of operations for 2-3 week intervals. The facilities used may vary from year to year. The following is a listing of facilities used in the Spring 2004 Coastal Studies Semester:

- The Mote Marine Laboratory Center for Tropical Research, Summerland Key, Fla.
- Harbor Branch Oceanographic Institute, Ft. Pierce, Fla.
- The Chesapeake Biological Laboratory, Solomons, Md.
- Hood College, Frederick, Md.

Short stops of one to five days at various other locations of interest such as the Everglades National Park or Maryland's Eastern Shore are an integral part of the semester.

Contact the Coastal Studies Semester Coordinator in the Department of Biology for more details

Environmental Science and Policy Courses

ENSP 101 Environmental Problems (CORE—Scientific Thought: Non-Laboratory Course; Laboratory Course if taken with ENSP 102)
(Either semester/3 credits)

An introduction to major environmental issues. Important ecological principles will be presented, and then an interdisciplinary approach will be utilized to analyze the biological, economic, social and political aspects of environmental problems. Topics of study include human population dynamics, air and water pollution, toxic wastes, food production, land use, energy and endangered species.

ENSP 102 Environmental Science Laboratory (CORE—Scientific Thought: Laboratory Course if taken with ENSP 101)

Prerequisites: Concurrent enrollment or credit in ENSP 101 and permission of the program director. Priority will be given to ENSP majors or students who intend to major in ENSP. (Second semester/1 credit)

This is a laboratory designed to introduce students to the hands-on study of environmental issues. Course material will complement that of ENSP 101, Environmental Problems. Students will investigate environmental problems through a variety of means, including experiments, observations, surveys and literature reviews. Topics covered might include human population growth, air and water pollution, energy consumption, food production, attitudes about environmental issues and biodiversity. This course is for students who are majors in or intend to major in Environmental Science and Policy.

ENSP 201 Contemporary Environmental Controversies
(Second semester—Course is offered as needed/3 credits)

A discussion course in which one current environmental controversy is investigated in detail. Past topics have included human population dynamics, water resources and toxic waste disposal, and the environmental consequences of nuclear war. The class visits or invites guest speakers from relevant federal, state and private institutions. Each student selects a facet of the problem under investigation writes a term paper on that topic and presents an oral summary to the class.

ESHN 210 Coastal Oceanography

Prerequisite: A 100-level lab science course. (Second semester/4 credits)

This lecture and laboratory course will explore the physics, chemistry, biology and geology of coastal oceans. Such topics as plate tectonics, shoreline geology, seawater chemistry, ocean circulation and sedimentology will be considered in relation to the use and management of coastal resources. Life in the oceans will be investigated, highlighting coastal marine communities, primary production and the use of living marine resources. The course will emphasize laboratory and field investigations that will take place at selected sites along the eastern seaboard of the United States. This course is offered as part of the Coastal Studies Semester.

ENSP 212 Coastal Community Ecology

Prerequisites: ENSP 101 and ENSP 102, or a 100-level lab science course (Second semester/4 credits)

In this course you will study the structure and function of Atlantic coastal communities from South Florida to the Chesapeake Bay. The course investigates adjacent aquatic and terrestrial ecosystems and the natural linkages that connect them as large-scale hydrospheres. Case studies of resource management issues and human impacts on these communities and their individual populations will be used to exemplify basic ecological concepts. This course emphasizes laboratory and field investigations that will take place at selected sites along the eastern seaboard of the United States as part of the Coastal Studies Semester.

ENSP 375 Independent Study

(Either semester/1, 2, or 3 credits)

Laboratory, library or field investigation of an environmental problem. Selection of topic, preparation of research plan and evaluation of results are guided by means of weekly conferences with the instructor.

ENSP 399 Internship

(Either semester/3 to 15 credits)

Students work at off-campus sites with environmentally concerned government agencies; legislators; or nongovernmental organizations at local, state, regional and national levels. Grading is on a satisfactory/unsatisfactory basis.

ENSP 403/ENV 503 Pollution Biology

Prerequisites: ENSP 101, ENSP 102 and one 300-level BIOL course for undergraduates (First semester/3 credits)

A study of the sources, fates and biological effects of a wide variety of environmental pollutants. Topics covered include: air, water and soil pollution; techniques for monitoring and evaluating pollution effects; and pollution control technologies. Case studies will be employed to illustrate the social, economic and political issues surrounding many pollution problems.

ENSP 407/ENV 507 Natural Resource Management

Prerequisites: ENSP 101, ENSP 102, BIOL 201 and one 300-level BIOL course for undergraduates; ENV 501 and 502 for graduate students; or permission of the instructor. (Second semester/3 credits)

This course is designed to introduce students to the basic principles of natural resource management and the complexities of applying these principles to real-world problems. The focus is on biological resources, including forest, wildlife and fisheries management. The major techniques used to analyze and manage ecosystems in an integrated fashion, combining biological, economic and political considerations will be covered.

ENSP 411/ENV 511 Conservation Biology

Prerequisites: A grade of C or better in BIOL 338 for undergraduates; ENV 501 and 502 for graduate students; or permission of the instructor. (Second semester/3 credits)

Conservation Biology examines the critical problems of maintaining, enhancing and restoring biological diversity for the 21st century. It applies disciplines such as ecology, population biology, genetics and modeling to the conservation of rare or keystone species and endangered ecosystems. The course includes discussion of multidisciplinary topics such as international trade in wildlife, ethnobotany, ecological restoration, conservation ethics, natural resource economics, conservation genetics and ecotourism. Students contribute to the seminar format through journal exercises, active discussion, role-playing and oral presentations.

ENSP 470 Seminar: Environmental Impact Analysis

Prerequisite: Senior major status, or permission of the instructor. (First semester/3 credits)

This multi-disciplinary course introduces advanced students to the natural and social science methodologies used when preparing environmental impact assessments. Students will then apply those techniques in the analysis of a contemporary environmental situation. They will analyze and interpret scientific, economic, social and political data, and collaboratively develop and evaluate alternative courses of action. Finally, they will make a formal presentation of the seminar's findings to a knowledgeable audience.

Foreign Literature Courses

FLLS 250 Bearing Witness: Testimonial Narratives in the Americas (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139 (Second semester-Odd years/3 credits)

This course focuses mainly on literary works that deal with historical trauma, memory and political agency. It will cover theoretical aspects of the genre and the problems related to the representation of marginal voices. We will begin with an analysis of hard-line testimonios as a form of resistance against literature and then turn to readings associated with the practices of censorship, repression and border conflicts. A special attempt will be made to show the significance of this narrative and the social and political thought and action it engages.

FL 350 International Themes in Western Literature (CORE—Western Civilization)

Prerequisite: Open to juniors and seniors, or by permission of the chair of the Foreign Languages and Literatures Department. (Second semester/3 credits)

A study of selected topics in representative works of literature from Europe and Latin America in English translation. New topic every time the course is offered.

FL 351 International Themes in Non-Western Literature (CORE—Non-Western Civilization)

Prerequisite: Open to juniors and seniors, or by permission of the chair of the Foreign Languages and Literature Department. (Summer/as needed/3 credits)

A study of selected topics in representative works of literature from non-Western cultures in English translation. New topic every time the course is offered.

FOREIGN LANGUAGES AND LITERATURES DEPARTMENT

Professors: Lisa Algazi, Roser Caminals-Heath (chair), Didier Course

Associate Professors: Scott Pincikowski, Maria Griselda Zuffi

The Department of Foreign Languages and Literatures offers French, Spanish, French-German, German and Latin American Studies majors. The department also offers minors in French, German, French-German and Spanish. For non-language majors, a program leading to a Certificate of Proficiency in French, German or Spanish is available.

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

Department offerings include, besides traditional language and literature courses, introduction to translation and interpretation, cross-cultural courses, language skills for the world of work and internships. Chapters of national honor societies for French and Spanish students have been established on campus.

Facilities: The Juana Amelia Hernández Language Technology Center opened in 1997. The laboratory offers state-of-the-art digital technology and computers as well as video and audio tape recorders.

Language Residences: As part of its educational program, the department operates three small residences—a French, a Spanish and a German house, each under the leadership of a resident director who is an assistant in the department and a native speaker of the language. While in residence, the students are expected to speak French, Spanish or German exclusively. The Language Residences participate in the House Fellows program, whereby instructors conduct certain courses in residential buildings.

Study Abroad: The department requires students to spend a semester studying abroad through Hood's affiliation with programs in Seville, Spain, the Dominican Republic, Peru, Argentina and Chile; or with an approved program in a French or German-speaking country. Language majors who do not go abroad at least one semester will spend two years in a language house on campus.

Programs offered:

- French Major (B.A.)
- French-German Major (B.A.)
- German Major (B.A.)
- Latin American Studies Major (B.A.)
- Spanish Major (B.A.)

- French Minor
- French-German Minor
- German Minor
- Spanish Minor
- French Certificate of Proficiency
- German Certificate of Proficiency
- Spanish Certificate of Proficiency

FRENCH MAJOR, B.A.

The Department of Foreign Languages and Literatures offers a major in French that, in addition to providing understanding of the French language and culture, gives a new perspective on the English language and American culture. The major also prepares students for graduate studies or for careers in teaching, government, business, industry and international organizations.

French majors must spend a semester or a year in France or live for two years in the French House, a small residence on campus where French is spoken. The residence is under the leadership of a young French 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.

For nonlanguage majors, the department offers a program leading to the Certificate of Proficiency in French.

Placement Examinations

Online advanced placement in French, German or Spanish is available to incoming freshmen. Before registration, freshmen should arrange to take the department's placement examination. Those who place in the 103 section of their intended language will receive 3 additional credits; those who place in 203, 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 27 credits in French at the 200-level or above; they may take a maximum of 60 credits in French including 100-level courses. (Students who transfer to Hood in their junior year intending to major in French must be qualified to enroll in courses at the 200-level or above.)

The following courses are required:

FREN 203	French Conversation and Composition
FREN 204	French Culture and Civilization
FREN 207, 208	Cultural Perspectives on French Literature I, II
FREN 230	Phonetics and Diction
FREN 318	Advanced Composition and Translation

9 additional credits in French literature at the 300-level or above.

Secondary Education Certification

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

Students must complete the requirements for the French major.

In addition, they must meet the requirements specified by the Department of Education.

FRENCH MINOR

Coordinator: Didier Course

Students with a minor in French will learn about the French language and culture through a combination of courses designed to improve language skills and expose students to French civilization. Students who minor in French must take a minimum of 15 credits in French at or above the 200-level.

Requirements for the Minor

FREN 203	French Conversation and Composition
FREN 207	Cultural Perspectives on French Literature I or FREN 208 Cultural Perspectives on French Literature II

One French civilization course

One 300-level French course

One 200-level or above French course of your choice

One 200-level or above French course of your choice

FRENCH CERTIFICATE OF PROFICIENCY—Nonmajors

The Department of Foreign Languages and Literatures offers programs leading to the Certificate of Proficiency in French, German or Spanish for which students are required to: 1) complete a minimum of 15 credits beyond the intermediate level and 2) pass an oral and written examination.

When students have completed these requirements, the department notifies the Registrar, so that this fact will be entered on the student's academic record, and presents the student with an official statement recognizing the successful demonstration of language proficiency.

This official statement, which gives recognition to performance capability in a language, can be earned by any student at Hood who meets the requirements.

French Courses

All courses are conducted in French. Students must earn a grade of C or better in the previous course in order to enroll in any 200-level course.

FREN 101 Elementary French I (CORE—Foundation)

(First semester/4 credits/5 class hours, use of language laboratory)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

FREN 102 Elementary French II (CORE—Foundation)

Prerequisite: FREN 101 or permission of the department chair. Credit by exam.

(Second semester/4 credits/5 class hours, use of language laboratory)

Continuation of 101.

FREN 103 Intermediate French I

Prerequisite: FREN 102 or satisfactory performance in placement examination or permission of the department chair. Credit by exam. (First semester/3 credits/3 class hours, use of language laboratory)

Further development of language skills with emphasis on reading and oral participation.

FREN 104 Intermediate French II

Prerequisite: FREN 103 or permission of the department chair. Credit by exam.

(Second semester/3 credits/3 class hours, use of language laboratory)

Continuation of FREN 103.

FREN 105 French Conversation

Prerequisite: FREN 102, exemption by exam or permission of department. (Either semester/1 credit)

A one-credit conversation course conducted in the language houses and designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based exclusively on attendance and participation. May be repeated.

FREN 203 French Conversation and Composition

Prerequisite: FREN 104 or satisfactory performance in placement exam or permission of the department chair. Credit by exam. (First semester/3 credits)

Concentration on writing, conversation and structural difficulties. Reading and discussion of cultural material of an interdisciplinary nature.

FREN 204 French Culture and Civilization

Prerequisite: FREN 203 or permission of the department chair. (Second semester/3 credits)

Introduction to French civilization: study of the cultural features of the French language and the social, cultural and intellectual life of the French-speaking people. Discussion and weekly written assignments.

FREN 207 Cultural Perspectives on French Literature I (CORE—Literature)

Prerequisite: FREN 104 or permission of the department chair. (First semester/3 credits)

An introductory course that analyzes literary genres and examines major French texts from the Middle Ages to the French Revolution. Illustrated lectures, films and selected documents of and on the period will provide the cultural background required to understand the texts and connect them to social, philosophical and aesthetic movements.

FREN 208 Cultural Perspectives on French Literature II (CORE—Literature)

Prerequisite: FREN 207 or permission of the department chair.

(Second semester/3 credits)

An introductory course that analyzes literature genres and examines major French texts from 1800 to the present. Illustrated lectures, films and selected documents of the period will provide the cultural background required to understand the texts and connect them to social, philosophical and aesthetic movements.

FREN 215 Women as Heroine in Recent French and American Film

(CORE—Art, Music, Film or Other Media)

Prerequisite: FREN 104. (Course is offered as needed/3 credits)

A study of the portrayal of women as protagonists in French and American films of the 1980s and 1990s. Discussion of film theory and criticism as well as the cultural and social contexts of selected films.

FREN 220 French Outside France

Prerequisite: FREN 104 or permission of the department chair.

(Course is offered as needed/3 credits)

The concept of Francophonie. Readings from one or several areas of concentration (e.g., Canada, the Caribbean, Africa, Switzerland and Belgium).

FREN 230 Phonetics and Diction

Prerequisite: FREN 104 or permission of the department chair.

(First semester—Odd years/3 credits)

Study of the basic phonological structure of French. Transcription practice; corrective drill in pronunciation, rhythm, intonation; and practice in the oral interpretation of French prose, poetry and drama. Analysis of tape recordings: examples of regional accents and other aspects of the spoken language.

FREN 310 Le Roman d'initiation: Journeys to Maturity in French Fiction (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair.

(First semester—Odd years/3 credits)

This course examines the genre of the “roman d'initiation,” a group of novels whose primary concern is the emotional, social, intellectual, and sexual maturation of a young protagonist. By studying this theme across several centuries and by analyzing its psychological and social contexts in a selection of novels and films, the class will attempt to define the genre and explain its prevalence in French fiction.

FREN 313 Gender and Gaze in Modern French Literature and Film (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair.

(First semester—Even years/3 credits)

How do women and men see each other? Is the literary gaze inevitably marked by gender? This course will analyze the implications of the gaze in modern French literature and cinema. Works studied will include French and Francophone novels, poetry, theater, and film.

FREN 314 Refinement, Politeness, and Social Behavior (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair.

(Second semester—Even years/3 credits)

This class will attempt to define what makes refinement, politeness and the art of living one of the major stereotypes when speaking about French culture. Through the literature and the culture of seven centuries of French history, we will evaluate the importance of language from 1100 to 1800 in the creation of an ideal of social behavior and a sense of elegance.

FREN 317 Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800 (CORE—Western Civilization)

Prerequisite: FREN 207 or 208 or permission of the department chair.

(Second semester—Odd years/3 credits)

This course will define and evaluate the convention that has created the myth of romance within French culture. The French, during their history, stylized love; they believe in this mental creation and force themselves to live passion in this poetic way.

FREN 318 Advanced Composition and Translation

Prerequisites: FREN 204 and at least 6 additional credits of 200-level French or permission of the department chair. (Second semester/3 credits)

Development of proficiency in writing French, with emphasis on the contrastive aspects

of English and French structure. Special attention is given to style and to the idiomatic use of language. Introduction to translation techniques. Weekly compositions or translations will enhance student skill in these areas.

FREN 320 Francophone Women Writers (CORE—Non-Western Civilization)

*Prerequisite: FREN 207 or 208 or permission of the department chair.
(First semester—As needed/3 credits)*

In this course, students will examine works by contemporary women writers from the French-speaking world, including North Africa, sub-Saharan Africa, the Caribbean and North America. We will consider how questions of gender and race are experienced and expressed by these women and how their various cultures influence this expression. Topics of discussion will include marriage and polygamy, slavery, political and social upheavals and racial difference.

FREN 321 Masque et Illusion dans la France d'Ancien Régime (CORE—Western Civilization)

*Prerequisite: FREN 207 or 208 or permission of department chair.
(Second semester—Odd years/3 credits)*

In this course, students will examine the concepts of illusion and the role of the mask in 16th-, 17th- and 18th-century France as an aesthetic of the ephemeral and diverse nature of humankind. Topics of discussion will include the definition of the “Baroque,” political and religious propaganda, concepts of spectacle and the spectacular, the fairy tale and sexual ambiguity.

FREN 322 Ecrivains derrière la camera (CORE—Western Civilization)

Prerequisites: FREN 207 or 208 or satisfactory performance in placement examinations or permission of the instructor or department chair. (Second semester odd years/3 credits)

Very early in the 20th century, a new form of expression fascinated writers: cinema. In this class the student will analyze and interpret the different relationships that exist between an author (Breton, Cocteau, Prévert, Duras, Robbe-Grillet) and the way he/she attempted to reproduce it in his/her film.

FREN 335 Teaching Assistantship in French

(Either semester/1, 2, or 3 credits)

An opportunity for qualified seniors to conduct practice sessions, tutor students and/or administer examinations in specified 100- and 200-level courses. Students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

FREN 375 Independent Study in French

*Prerequisites: Permission of the instructor and the department chair.
(Either semester/1, 2, or 3 credits)*

Study of a selected subject. Conferences and reports.

FREN 399 Internship in French

Prerequisite: Open to junior and senior majors with permission of the department chair. (Either semester/3 to 9 credits)

Supervised work in a governmental or international agency, in industry or other appropriate settings involving French-speaking people. Grading is on a satisfactory/unsatisfactory basis.

FREN 470 Seminar

Prerequisites: 12 credits in French above the intermediate level. Offered at the discretion of the department. (Either semester—Offered as needed/3 credits)

An in-depth study of a subject selected according to the special interests of the students and of the faculty.

FRENCH-GERMAN MAJOR, B.A.

The Department of Foreign Languages and Literatures offers a combined French-German major that, in addition to providing understanding of the French and German languages and cultures, gives a new perspective on the English language and American culture. The major also prepares students for graduate studies or for careers in teaching, government, business, industry and international organizations.

French-German majors must spend one semester of their junior year (one year is highly recommended) in France, or live for two years in the French or German House, small residences on campus where French and German are spoken respectively. The residences are under the leadership of a young French and German student, respectively.

Internships are available for qualified French-German majors in government agencies, international organizations and corporations, as well as in various institutions in the United States.

Requirements for the Major

French-German majors are required to take 33 credits combined in French and German at the 200-level or above; they may take a maximum of 60 credits in French and German combined including 100-level courses. (Students who transfer to Hood in their junior year intending to major in French-German must be qualified to enroll in courses at the 200-level or above in both languages.)

The following courses are required:

FREN 203 and GER 203 (Conversation and Composition)

FREN 204 and GER 204 (Civilization and Culture)

FREN 207 or 208 and GER 207 or 208 (Cultural Perspectives on Literature I, II)

12 credits in 300-level courses or above

(6 in French and 6 in German; at least 6 in literature.)

A 3-credit independent project in French-German studies with a final presentation at Hood is required. The project will be supervised by both a French and a German professor and will be written in either French or German.

We recommend that students consider combining this major with a major or a minor in Economics, History or Political Science.

FRENCH-GERMAN MINOR

Coordinator: Didier Course

Students with a minor in French-German will learn about the French and German languages through a combination of courses designed to improve language skills and expose students to French and German civilization and culture. Students who minor in French-German must take a minimum of 15 credits in French and/or German at or above the 200 level, as described below.

Requirements for the Minor

FREN 203 French Conversation and Composition

GER 203 German Conversation and Composition

3 additional credits in French at the 200 level or above

3 additional credits in German at the 200 level or above

1 300-level course in either French or German

General Studies Courses

GNST 101 Methods of Inquiry

Prerequisite: Student must be enrolled in a minimum of 9 credits in addition to GNST 101. Exceptions with permission of the instructor: (Both semesters/2 credits)

Analytical thinking and reasoning strategies are developed and applied. Critical thinking skills, questioning techniques, and active learning methods are emphasized.

GNST 200 The Impact of Illiteracy

Prerequisite: Completion of one semester of college coursework. (As needed/3 credits)

Students will explore the impact of illiteracy on our society through seminars and first-hand experience as tutors for academically at-risk elementary school children. This course allows students to incorporate volunteering in the community with their academic college experience.

GNST 220 Dynamics of Leadership

(Both semesters/3 credits)

Styles of techniques of leadership that are essential to working with groups. Determination and development of personal leadership style. Analysis of the structure of groups from casual social groups to formal business groups. Emphasis upon decision-making and problem solving through appropriate leadership techniques.

Geography Course

GEOG 101 Introduction to Geography

(First semester/3 credits)

General survey of the fundamental concepts and principles of human geography. Primary emphasis will be on the analysis and interpretation of the relationships between human beings and their environment.

GERMAN MAJOR, B.A.

The Department of Foreign Languages and Literatures offers a major in German that, in addition to providing understanding of the German language and culture, gives a new perspective on the English language and American culture. The major also prepares students for graduate studies or for careers in teaching, government, business, industry and international organizations.

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

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

For non-language majors, the department offers a program leading to a Certificate of Proficiency in German.

Placement Examinations

Online advanced placement in French, German or Spanish is available to incoming freshmen. Before registration, freshmen should arrange to take the department's placement examination. Those who place in the 103 or 104 sections of their intended language will receive 3 additional credits; those who place in 203, 204 or a civilization course of their intended language will receive 6 additional credits; and those who place

in 207, 208, 230 or in a 300-level course will receive 9 additional credits. In all cases, students will receive the extra credits only if they enroll in one of these courses within the first semester at Hood and complete it with a grade of C or better. Students who have completed college-level language courses are ineligible to earn additional credits for these courses.

Recommended Schedule

It is recommended that students intending to major in a language take the following courses in their intended language no later than their sophomore year: 203, 204, 207 and 208. To prepare for graduate school and certain careers, a second foreign language is recommended, but students may not study two languages at the beginning level simultaneously.

Requirements for the Major

German majors are required to take 27 credits in German at the 200-level or above; they may take a maximum of 60 credits in German including 100-level courses. (Students who transfer to Hood in their junior year intending to major in German must be qualified to enroll in courses at the 200-level or above.)

The following courses are required:

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

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

GERMAN MINOR

Coordinator: Scott E. Pincikowski

A minor in German exposes students to German culture, civilization and language. Students who minor in German must take a minimum of 15 credits in German at or above the 200-level.

Requirements for the Minor

GER	203	German Conversation and Composition
GER	207	Cultural Perspectives on German Literature I or GER 208 Cultural Perspectives on German Literature II

One German civilization course

One 300-level German course

One 200-level or above German course of your choice

GERMAN CERTIFICATE OF PROFICIENCY—NONMAJORS

The Department of Foreign Languages and Literatures offers programs leading to the Certificate of Proficiency in French, German or Spanish for which students are required to: 1) complete a minimum of 15 credits beyond the intermediate level and 2) pass an oral and written examination.

When students have completed these requirements, the department notifies the Registrar, so that this fact will be entered on the student's academic record, and presents the student with an official statement recognizing the successful demonstration of language proficiency. This official statement, which gives recognition to performance capability in a language, can be earned by any student at Hood who meets the requirements.

German Courses

All courses are conducted in German. One advanced level German course is offered each semester. Students must earn a grade of C or better in the previous course in order to enroll in any 200-level course.

GER 101 Elementary German I (CORE—Foundation)

(First semester/4 credits/5 class hours, use of language laboratory)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

GER 102 Elementary German II (CORE—Foundation)

Prerequisite: GER 101 or permission of the department chair. Credit by exam.

(Second semester/4 credits/5 class hours, use of language laboratory)

Continuation of 101.

GER 103 Intermediate German I

Prerequisite: GER 102 or satisfactory performance on placement examination or permission of department chair. Use of language laboratory. Credit by exam. (First semester/3 credits)

Further development of language skills with emphasis on reading and oral participation.

GER 104 Intermediate German II

Prerequisite: GER 103 or permission of department chair. Use of language laboratory.

Credit by exam. (Second semester/3 credits)

Continuation of GER 103.

GER 105 German Conversation

Prerequisite: GER 102, exemption by exam or permission of department.

(Either semester/1 credit)

A one-credit conversation course conducted in the language houses and designed to develop oral skills. Weekly discussions based on readings of cultural or current topics.

Final grade based exclusively on attendance and participation. May be repeated.

GER 203 German Conversation and Composition

Prerequisite: GER 104 or satisfactory performance in placement exam or permission of department chair. Credit by exam. (Either semester/3 credits)

Concentration on writing, conversation and structural difficulties. Reading and discussion of cultural materials of an interdisciplinary nature. Weekly written compositions.

GER 204 German Culture and Civilization

Prerequisite: GER 104 or permission of the department chair.

(Either semester/3 credits)

Introduction to German civilization: study of the cultural features of the German language and the social, cultural and intellectual life of the German-speaking people.

Discussion and weekly written assignments.

GER 207 Cultural Perspectives on German Literature I (CORE—Literature)

Prerequisite: GER 104 or permission of the department chair.

(Either semester/3 credits)

An introductory course that analyzes literature genres and examines major German texts from the Middle Ages to the 18th century. Illustrated lectures, films and selected documents of the periods will provide the cultural background required to understand the texts and connect them to social, philosophical and aesthetic movements.

GER 208 Cultural Perspectives on German Literature II (CORE—Literature)

Prerequisite: GER 207 or permission of the department chair.

(Either semester/3 credits)

An introductory course that analyzes literature genres and examines major German texts from the 18th century to the present. Illustrated lectures, films and selected documents of the period will provide the cultural background required to understand the texts and connect them to social, philosophical and aesthetic movements.

GER 230 History of German Language

Prerequisite: GER 207 or 208 or permission of department chair.

(Second semester—Course is offered every three years/3 credits)

This course introduces basic linguistic concepts and methodology as applied to the German language with emphasis upon its historical and structural development. Students will look at relevant texts, and analyze and translate them, identifying the changes in the German language.

GER 299 Special Topics

Prerequisite: GER 207 or GER 208 or permission of department chair.

(Course is offered as needed/3 credits)

A course covering a specific motif, theme, genre or medium reflecting the cultures of the German speaking countries.

GER 301 Berlin in the 20th Century (CORE—Western Civilization)

Prerequisite: any GER 200-level course or permission of the department chair.

(Either semester/3 credits)

The interaction of a "cultural landscape" and literature from the turn of the century to the year 2002 will be studied in works by Alfred Döebelin, Nelly Sachs, Bertolt Brecht, Christa Wolf, Zehra Cirak, etc. Movies will be used to provide a visual background and further topics for discussion.

GER 314 Advanced Composition

Prerequisite: GER 207 or 208 or permission of department chair.

(Second semester—Odd years/3 credits)

Development of proficiency in writing German, with emphasis on the contrastive aspects of English and German structure. Special attention to the idiomatic use of language. Introduction to translation.

GER 315 German Literature of the 19th Century

Prerequisite: GER 207 or 208 or permission of the department chair.

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

Representative authors from the Romantic Movement to Naturalismus as seen against the cultural background of their time. Reference to art, music, science and philosophy.

GER 316 Modern German Literature (CORE—Western Civilization)

Prerequisite: GER 208 or permission of the department chair.

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

A study of major authors from expressionism to the present. Modern literary and philosophical movements.

GER 318 The German Novelle

Prerequisite: GER 208 or permission of the department chair.

(Offered as needed/3 credits)

A survey of the development of the novelle, a literary genre which represents Germany's unique contribution to the European literature of the 19th century.

GER 319 German Drama (CORE—Western Civilization)

Prerequisite: GER 207 or GER 208 or permission of department chair.

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

This course is a survey of the development of drama in German speaking countries from the Middle Ages to the modern era. Students will read, analyze and sometimes enact

plays by Hans Sachs, Gotthold Ephraim Lessing, Friedrich Schiller, Johann Wolfgang von Goethe, Heinrich von Kleist, Frank Wedekind, Georg Kaiser, Heiner Müller and Tankred Dorst. Lectures will provide the cultural background required to understand the dramas and connect them to social, aesthetic and philosophical movements.

GER 321 History of German Film

Prerequisite: GER 207 or GER 208 or permission of the department chair. (First semester—Course is offered as needed/3 credits)

This is an introductory course that analyzes a selection of feature films and documentaries from Germany, Austria and Switzerland. These films will be discussed as cultural artifacts which portray through different genres and epochs issues of national identity, east/west relations and reunification, gender, memory and dealing with the past. Directors such as Fritz Lang, G.W. Pabst, Rainier Werner Fassbinder, Margarethe von Trotta and others will help trace the history of German film. Lectures and discussions will provide the cultural background required to understand the films and connect them to social, aesthetic and philosophical movements. The question whether American film (i.e., the Hollywood film industry) has “colonized” German society as reflected through film will also frame discussions in the course. Written assignments will require students to critique films, discuss the evolution of film technology and cinematography and analyze the particular film’s cultural-historical significance.

GER 335 Teaching Assistantship in German

Prerequisite: Selection by the department. (Either semester/1, 2, or 3 credits)

An opportunity for qualified seniors to conduct practice sessions, tutor students and/or administer examinations in specified 100- and 200-level courses. Grading is on a satisfactory/unsatisfactory basis.

GER 375 Independent Study in German

Prerequisites: Permission of the instructor and the department chair. (Either semester/1, 2, or 3 credits)

Study of a selected subject. Conferences and reports.

GER 399 Internship in German

Prerequisite: Open to junior and senior majors with permission of the department chair. (Either semester/3 to 9 credits)

Supervised work in a governmental or international agency, in industry or other appropriate settings involving German-speaking people. Grading is on a satisfactory/unsatisfactory basis.

GERONTOLOGY MINOR

Studying gerontology provides an opportunity for students to engage in a multidisciplinary study of the biological, psychological and social determinants of the aging process. The 18-credit undergraduate minor may be used to supplement a number of majors including biology, economics, management, psychology, social work and sociology. The minor provides specialization in the study of the older adult and aging population; the aging process; the special needs of this segment of the population; the skills required to work effectively with the older adult and the elderly; and the economic, political, clinical and social issues surrounding the increasingly larger proportion of aged individuals in the American society.

By supplementing a major with the gerontology minor, students will be better prepared for careers as project planners, counselors for families caring for the elderly, instructors for adult education programs, grief counselors, educators and others.

Requirements for the Minor:

12 credits in the following gerontology core courses:

BIOL	132	Biology of Aging
GERO	370	Gerontology Practicum
PSY	373	Psychology of Aging
PYSO	221	Social Gerontology

6 credits from the following:

EDUC	455	Adult Education
MGMT	205	Principles of Management—Introduction to Organizations
MGMT	301	Organizational Behavior and Industrial Relations
PE	225	Health Maintenance: Stress Assessment and Control
PE	226	Health Maintenance: Physical Fitness
PSY	204	Psychology of Death
PSY	238	Human Development II: Adulthood and Aging
SOC	215	Social Problems
SOC	260	The Philosophy and Methods of Social Research
SOWK	301	Social Policy and Human Service Programs
SOWK	330	Social Work With Families
SOWK	344	Human Behavior and the Social Environment II

In addition to the specific courses listed above, an independent study related to Gerontology might be taken in any number of departments. This should be cleared in advance with the program coordinator in order to ensure that it will fulfill credits toward the minor.

A large number of today’s elderly live in urban areas and are Spanish speaking. Thus, students will benefit by having background in Spanish, particularly through SPAN 103.

Gerontology students have many practicum sites available to them, including the National Council on Aging, the Maryland State Office on Aging, community commissions on aging, nursing facilities, adult day care centers, Hospice and many independent living facilities for the aging.

Gerontology Course

GERO 370 Gerontology Practicum

Prerequisites: At least two of the following: PYSO 221, PSY 373 or BIOL 132.

Open to students in the gerontology minor. (Either semester or summer/3 credits)

Supervised work program providing 120 hours of on-site work experience with the elderly.

GLOBAL STUDIES MINOR

Coordinator: Douglas Boucher

This interdisciplinary minor examines global cultural, economic, environmental, gender, social and political dynamics. Its courses focus on international connections and forces rather than any one geographical region. Consequently the minor enables students to better understand the forces of globalization that are likely to increase in power and scope as the 21st century unfolds.

This minor requires that students take a minimum of 15 credits from among its courses. One course (GLBS 300 Challenges and Opportunities of Globalization) is required. Students must also take four additional courses across four of the five following subject areas: culture, global economy, global environment, global society and women in the global context.

Requirements for the Minor:

GLBS 300 Challenges and Opportunities of Globalization

One course from four of the following five subject areas:

Culture

ANTH 201 Introduction to Anthropology
 CL 202 Mythology
 ENHN 463/563 International Currents in Modern Fiction
 FLS 250 Bearing Witness: Testimonial Narratives in the Americas
 HON 314 The Social Construction of Nature and Environments
 REL 312 Myth, Symbol and Ritual

Global Economy

ECON 317 Economics of Development
 ECON 318 Comparative Market Economies
 ECON 324 International Trade
 ECON 460 International Finance and Open Economy Macroeconomics
 ECMG 314 Multinational Corporations: Theory and Practice

Global Environment

BIOL 201 Evolution and Ecology
 ECON 310 Environmental Economics
 ECPS 414/514 Environmental Policy
 ENSP 101 Environmental Problems
 GEOG 101 Introduction to Geography
 HON 311 The Green Gene Revolution
 INST 307 Hunger, Population and the Environment

Global Society

HIST 299 The World Since 1945
 PSSO 201 Urban Life in the Developing World
 PSCI 215 International Relations
 PSCI 300 Terrorism and Justice
 PSCI 323 Politics of the Third World
 SOC 332 Sociology of Development

Women in the Global Context

ANHS 299 Women in Developing Nations
 HON 301 Images of Women
 HSPS 245 Global Perspectives on Women, Power and Politics

Global Studies Course

GLBS 300 Challenges and Opportunities of Globalization (CORE—Western Civilization)

Prerequisite: 3 credits from the Social and Behavioral Analysis area of the Core (First semester/3 credits)

This course examines the cultural, economic and political forces of globalization. It is organized around the debate concerning the merits of modern globalization. We will examine how the forces of globalization impact certain aspects of lives of people around the world. We will use the evidence gathered in our examination of the impact of globalization to critique the classical arguments.

Greek Courses

GRK 101 Elementary Ancient Greek I (CORE—Foundation)

(First semester/3 credits)

This course provides an introduction to ancient Greek grammar, syntax, and vocabulary. Over the course of the semester students will gain the basic skills to read and analyze adapted selections from classical Greek authors and the New Testament. Comparative linguistic issues, including the influence of ancient Greek on modern languages, and Greek prose composition will also be studied.

GRK 102 Elementary Ancient Greek II (CORE—Foundation)

(Second semester/3 credits)

This course is the continuation of Greek 101, the first semester of elementary ancient Greek. Course work will consist of readings in prose and poetry and the completion of the basic study of Greek grammar and syntax. Over the course of the semester students will advance from adapted passages to the original texts of classical Greek authors such as Plato and Sophocles. Readings on ancient Greek history and culture will also be assigned.

HISTORY AND POLITICAL SCIENCE DEPARTMENT

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

Associate Professors: Janis Judson, Marni Ezra

Assistant Professors: Paige Eager, Rusty Monhollon, Tamelyn Tucker-Worgs

The Department of History and Political Science offers bachelor of arts degrees in history; political science; law and society; and environmental science and policy. History majors may earn secondary education certification. Law and society is offered jointly with the Department of Sociology and Social Work, and environmental science and policy is offered jointly with the Department of Biology.

Programs Offered:

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

HISTORY MAJOR, B.A.

The major in history is designed to address the diverse needs and interests of Hood College students by offering a choice of three recommended separate programs of study: 1) the major in history for general preparation, 2) the major in history option for a more intensive preparation for advanced study in graduate school and professional studies and 3) the major in history with secondary education certification. The department also offers a minor in history. It is strongly recommended that each student consult with a member of the history faculty to discuss which course of study would be best suited to further her or his educational needs and career goals.

General Study Program

This program of study is recommended for those students who want a thorough grounding in the discipline of history, exploring past as well as contemporary periods, western as well as non-western and regional cultural traditions, from a variety of historical perspectives. The major in history for general study is ideal for the student who would want to double major, using the history major to support work in such related fields as political science, economics, art history, English, religion, philosophy, communication arts, journalism, or sociology and anthropology.

The major in history for general study requires a minimum of 24 credits in history at the 200-level or above; 6 credits must be at the 300-level; the student must also complete the HIST 470 Seminar. A maximum of 60 credits is allowed.

History 470 Seminar is offered every spring term, rotating among faculty members and area specialties. Students may take HIST 470 more than once and receive credits toward the major and graduation provided the seminars are on different topics. Check with the history department for seminar scheduling.

To ensure a solid background and broad perspective in history, students who pursue the major in history for general study must select introductory courses from each of the three following groups: pre-modern history, American history and international/non-western/regional history. In addition, all students must take one course in Topics in American History.

It is strongly recommended that students begin their study with the introductory courses before proceeding to intermediate or more advanced work in the discipline. Consult with your adviser or a member of the history faculty for guidance on course selection.

Cognate fields: Along with the history major, students are encouraged to select a group of courses in cognate fields such as English, economics, political science, philosophy, sociology or religion. See the department for the complete list.

Languages: Students are strongly recommended to have proficiency in a foreign language.

Introductory Courses (9 credits)

One course from each of the following groups:

Pre-modern History (one course):

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

American History (one course):

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

International/Non-Western/Regional History (one course):

HIST	234	History of Modern Russia
HIST	237	Modern China and Japan
HIST	238	Contemporary Southeast Asia
HIST	242	The Middle East in Modern Times
HIST	246	Introduction to Africa
HIST	247	Europe from 1900 to 1939
HIST	248	Europe since 1939
HIST	299	Special Topics: The World since 1945
HIST	309	Islam and the Crusades

Topics in American History (3 credits)

One course from the following group:

HIST	210	Women in 20th Century America
HIST	225	Civil War/Reconstruction
AFHS	250	African-American History to the 20th Century
AFHS	251	African-American History during the 20th Century
HIST	310	History of Women in the United States
HIST	320	America in the Sixties
HIST	321	Hollywood's America
AFHS	324	Race and Racism in the United States
HIST	325	U.S. Social History, 1700-2000
HIST	328	20th Century America
HIST	353	United States Diplomatic History: America in Vietnam from Truman to Nixon

Upper Level Courses (6 credits)

6 credits in any history area at the 300-level or above.

Seminar (3 credits)

HIST	470	Seminar
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Preparation for Graduate School and Professional Studies Option

This program of study is designed for those students who either already have defined career ambitions or who, in the course of their education at Hood, may discover a deepening of interests and desire to pursue further study beyond the college level in history or related professional fields. Students should recognize that the entrance requirements of many graduate and professional schools, as well as certain employment opportunities, may exceed those of the history major for general study.

So, a more focused program of study may be desirable. The student can choose a pattern of courses in close consultation with a departmental adviser to develop more particular expertise in an area of interest that might better serve her or his goals.

This option for the major in history consists of a minimum of 36 credits in history at the 200-level or above; 12 credits must be at the 300-level; the student must also complete HIST 470 Seminar. (A maximum of 60 credits is allowed.) The student must distribute courses and choose a concentration as discussed below. In addition, students who elect

this history major must take four courses in cognate fields of study, one which must be at the 300-level. Cognate fields include: English, economics, political science, philosophy, religion and sociology, among others.

Distribution of Courses and Area Concentrations in Graduate School and Professional Studies Option:

All majors in history in preparation for graduate school and professional studies must distribute one introductory level course and one upper-level course from each of the following groups: pre-modern history, American history, international/non-western/regional history. In addition, the student must choose to concentrate in one of the three areas: pre-modern, American, international/non-western/regional, or to develop an individualized concentration in consultation with the adviser and the approval of the department. In thinking about a concentration, the student should work closely with the faculty adviser to choose a pattern of courses suited to her or his interests and goals. The student would usually complete HIST 470 Seminar in the area specialty of the concentration or in the area of historical theory and methodology.

Languages: Students are strongly encouraged to have proficiency in foreign languages. Students are encouraged to complete the College foreign language requirement early in their careers at Hood. Students who major in history are advised that certain areas of history and other related fields of study may require more advanced proficiency in foreign languages. Consult with a member of this history faculty for guidance on language study.

Secondary Education Certification

History majors also may wish to obtain certification to teach history at the secondary level. Students who complete this secondary education program receive certification to teach in Maryland upon graduation, along with reciprocity for teaching in certain other states. Students must complete requirements specified by the Department of Education and meet the following history and social science requirements (27 credits).

ECON	205	Principles of Macroeconomics
GEOG	101	Introduction to Geography
HIST	217	History of the United States to 1865
HIST	218	History of the United States since 1865
SOC	101	Principles of Sociology

Select two courses from the following:

HIST	200	The Ancient World
HIST	202	Medieval Europe
HIST	203	Renaissance and Reformation Europe
HIST	204	Ancient Rome
HIST	205	Modern Europe, 1648–1815
HIST	206	Modern Europe, 1815–1914

Select one course from the following:

HIST	234	History of Modern Russia
HIST	242	The Middle East in Modern Times
HIST	247	Europe from 1900 to 1939
HIST	248	Europe since 1939

PSCI	203	Introduction to U.S. Politics
PSCI	204	U.S. Political Thought
PSCI	206	Theories of Democracy
PSCI	210	Comparative Politics
AFPS	350	African Politics

Select one course from the following:

HIST	210	Women in 20th Century America
HSPS	245	Global Perspectives on Women, Power, and Politics
HIST	299	Special Topics: War and Society
HIST	299	Special Topics: The World Since 1945
HIST	310	History of Women in the United States
HSPS	315	Politics of Assassination
AFHS	324	Race and Racism in the United States
HIST	325	U.S. Social History, 1700-2000
HIST	344	Revolutions and Revolutionaries

Before enrolling in EDUC 419: Teaching Internship, a student must have completed 18 credits in the major. In addition, students may wish to obtain teaching certification in social science at the secondary level, which is possible through credit count. It is recommended that the student consult with a member of the faculty to discuss the program in teaching certification at the secondary level.

HISTORY MINOR

Coordinator: Leonard Latkowski

The minor in history is comprised of 18 credits. The student should consult with a member of the history faculty for guidance in choosing a pattern of courses suited to her or his interests and career goals.

History Courses

HIST 200 The Ancient World (CORE—Historical Analysis)

(First semester—Odd years/3 credits)

The origins of civilization in the Western world from prehistory to the rise of the Roman Empire. Mesopotamia, Egypt, Greece and Rome, focusing on the major political, social, economic and aesthetic developments.

HIST 202 Medieval Europe (CORE—Historical Analysis)

(Second semester—Even years/3 credits)

A survey of the European Middle Ages, including political, social, economic and cultural developments from the fall of Rome through the 15th century.

HIST 203 Renaissance and Reformation Europe (CORE—Historical Analysis)

(Second semester—Odd years/3 credits)

A survey of European history during the Renaissance, the Age of Discovery and the Reformation era, from the 14th century to 1648.

HIST 204 Ancient Rome (CORE—Historical Analysis)

(First semester—Even years/3 credits)

An exploration of the history of Rome, from its founding through the Republic and the Empire, focusing on political, social, cultural and military developments.

HIST 205 Modern Europe, 1648-1815 (CORE—Historical Analysis)

Credit by exam. (First semester/3 credits)

A study of the foundations of modern Europe from the 17th century to the Napoleonic Era. The Age of Absolutism, the Scientific Revolution, the Enlightenment. A close look at the major political, social and economic events of Europe with particular attention to the role of the common person and the place of women.

HIST 206 Modern Europe, 1815-1914 (CORE—Historical Analysis)

Credit by exam. (Second semester/3 credits)

A study of the development of Europe in the 19th century, from the Congress of Vienna to the First World War. The basic events, ideas and institutions including the rise of nationalism, socialism, humanitarianism, imperialism, democracy and the labor movement.

HIST 210 Women in 20th Century America (CORE—Historical Analysis)

(Course is offered as needed/3 credits)

A novel feature of this course is the use of films as historical sources. These films, together with selected readings, are used to show changing expectations and roles of American women from 1900 to 1960. Topics include the loss of political momentum in the women's movement after 1920, changing patterns of female employment and the tension between career and family after 1945.

HIST 217 History of the United States to 1865 (CORE—Historical Analysis)

Credit by exam. (First semester/3 credits)

The development of the United States from the colonial settlements to 1865.

HIST 218 History of the United States since 1865 (CORE—Historical Analysis)

Credit by exam. (Second semester/3 credits)

The development of the United States as a world power from 1865 to the present.

HIST 225 Civil War/Reconstruction

Prerequisite: HIST 217 or HIST 218. (Second semester—Even years/3 credits)

A study of America's most destructive war: its origins, impact and aftermath. The course also will deal with the problems, accomplishments and failures of reconstruction.

HIST 234 History of Modern Russia

Prerequisite: Open to freshmen with permission of the instructor.

(First semester/3 credits)

History of Russia and the Soviet Union in modern times—from 1855 to the present—from Alexander II and the Era of Great Reforms to current Russian government and society. Fall of the Romanovs, the Bolshevik coup, Lenin, Stalin and their successors. Historical, political, economic and intellectual developments under Communism.

HIST 237 Modern China and Japan (CORE—Historical Analysis)

(Second semester/3 credits)

The history of China and Japan in the 19th and 20th centuries. Presentation of the major political, social and economic developments with emphasis on the international role of each country.

HIST 238 Contemporary Southeast Asia

(Course is offered as needed/3 credits)

A study of the history of the major nations of Southeast Asia in the modern era. Emphasis on the 20th century. Key developments in each country from the period of colonial rule to the rise of national movements. The role of this area in international events, with emphasis on Vietnam, Cambodia, Thailand, Indonesia and the Philippines.

HIST 242 The Middle East in Modern Times

Prerequisite: Junior or senior standing or permission of the instructor.

(Second semester/3 credits)

A study of the Middle East in the modern world. Emphasis on the 20th century. National movements, Pan-Arabism, Zionism and the struggle over Palestine. The Arab-Israeli

conflict, the Arab world, the influence of oil. Political, social and economic developments.

HSPS 245 Global Perspectives on Women, Power and Politics (CORE—Social and Behavioral Analysis)

(Second semester/3 credits)

An interdisciplinary, global perspective on women, power and politics. The course will focus on the different ways in which gender structures women's political experiences and how race, class and ethnicity intersect with gender in shaping political consciousness and action. Readings will emphasize women's power within established formal government structures as well as the informal exercise of power through religion, family and society. Their leadership in grassroots movements and contributions to nation building will be highlighted.

HIST 246 Introduction to Africa

(First semester/3 credits)

A study of the political, economic and cultural forces that have shaped the lives of the African people from the earliest beginning to the present. The approach will be to examine the major themes in the development of Africa. The focus will be on such topics as state formation, the slave trade, colonialism, nationalism, apartheid and the problems of nation building.

HIST 247 Europe from 1900 to 1939

(Course is offered as needed/3 credits)

A study of Europe and European society in the first part of the 20th century. Includes the political developments in the major countries of western and eastern Europe as well as social, intellectual and economic influences. Major topics include the origins of World War I, the great changes in Europe of the 1920s, the totalitarian regimes of the 1930s and the steps toward World War II.

HIST 248 Europe since 1939

(Course is offered as needed/3 credits)

Major events in Europe: politics, history, diplomacy and social change in the major countries of western and eastern Europe. Begins with World War II and its effect on European society. Looks closely at the problems of the postwar, including the United Nations, the Cold War, the Common Market, anticolonialism, the collapse of the Communist regimes in eastern Europe and the growth of the European Union.

AFHS 250 African-American History to the 20th Century (CORE—Historical Analysis)

(First semester/3 credits)

A chronological and thematic survey of African-American history from pre-colonial Africa to the 20th century. Focus on the economic, political, social and cultural context in which a uniquely constituted African-American culture developed. Themes include African-American women and working-class African-Americans.

AFHS 251 African-American History During the 20th Century (CORE—Historical Analysis)

(Second semester/3 credits)

Examines African-American history in the 20th century with emphasis on cultural and intellectual contributions and the struggle to achieve human rights. Emphasis on African-American women and working-class African-Americans.

Special Topics for 2006-2008**ANHS 299 Special Topics: Women in Developing Nations**

Prerequisite: 3 credits in anthropology or non-Western history.

(Second semester—Odd years/3 credits)

An investigation into the roles of women in Third World countries with special emphasis on the interplay between the forces of tradition and modernity in the development

process. How do Third World women deal with the tension between preserving their cultural authenticity while meeting the challenges of the modern age? The course directs attention to this question.

HIST 299 Special Topics: The World since 1945

(Second semester—Odd years/3 credits)

A study of the major world events since the end of World War II. Reconstruction of Europe, the rise of Asia and Africa, the Cold War, the Middle East crisis, the nuclear age and military confrontation. War, politics and revolution and the international response.

HIST 299 Special Topics: War and Society

Prerequisite: 3 credits of history (First semester—Odd years/3 credits)

A study of modern war and its effects on people and nations in a historical perspective. Analysis of the causes of war. Survey of the tools and weapons of war and the changes in weapons and technology over time. Reactions of soldiers, civilians and political leaders to the demands of war.

HIST 300 From Celts to Vikings, 400-1000

Prerequisite: HIST 202 or 204, or permission of the instructor.

(Second semester—Odd years/3 credits)

A study of the peoples and culture of early medieval Europe, from the late Roman period through the 10th century. Topics include the Celtic population of the Roman Empire; “barbarian” kingdoms such as Celtic Ireland and Scotland, Anglo-Saxon England, Frankish Gaul and Visigothic and Islamic Spain; Christian missions; social and technological developments; the Carolingian Empire and its Renaissance; Viking Scandinavia and the impact of the Viking invasions on Europe; and the culture of the millennium.

ARHS 301 Age of Cathedrals

Prerequisite: HIST 202 or 204, or ART 220, or permission of the instructor. (Course is offered as needed/3 credits)

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

HIST 309 Islam and the Crusades (CORE—Non-Western Civilization)

Prerequisite: HIST 202 or 204, or permission of the instructor.

(Second semester—Odd years/3 credits)

A study of the “holy wars” between the Islamic world and the Christian west in the 11th through 15th centuries, including long-term effects on the modern Middle East.

HIST 310 History of Women in the United States

Prerequisite: HIST 217 or 218 or by permission of instructor.

(Course is offered every three years/3 credits)

This course explores the impact of historical events on the lives of American women and the varied roles women have played in shaping United States history from the colonial period to the present. It will focus specifically on how class, ethnicity and race have influenced American women’s work, family life and organized activities. Topics include: Native American women’s lives; gender and family life under slavery; the impact of industrialization on women of different classes; the ideology of separate spheres; women’s political activities including the antislavery movement, the suffrage movement, the 19th Amendment and the resurgence of feminism in the 1960s; and transformations in the lives of modern women including work, politics, sexuality, consumption patterns and leisure activities.

HIST 311 Women in the Ancient World

Prerequisite: 3 credits of history at the 200-level, WMST 200 or permission of the instructor. (Course is offered as needed—Odd years/3 credits)

An exploration of the roles and experience of women in early societies, from prehistory to Mesopotamia, Egypt, classical Greece, Celtic and Germanic Europe and the Roman Empire, including the impact of Christianity.

HIST 313 Medieval England (CORE—Western Civilization)

Prerequisite: HIST 202 or 204, or permission of the instructor.

(First semester—Even years/3 credits)

England’s political, social and cultural history from prehistoric times through the Anglo-Saxon era, the Norman Conquest, the development of Parliament and the War of the Roses.

HIST 314 Tudor and Stuart England

Prerequisite: HIST 202, 203 or 313, or permission of the instructor.

(First semester—Odd years/3 credits)

British history in the 16th and 17th centuries, including the English Reformation, the reign of Elizabeth I, the English Civil War and the Glorious Revolution.

HSPS 315 Politics of Assassination

Prerequisites: HIST 218 and PSCI 203 or permission of the instructor

(First semester—As needed/3 credits)

An in-depth look at the major political assassinations of the 60s—John Kennedy and Martin Luther King Jr. How did American institutions, especially the American system of justice, respond to this crisis in national political life?

HIST 320 America in the Sixties

Prerequisite: HIST 217 or 218 or by permission of instructor.

(Course is offered every three years/3 credits)

This course is an in-depth examination of American society, culture and politics during the period commonly known as “the sixties.” The course will cover American politics, the Cold War, nuclear proliferation, social movements, the Vietnam War and American popular culture. Course materials include books and articles, movies, documentaries and sound recordings, as well as guest lectures by 60s participants.

HIST 321 Hollywood’s America

Prerequisite: HIST 217 or 218 or by permission of instructor.

(Course is offered every three years/3 credits)

This course examines American culture and society through film. The primary text for this course will be American films, such as “Gone With the Wind,” “The Birth of a Nation,” “The Grapes of Wrath,” “Casablanca,” “Dr. Strangelove,” “The Graduate,” “Apocalypse Now,” “Wall Street” and “American Beauty.” Students will critically analyze how American cultural and social conflicts are portrayed and worked out in popular films, and explore how motion pictures create a window into modern American society. Students will learn how to read films as cultural texts and write critical film reviews as the principal primary form of cultural and historical analysis.

AFHS 324 Race and Racism in the United States

Prerequisites: HIST 217 and either AFHS 250 or AFHS 251.

(Course is offered every three years/3 credits)

The origins and development of racial attitudes, both scientific and popular, supporting mythologies, and contemporary institutional expressions. Emphasis on an historic overview of racism from the first English contacts with Africans and Indians in the late 16th century to the present and on political approaches to the problems of racism in American society.

HIST 325 U.S. Social History, 1700-2000

Prerequisite: HIST 217 or by permission of the instructor. (Course is offered as needed/3 credits)

This course is an introduction to the social history of the 18th, 19th, and 20th centuries. Emphasis is on the new scholarship dealing with the daily lives and careers of the non-elites or ordinary people. The course treats aspects of the social history of the early American family, the society of the Revolutionary Era, industrialization and workers' protest, family and slavery in the Old South and the social history of the Civil War.

HIST 328 20th Century America

Prerequisite: HIST 217 or 218 or by permission of instructor. (Course is offered every three years/3 credits)

This course explores the problems and issues of American society, both foreign and domestic, from the Progressive Era to the contested Election of 2000. It gives particular emphasis to the creation of a huge capitalist market economy, the rise of the United States to world power and engagement in world affairs, the creation of the modern welfare state and the challenge of keeping a mass society democratic.

HSLA 330 Cultural Encounters in Latin American History

Prerequisite: Historical Analysis section of Core requirement. (Course is offered as needed/3 credits)

Employing a cross-cultural perspective, this course explores the historical process as being a dialogue between the cultures of the indigenous peoples of Latin America and the European settlement.

HIST 335 Undergraduate Teaching Assistantship

Prerequisites: Junior or senior standing, HIST 217 and HIST 218 and permission of the department. (Either semester/1 credit)

A junior or senior major may serve as a teaching assistant in HIST 217 and 218. The assistant would attend 217 and 218 classes, tutor students, show films and join in periodic conferences with the instructor and other teaching assistants. Other duties would include assisting the instructor in other class-related projects, such as organizing discussions, helping with constructing exams and arranging for non-print media instruction. May be taken only twice. Grading is on a satisfactory/unsatisfactory basis.

HIST 344 Revolutions and Revolutionaries

(First semester/3 credits)

A study of the causes and nature of revolutions and the role of the revolutionary. Emphasis on the modern era—the American Revolution, the French Revolution, the Russian Revolution and the Chinese Revolution. Also, the international struggle for labor and women's rights.

HIST 353 United States Diplomatic History: America in Vietnam from Truman to Nixon

Prerequisites: HIST 218 and 238 or permission of the instructor. (Second semester—Even years/3 credits)

The large problems of the war—how the United States became involved and what the experience meant to the Indochinese and American people. Readings will include newspaper and magazine accounts, debates and polemics, official documents and interpretations by historians and social scientists.

HIST 375 Independent Study in History

Prerequisite: Permission of the instructor. (Either semester/1, 2, or 3 credits)

A readings course to supplement the regular offerings of the department. Conferences and written reports.

HIST 399 Internship in History

Prerequisites: 18 credits of history, or permission of the instructor. (Either semester/3 to 15 credits)

Supervised historical writing, research and/or museum work with private or governmental agencies full or part time. Grading is on a satisfactory/unsatisfactory basis.

HIST 406/506 Religion, Family and Society in Reformation Europe (CORE—Western Civilization)

Prerequisite: 9 credits in history and junior or senior standing, or permission of the instructor. (Second semester—Even years/3 credits)

A study of the Protestant Reformation and its impact on aspects of European society such as the family, marriage, women's lives, popular culture and urban and rural society.

HIST 412/512 Women in Medieval Europe

Prerequisites: 9 credits in history (3 credits may be WMST 200) and junior or senior standing, or permission of the instructor. (First semester—Even years/3 credits)

A study of the roles and experience of European women during the Middle Ages, 500-1500. Legal and social status, queenship and power, religion and spirituality, marriage and family and women in the ethnic minorities.

HIST 415 The Medieval Village

Prerequisites: Junior or senior standing, and HIST 202, 300, 313 or 412, or permission of instructor. (Course is offered as needed/3 credits)

An advanced seminar exploring the history of rural communities in western Europe, especially England and France, during the Middle Ages. Topics include the peasant family, agricultural adaptation, the village economy, the manorial system, religious variation and gender roles. Students will read extensively in the current scholarship and conduct research in original record sources to reconstruct a village community.

HIST 470 Seminar

Prerequisites: Junior or senior standing, 9 credits of 200- and/or 300-level history. (Second semester/3 credits)

Advanced study of problems, methods and theory of historical research and inquiry. Format, perspectives and topics may vary according to the instructor's expertise and student's interest. Check with the department for scheduling. Open to majors and non-majors.

HONORS PROGRAM

The Hood College Honors Program is a four-year program of coursework, co-curricular events, and extracurricular activities. Academically exceptional freshmen and transfer students are encouraged to apply to the Program. Honors courses, which are designed to cultivate students' ability to examine our complex world, are interdisciplinary in approach and are often team-taught. Classes are small, discussion-oriented and enhanced by guest speakers and field trips.

The Honors Program includes the following requirements:

6 credits of Honors coursework during freshman year.

6 credits of Honors coursework during sophomore year.

9 additional credits of Honors coursework during sophomore, junior and senior years.

1 104-level foreign language course (or exemption).

Freshman Year Honors Experience

Freshmen in the Honors Program take two Colloquium courses organized around interdisciplinary themes. In the first semester (HON 101) the course emphasizes the humanities and social sciences. The second semester (HON 102) explores a theme related to the natural sciences.

Sophomore Year Honors Experience

The sophomore year in Honors (HON 201 and HON 202) helps students to explore the nature of knowledge, cultural differences and the individual's place in society. During the second semester (HON 202) students combine scholarly research with experiential learning.

By invitation, selected Hood students may begin the program at the sophomore level. These students are exempt from HON 101 and HON 102.

Junior and Senior Years

Students in the Honors program will complete two 300-level electives and HON 470, Seminar in Honors. Students who study abroad for at least one semester may count that experience as one of their honors electives. Students who complete a two-semester Departmental Honors Paper (499) may count that as one of their Honors electives. Honors students may begin taking their electives in the sophomore year. Because Honors electives are offered on an irregular schedule, students who are especially interested in a particular elective are urged to take it the first time it is offered during their eligible years.

Honors Program Thesis

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

Relationship to the Core Curriculum

Most Honors courses may be used to meet Core Curriculum requirements. Freshmen and sophomores may apply up to 9 credits toward the 21-23 credits required in the Methods of Inquiry section of the Core Curriculum. (There is a 3-credit limit for any one category. No Honors credit may be applied to the laboratory science requirement. Honors credit may be applied to only one of the Aesthetic Appreciation requirements.) Most Honors elective courses satisfy requirements in the Civilization section of the Core.

Foreign Language Requirement

All students in the Honors Program must meet the 104-level foreign language course requirement. Students for whom English is a second language should consult with the Honors Director to determine possible exemption from this requirement.

Transferring into the Honors Program

The Honors Program welcomes qualified transfer students. Those who have successfully completed two years of an honors program at another college before they transfer to Hood may apply to the Hood College Honors Program at the junior level without having to complete the freshman and sophomore Honors courses at Hood. Such students must take a minimum of 9 credits in Honors Program courses (two electives and HON 470) in order to complete the Program.

Students who transfer to Hood in their sophomore year, or students who transfer in their junior year without having completed two years of an honors program at another college, may also apply to the Honors Program. They must take a minimum of 14 credits in Honors Program courses (usually HON 201, HON 202, two electives, and HON 470). Sophomore transfers who complete HON 201 and HON 202 may exempt two courses from the Methods of Inquiry section of the Core (not a lab science and no more than one course in Aesthetic Appreciation).

Transfer students should be aware of the Honors Program Foreign Language Requirement (see above).

Recognition of Honors Students

To graduate from the Honors Program, students must earn a C- or better in all Honors courses and maintain a cumulative G.P.A. of 3.25. By doing so, and meeting the Honors Program requirements, they will earn Honors Program recognition on their academic records.

Honors Courses

HON 101 Honors Colloquium I

Prerequisite: Open by invitation only. (First semester/3 credits)

A colloquium on a selected topic each year, designed to help students acquire skills in critical thinking, writing and speaking by examining significant works from various periods of history in a variety of cultures.

HON 102 Honors Colloquium II

Prerequisite: HON 101. (Second semester/3 credits)

A colloquium on a selected topic each year in which students explore one or more specific issues arising from the general theme introduced in the first semester colloquium. Emphasis is on collaborative, as well as independent, learning and examination of works from the humanities, sciences and social sciences.

HON 201 Honors Colloquium III

Prerequisite: HON 102, or admission to the Honors Program as a sophomore. (First semester/3 credits)

This course explores the social and cultural construction of knowledge, including Western and non-Western paradigms, perceptions of reality and constructed meanings. Students investigate many ways of "looking at the world" and of thinking about and interacting with the world, including their own roles in society and within disciplines. Readings are drawn from a wide range of theoretical, narrative, poetic and historical works.

HON 202 Honors Practicum

Prerequisite: HON 201. (Second semester/3 credits)

In this course, students build on their previous three semesters of Honors work to design an individual or small-group learning project that includes an experiential and a research component, both of which are tailored to the student's personal and academic interests. The project, which will be undertaken with the guidance of a faculty adviser, may be in any academic discipline or combination thereof and should address a social or intellectual problem of the student's choice. The experiential component will use the campus or wider community as a resource and will have as one of its goals benefitting or contributing to the community in some way. Each student will also make a culminating presentation of her/his experience and research.

ESHN 210 Coastal Oceanography

Prerequisite: A 100-level lab science course. (Second semester/4 credits)

This lecture and laboratory course will explore the physics, chemistry, biology and geology of coastal oceans. Such topics as plate tectonics, shoreline geology, seawater chemistry, ocean circulation and sedimentology will be considered in relation to the use and management of coastal resources. Life in the oceans will be investigated, highlighting coastal marine communities, primary production and the use of living marine resources. The course will emphasize laboratory and field investigations that will take place at selected sites along the eastern seaboard of the United States. This course is offered as part of the Coastal Studies Semester.

ENHN 268 The Culture and Literature of Coastal Environments (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisite: ENGL 100 or 101 or 3 credits from ENGL 110-139. Open only to students participating in the Hood Coastal Studies Semester program. (Second semester/3 credits)

A study of how we interpret our coastal environment and how we create public policy from what we interpret. We will ask what view of nature informs public policy, what bearing the science of ecology has on literary studies and how science itself is open to literary analysis. Texts may include works by Howarth, Silko, Abbey, Carson, Hemingway, Haissen, Warner and Barth.

ECHN 300 The European Economy (CORE—Western Civilization)

Prerequisite: Completion of the Social and Behavioral Analysis section of the core. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Offered in Europe during the May Term/3 credits)

The course will focus on the unification of the European economies into a single market. The course examines the forces which brought about the unification of the European economies and the social, political and economic implications of unification for individual member countries and the United States.

HON 301 Images of Women (CORE—Non-Western Civilization or Western Civilization)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructors. (Second semester—Odd years/3 credits)

An interdisciplinary study of issues of gender in art, religion and society, with emphasis on the major cultural traditions of West and East. The course examines images of women from prehistoric times until about 1500 and considers the way in which these images change from period to period and from culture to culture.

HNLS 302 Third World Development: Latin America (CORE—Non-Western Civilization)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (3 credits)

An interdisciplinary study of the Third World that uses aspects of literature, culture, politics, biology, demography, history and economics to understand how the world works for most of humankind. The course features field trips, guest speakers and a team approach to investigating problems of the developing world.

HON 304 Censorship in America (CORE—Western Civilization)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Second semester—Even years/3 credits)

This course examines the historical and contemporary aspects of censorship in America, paying particular attention to government and societal attempts to repress speech, press and the arts.

BIHN 305 Aquatic Ecology

Prerequisite: BIOL 201 or permission of the instructor. (Second semester/4 credits/3 class and 3 laboratory hours)

Concepts of ecology are elucidated using examples from freshwater, marine and estuarine systems. The course investigates the biological and ecological processes that comprise functioning aquatic systems. We will consider the workings of lakes, streams, bays, oceanic waters, rocky shores, soft-sediment bottoms, grass beds, marshes and coral reefs. Field trips will emphasize a wide variety of aquatic habitats. Case studies of resource management issues and human impacts on aquatic environments will exemplify the application of aquatic ecological concepts.

HON 306 Biology: Facts, Future and Fiction (CORE—Society, Science and Technology)

Prerequisite: BIOL 110-139. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (First semester—Even years/3 credits)

A study of selected topics in contemporary biology and an analysis of biologically based technologies of the future. Texts will include science-fiction literature. Topics include: the human genome project, DNA cloning technology and neurobiology.

HON 307 The Chesapeake Bay: Human Impact on a Natural System (CORE—Society, Science and Technology)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program or with permission of the instructor. (3 credits)

The geology and natural history of the Chesapeake Bay region will be examined in the context of society's exploitation of a natural system. After a discussion of ecological perspectives of the Chesapeake Bay, the settlement of the region will be traced—how the Bay affected the society which developed along its shores, and how the Bay was, in

turn, affected by this growth and development. Readings from the scientific literature will be combined with historical, sociological and economic readings to form a coherent portrait of the interplay between society and the environment.

HON 308 Dante and Giotto (CORE—Western Civilization)

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Second semester—Even years/3 credits)

An exploration of the culture of late medieval Florence, addressing such topics as the physical environment of the city, the Florentine historical perspective, spiritual and aesthetic sensibilities. The course will focus on two of the greatest artists of the period: Dante Alighieri and Giotto. (In May, after final exams, students will be offered the opportunity to travel to Italy—Florence, Siena, Padua and Assisi—as a group.)

HON 309 Mind-Body Medicine: Eastern and Western Approaches to Healing (CORE—Society, Science and Technology)

Prerequisite: Completion of the Social and Behavioral Analysis section of the Core. Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Second semester—Even years/3 credits)

An examination of the newly emerging field of mind-body medicine with attention to historical and cross-cultural aspects of various mind-body-spirit phenomena that have captured scientific interest in recent years. Some of the specific topics to be examined include the placebo effect, psychoneuroimmunology and Chinese traditional medicine. Readings from scientific literature will be complemented by experiential learning through mind-body exercises.

HON 311 The Green Gene Revolution (CORE—Society, Science, and Technology)

Prerequisites: Open to sophomores, juniors and seniors in the Honors Program, or with the permission of the instructor; one course from the Scientific Thought section of the Core. (3 credits)

In this course, agriculture, the first and oldest industry, is examined both in its historical context and in terms of the global impact of today's agricultural biotechnology. Topics will include the exchanges that occurred when the Old World met the New World; the effects of the products and promises of the Green Revolution on world hunger and the environment; and the products, promises and problems of the Gene Revolution in agriculture.

HON 312 Re-visioning Motherhood in Modern Western Culture (CORE—Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (First semester—Even years, as needed/3 credits)

This course consists of an interdisciplinary study of the institution of motherhood and its representations in modern cultural productions of the Western world. Through readings in social, political and psychoanalytical theory as well as analysis of literary and filmic texts, students will examine the myth and reality of mothering, its cultural and biological baggage and its implications for the changing lives of women into the next century. This course may be used for credit in the Women's Studies minor.

HNPS 313 Great Political Trials (CORE—Non-Western Civilization or Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Second semester—Even years/3 credits)

This course is an analysis of great political trials (both western and nonwestern) that have reflected the political controversies of their time. We will examine the western tradition of law and legal analysis through trials held in the United States, France and England. An analysis of trials held under socialist, Islamic and indigenous political systems will provide an opportunity for contrast and comparison with the western tradition of law.

HON 314 The Social Construction of Nature and Environments (CORE—Society, Science and Technology)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Second semester—Odd years/3 credits)

An examination of how different societies perceive the natural world, and how this influences the ways they study it, exchange it, preserve it and exploit it. The course will compare views of nature, space and time in different cultures, different historical periods and from different ideological and professional perspectives (e.g., religious, scientific, ecological, economic, entertainment). Sources of evidence about societies' views of nature, social and natural geographical boundaries, and community and space will include scientific writings, travel accounts, museum displays, television programs, essays and paintings. An ongoing question throughout the course will be whether "the natural world" is merely a social construction or if it has a reality independent of the society that perceives and defines it. May also be used as an elective in the Sociology major and the Environmental Studies and Policy major.

HON 315 Literature of Moral Reflection (CORE—Western Civilization)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or permission of the instructor. (Second semester—Odd years/3 credits)

Through analysis and discussion of works of great literature, students will examine questions concerning human nature and ethical responsibility. Authors may include Tolstoy, Greene, Hurston, Marx, Golding, Camus, Sophocles and C.S. Lewis.

HNPL 316 Science and Global Ethics in the Non-Western World (CORE—Society, Science and Technology)

Prerequisites: Completion of the Scientific Thought and Philosophical Inquiry areas of the Core. Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (First semester/3 credits)

Basic advances in genetics, reproductive medicine and in combating infectious diseases will be examined for their consequences on the non-Western world, and within the context of non-Western cultures. Topics in applied ethics will be considered from a global, non-Western perspective. Students will use the case study approach to understand genetics, epidemics, euthanasia and reproductive technology.

HNRL 320 Liberation Theologies (CORE—Non-Western Civilization)

Prerequisites: Completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Second semester—Odd years/3 credits)

This course introduces students to theologies and philosophies of liberation which developed in the 20th century as practical and active ways to address human oppression. The topics will include black liberation theology, Latin American liberation theology, African liberation theology, mujerista theology and womanist theology. We will read and study the major works in liberation theology such as the writings of Paulo Freire, Gustavo Gutierrez, James Cone, Jacqueline Grant and Mercy Amba Oduyoye.

ECHN 330 East Asia: Colonialism, Independence, Development and Democracy (CORE—Non-Western Civilization)

Prerequisite: Open to sophomores, juniors or seniors in the Honors Program, or permission of the instructor. (3 credits)

This course examines the politics, economics, culture, literature and history of this region and its importance to the United States by focusing study intensively on one country. The country chosen for study will vary from year to year depending on developments in the region and student interests.

HON 335 Honors Teaching Assistantship

Prerequisite: Open to juniors or seniors in the Honors Program, with permission of the instructor and the Honors Director. (Either semester/2 credits)

An opportunity for juniors or seniors in the Honors Program to assist in HON 101, 102 or 201. Honors teaching assistants attend classes and work with instructors in ways such

as leading class or small group discussions, assisting with class-related projects, tutoring students and grading papers. May not be repeated or substituted for required courses in the Honors Program. Grading is on a satisfactory/unsatisfactory basis.

ENHN 350 Medieval Menace (CORE—Western Civilization)

Prerequisite: Completion of the Aesthetic Appreciation requirement of the Core. Intended for Honors Program students, English majors and Art History majors; others may enroll with permission of the instructors. (3 credits)

This course investigates the real and perceived threats to cultural self-understanding in Western Europe during the Middle Ages. Course topics center on the visual and literary representations of menace: the forms of monstrosity, the threatening female, the exoticism of the East, the depictions of death and judgment and the realm of the demonic. Authors and artists included Boccaccio, Dante, Chaucer, Giotto and Bosch.

HNPS 354 African Political Autobiography (CORE—Non-Western Civilization)

Prerequisite: HIST 246, AFPS 353 or completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or permission of the instructor. (First semester/3 credits)

This course explores the connections between autobiography, political philosophy and politics in African autobiographies. Selected African autobiographies from the 17th to the 21st centuries will be analyzed by authors from East, North, Central and Southern Africa to determine how they criticized their societies, suggested social and political alternatives and promoted social change.

ENHN 368 American Landscapes: Environmental Literature in the United States (CORE—Western Civilization)

Prerequisite: sophomore, junior or senior standing in the Honors Program, or permission of the instructor. (Second semester—Even years/3 credits)

How does the American landscape function in our imagination, our policies, our lives? This course explores the wide and growing range of writings about the environment in the following arenas: literary, political, scientific, philosophical, autobiographical. Readings include Thoreau, Leo Marx, Aldo Leopold, Leslie Marmon Silko and Annie Dillard, as well as poets such as Walt Whitman, Robert Frost, Elizabeth Bishop, Gray Snyder and Mary Oliver.

ENHN 460/560 The English and Italy: Texts and Contexts (CORE—Western Civilization)

Prerequisite: Completion of the Aesthetic Appreciation section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Second semester—Even years/3 credits)

A study of the impact of Italy on the literature and consciousness of British writers of the 19th and 20th centuries. Readings will be selected from the poetry, fiction and nonfiction of writers such as Shelley, Byron, Ruskin, Elizabeth and Robert Browning, George Eliot, Henry James and D.H. Lawrence. Some attention will be paid to the history and art of Italy.

ENHN 463/563 International Currents in Modern Fiction (CORE—Non-Western Civilization)

Prerequisite: Open to juniors or seniors in the Honors Program, or with permission of the instructor. (Summer—Odd years/3 credits)

A consideration of recent fiction which transcends boundaries of nation and language; such literary internationalism raises concerns of ethnicity, religion and political allegiance. How does a novelist modulate from local concerns to a global readership? From Africa the class might read Chinua Achebe and Nadine Gordimer; from the Arab world, Tayeb Salih; from the far east, Shusaku Endo; from Europe, Italo Calvino; from Latin America, Gabriel García Márquez; and from "America," Vladimir Nabokov.

HON 470 Seminar in Honors

Prerequisite: Open to juniors and seniors in the Honors Program.

Can only be taken once. (3 credits)

Advanced interdisciplinary study of a topic of interest to senior Honors students and faculty. Class discussion will be supplemented by independent research, collaborative projects, student presentations and guest speakers.

Interdisciplinary Studies Courses

Interdisciplinary Studies courses are designed to fulfill the Society, Science and Technology section of the Core.

INST 300 The Power of the Nucleus (CORE—Society, Science and Technology)

Prerequisites: One course from the Scientific Thought section of the Core and at least one course from Historical Analysis, Social and Behavioral Analysis or Philosophical Inquiry sections of the Core, or permission of the instructor. (Second semester/3 credits)

A study of the scientific principles involved in nuclear reactions and how the development of related technology such as nuclear bombs and power plants affect society: past, present and future. Ethical, legal, political, psychological, cultural, medical and economic issues will be considered.

INST 301 Shaping the Future: Society, Science, and Technology (CORE—Society, Science and Technology)

Prerequisites: one course each from the Scientific Thought and Social and Behavioral Analysis sections of the Core. (First semester-As needed/3 credits)

This course addresses selected scientific and technological advances and their impact on our world. Using past scientific and technological breakthroughs as models, students will analyze the potential impact of the new technology or knowledge on the economic, social and political aspects of society.

INST 302 The Impact of Computers on Society (CORE—Society, Science and Technology)

Prerequisites: Completion of the Social and Behavioral Analysis section of the Core, and completion of the computation requirement in the Foundation section of the Core. (Either semester/3 credits)

A study of the past, present and future impact of computer and communications technology on society, education, government and the workplace. The ethical dimensions of computer use will also be examined. Topics include: personal privacy in the information age, analysis of the risks in the application of computer technology, the nature of work and the workplace in the information society, occupational structure and change and women's changing roles in a technological world.

INST 304 Reaping the Harvest: Advances in Biotechnology and Global Agriculture (CORE—Society, Science and Technology)

Prerequisite: One course from the Scientific Thought section of the Core. This course is intended for nonscience as well as science majors. (Fall semester-As needed/3 credits)

The merging of agriculture and biotechnology in a course that examines the significant advances made in agricultural productivity called the "green revolution" and the emerging techniques and products of biotechnology. The present and future impact of agricultural biotechnology on economic development, the legal ramifications, the ecological impact and the difficulties of exporting this technology will be studied.

INST 307 Hunger, Population and the Environment (CORE—Society, Science and Technology)

Prerequisites: One course from the Scientific Thought section of the Core and completion of the Social and Behavioral Analysis section of the Core. (Second semester-As needed/3 credits)

This course investigates hunger, malnutrition, population dynamics and related environmental issues from a global perspective. Emphasis will be on the dimensions of

hunger, the effects of hunger and malnutrition on productivity and work efficiency, fetal and infant mortality and the growth of populations. The roles that food production plays in shaping global land-use patterns and causing environmental degradation will be analyzed. The course will examine the linkages among hunger, population and the environment, the three most fundamental problems facing contemporary societies.

INPL 309 Biomedical Ethics (CORE—Society, Science and Technology)

Prerequisites: One course from the Scientific Thought section of the Core and completion of the Philosophical Inquiry section of the Core. (First semester/3 credits)

A philosophical and scientific approach to understanding current ethical issues in medicine. Issues to be discussed include abortion, euthanasia, genetic engineering, genetic testing, informed consent, organ transplantation and experimentation with human subjects. Each topic will be covered from the scientific and the ethical perspective. May be used for the major in philosophy.

INST 310 Today's Decisions; Tomorrow's Destiny (CORE—Society, Science and Technology)

Prerequisites: Completion of the Scientific Thought, Historical Analysis and Social and Behavioral Analysis sections of the Core. (First semester/3 credits)

This course will examine the scientific, historic and political aspects involved in both meeting our energy needs and satisfying our material wants in the 21st century. The importance of oil and the status of renewable raw materials will be considered. Current governmental mandates affecting pollution control and waste reduction will be studied. New technologies promising novel solutions to pollution and waste reduction will be examined.

INST 311 The Chesapeake Bay: Human Impact on a Natural System (CORE—Society, Science and Technology)

Prerequisite: Completion of the Scientific Thought section of the Core. (Course is offered as needed/3 credits)

The geology and natural history of the Chesapeake Bay region in the context of society's exploitation of a natural system will be examined. After a discussion of ecological perspectives of the Chesapeake Bay, the settlement of the region will be traced—how the Bay affected the society which developed along its shores and how the Bay was, in turn, affected by this growth and development. Readings from the scientific literature will be combined with historical, sociological and economic readings to form a coherent portrait of the interplay between society and the environment.

INST 312 Archaeology: Cultures, Technologies, Methods and Theories (CORE—Society, Science and Technology)

Prerequisites: Junior or senior standing, completion of the Social and Behavioral Analysis section of the Core and one course from the Scientific Thought section of the Core. (Either semester/3 credits)

This course examines the discipline of archaeology as it is currently practiced. The concepts and questions that form the foundation of this field of inquiry will be studied, relating these to different archaeological sites around the world. Both archaeological cultures and scientific techniques used to analyze the types of data created by these cultures will be examined. In so doing, we will study societies that vary from one another widely, both in terms of their geographic locations and the time periods in which they existed.

INTERNATIONAL STUDIES

See:

- African and Middle Eastern Studies Minor
- East Asian Studies Minor
- Global Economy Minor
- Comparative Market Economies Minor
- International Economics and Finance Concentration
- South and Southeast Asian Studies Minor

International Studies Courses

Courses in this section are designed to fulfill the Non-western Civilization section of the Core. This does not apply to ITLS 370.

ITLS 300 Cultures of the Middle East (CORE—Non-Western Civilization)

Prerequisite: Completion of one of the following sections of the core: Aesthetic Appreciation or Philosophical Inquiry. (First semester—As needed/3 credits)

Aspects of Middle Eastern culture in the areas of art, history, literature, philosophy, religion, social and political life and thought from prehistoric times to the 18th century.

ITLS 301 Culture of India (CORE—Non-Western Civilization)

Prerequisite: Completion of one of the following sections of the Core: Aesthetic Appreciation, Historical Analysis or Philosophical Inquiry. (First semester—Odd years/3 credits)

Aspects of Indian culture in the areas of art, history, literature, philosophy, religion, social and political life and thought from prehistoric times to the 18th century.

ITLS 302 Culture of China (CORE—Non-Western Civilization)

Prerequisite: Completion of one of the following sections of the Core: Aesthetic Appreciation, Historical Analysis or Philosophical Inquiry. (As needed/3 credits)

Aspects of Chinese culture in the areas of art, history, literature, philosophy, religion, social and political life and thought from prehistoric times to the 18th century.

ITLS 303 Culture of Japan (CORE—Non-Western Civilization)

Prerequisite: Completion of one of the following sections of the Core: Aesthetic Appreciation, Historical Analysis or Philosophical Inquiry. (As needed/3 credits)

Aspects of Japanese culture in the areas of art, history, literature, philosophy, religion, social and political life and thought from prehistoric times to the 18th century.

ITLS 370 The European Union: Spain and the Environment

Prerequisite: Open to sophomores, juniors and seniors, or with permission of the instructors. (First semester as needed/1 credit)

The course focuses on the European Union and the governmental processes to solve social, political and economic problems. At the conclusion of the course each student will participate in a simulation representing a different European country. The course is team-taught by faculty from several departments.

JOURNALISM MINOR

Coordinator: Aldan Weinberg

The Journalism minor is designed for non-communication arts majors who may wish to write in their specialties for general audiences, or for those with an interest in journalism for whom a double major with communication arts is not feasible.

Journalism minors must take a minimum of 18 credits, including the following communication arts courses:

CMA	200	Mass Media and Society
CMA	201	News Writing
CMA	208	Editing and Layout
CMA	260	Feature Writing
CMA	305	Communications Law

One communication arts course from the following:

CMA	204	Media History
CMA	242	Persuasion

LATIN AMERICAN STUDIES MAJOR, B.A.

Please see page 169 for information on the Foreign Languages and Literatures Department.

Director: Maria Griselda Zuffi

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

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

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

Requirements for the Major

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

LSSP	215	Hispanic and Latino Film
LSSP	220	Latin America Today
LSSP	240	Latin American Literature and Popular Culture
LSSP	333/533	Latin American Poetry
LSSP	336/536	Latin American Fiction

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

AFAR	359	Arts of Africa and the Diaspora
ANHS	299	Special Topics: Women in Developing Nations
ECON	317	Economics of Development
ENGL	251	The American Dream
ENGL	280	20th Century Ethnic Narratives: Writing Ourselves into America
FL	350	International Themes in Western Literature
GLBS	300	Global Studies
HSPS	245	Global Perspectives on Women, Power and Politics
INST	307	Hunger, Population and the Environment
LWPS	230	Introduction to Law
PSSO	201	Urban Life in the Developing World
PSCI	206	Theories of Democracy
PSCI	300	Terrorism and Justice
PSCI	323	Politics of the Third World
SOC	300	Social Inequality
SOC	311	Sociology of Gender
SOC	332	Sociology of Development
WMST	200	Method in Women's Studies

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

ARLS	354	Mesoamerican Art
FLLS	250	Bearing Witness: Testimonial Narratives in the Americas
HNLS	302	Third World Development: Latin America
HSLs	330	Cultural Encounters in Latin American History
LSSP	470/570	Seminar

Latin Courses

LAT 101 Elementary Latin I (CORE–Foundation)

(First semester/3 credits)

This course introduces the student to the basics of Latin grammar, syntax and vocabulary. Course work will consist of systematic study of verb, noun and adjective formation and selected readings geared towards developing skills in translation and composition.

LAT 102 Elementary Latin II (CORE–Foundation)

Prerequisite: LAT 101 or permission of department chair. Credit by exam. (Second semester/3 credits)

This course is the continuation of Latin 101, the first semester of elementary Latin. Course work will consist of selected readings and the completion of the basic study of Latin grammar.

LAT 103 Intermediate Latin: Prose

Prerequisite: Latin 102 or satisfactory performance in placement exam or permission of the department chair. (First semester/3 credits)

Focuses on the reading of continuous passages of classical Latin prose in the three major genres developed in the Roman era: historiography, oratory and letter-writing. The main

goals are to improve translation skills and to review basic Latin grammar through close reading of increasingly lengthy and challenging excerpts from classical texts.

LAT 104 Intermediate Latin: Poetry

Prerequisite: Latin 102 or satisfactory performance in placement exam or permission of the department chair. (Second semester/3 credits)

This course begins with Latin lyric and elegiac poetry to introduce the student to Latin poetic syntax and language, with further stress on meter and pronunciation through vocal in-class readings. The second half of the course will deal with epic poetry; literary issues will be an important component of these later lectures.

LAT 207 Latin Literature I: The Classical Period (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisites: LAT 103 and 104, or permission of instructor. (First semester—As needed/3 credits)

This course provides a basic survey of the major texts of classical Latin, from the mid-republican period to the high imperial period. Students will gain a basic knowledge of the major literary styles and genres of composition during this period, and will analyze a wide variety of texts within their historical and cultural contexts.

LAT 208 Latin Literature II: Medieval (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

Prerequisites: LAT 103 and 104, or permission of instructor. (Second semester—As needed/3 credits)

This course focuses on Latin literature of the Medieval period (ca. 400-1400). Over the course of the semester students will become familiar with the orthographical, vocabulary and syntactical characteristics of medieval Latin and will study the significance and historical context of selected medieval Latin authors and texts. The ultimate goal of the course is to gain an understanding of the role of the Latin language and Latin literary genres in the cultural history of medieval Europe.

LAT 299 Special Topics

Prerequisites: LAT 103 or 104, or permission of instructor. (Second semester—As needed/3 credits)

This course provides the opportunity for small groups of students to work closely with a faculty member on a particular Latin genre, topic or text not included in the regular offerings. Intended for students with two or more years of experience in Latin.

LAW

See Pre-Professional Preparation, Pre-Law Studies. Page 246

LAW AND SOCIETY MAJOR, B.A.

This interdisciplinary major is offered by the History and Political Science Department (page 183) and Sociology and Social Work Department (page 258).

Coordinator: Janis Judson

The law and society major integrates course work from sociology, political science and philosophy. It helps students understand, from a variety of perspectives, how an individual's life is influenced by laws and how social institutions are created and regulated by law.

This program gives students a liberal arts education while preparing them for law-related careers in such areas as court services, corrections, advocacy groups, law enforcement, civil rights organizations, regulatory agencies and women's rights groups, as well as in state, local and federal government. Majors may also enter law school or related graduate programs in areas such as justice studies, criminology and public policy.

An internship, usually during the junior or senior year, is recommended strongly. Recent internship sites include congressional offices, affirmative action programs, juvenile courts, judges' offices, law firms, the U.S. Attorney's Office, prisons, consumer action agencies, city and state legislative offices and women's advocacy organizations.

Requirements for the Major

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

LWPS	230	Introduction to Law
LWSC	470	Seminar in Law and Society
PHIL	207	Logic
PSCI	205	Methods of Political Inquiry or SOC 260 The Philosophy and Methods of Social Research
PSCI	333	Modern Political Thought or PSCI 206 Theories of Democracy
PSCI	307	American Constitutional Law
SOC	101	Principles of Sociology
SOC	330	Sociology of Law

Distribution Requirements: Students choose one course from each section:

Law and Jurisprudence (3 credits)

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

Law and the Social Order (3 credits)

ANTH	201	Introduction to Anthropology
HSPS	315	Politics of Assassination
PSCI	300	Terrorism and Justice
PSCI	317	State and Urban Politics
SOC	253	Deviance and Social Control
SOC	259	Sociological Theory
SOC	300	Social Inequality
SOC	323	Ethnicity in America

Law and Society Courses

LWPS 230 Introduction to Law (CORE—Social and Behavioral Analysis)

(Either semester/3 credits)

Law and the legal system in the United States. The impact of legal institutions on society. The law as a reflection of political, economic and social values.

LWSC 375 Independent Study

Prerequisites: 12 credits in the major, and permission of the instructor.

(Either semester/1, 2, or 3 credits)

Reading and/or research in a selected area of law and society.

LWSC 399 Internship

Prerequisites: 15 credits in the major, and permission of the supervising instructor and the director of the Law and Society program. (Either semester/3-15 credits)

Participation and experience in law and society related settings through supervised full- or part-time work. Placements may be in a variety of settings such as: court systems, states attorneys' offices, prisons, law enforcement agencies, advocacy organizations or government offices. Grading is on a satisfactory/unsatisfactory basis.

LWSC 470 Seminar in Law and Society

Prerequisite: This course is open only to senior Law and Society majors.

(First semester/3 credits)

This course is an integrative seminar for law and society majors, with a focus on the relationship between law and its social context. The course examines how law is used for the attainment of the goals of particular interest and pressure groups within society, and looks at the current critical legal theory debates occurring in the academic and legal arenas. The relationship between law and social change and law and political interests will also be explored.

MANAGEMENT MAJOR, B.A.

Please see page 131 for information on the Department of Economics and Management.

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

Common Body of Knowledge

Management Core

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

Requirements for the Major

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

MGMT	205	Principles of Management
MGMT	281	Principles of Financial Accounting
MGMT	284	Principles of Managerial Accounting
MGMT	301	Organizational Behavior and Industrial Relations*

ECMG 303	Principles of Finance and Investment*
MGMT 306	Principles of Marketing
MGMT 312	Analytical Methods in Management*
ECMG 314	Multinational Corporations: Theory and Practice*
ITMG 388	Management Information Systems
MGMT 411	Seminar in Strategic Management*
MGMT 454	Legal Environment of Business

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

ECON 205	Principles of Macroeconomics
ECON 206	Principles of Microeconomics
ECON 306	Microeconomic Analysis
MATH 112	Applied Statistics

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

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

Depth of Knowledge

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

Management Concentrations

Students may choose any three management courses from the following to complete a general business administration concentration or concentrate in a discipline by selecting three classes from one of the areas below. All depth of knowledge courses must be taken at Hood.

Accounting (9 credits)

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

Finance (9 credits)

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

Human Resource Management (9 credits)

ECON 318	Comparative Market Economies
ECON 328	Labor Economics
MGMT 307	Personnel Management

Individual Interest Concentrations (9 credits)

Management majors may develop, in consultation with their management faculty adviser, an individual interest concentration that focuses on a particular career interest. Examples of such concentrations include information systems, computer science, public relations and environmental management.

International Economics and Finance (9 credits)

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

Marketing (9 credits)

CMA 310	Public Relations
MGMT 420	Marketing Administration
MGMT 423	Marketing Research Methods

Strongly Recommended Courses

CAEN 306	Writing for Business and Management
MATH 201	Calculus I
PHIL 310	Professional Ethics

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

MANAGEMENT MINOR (15 credits)

MGMT 205	Principles of Management—Introduction to Organizations
MGMT 281	Principles of Financial Accounting
MGMT 301	Organizational Behavior and Industrial Relations
MGMT 307	Personnel Management

One of the following:

CAEN 306	Writing for Business and Management
ECMG 314	Multinational Corporations: Theory and Practice

BUSINESS ADMINISTRATION MINOR (18 credits)

ECON 206	Principles of Microeconomics
MGMT 205	Principles of Management—Introduction to Organizations
MGMT 281	Principles of Financial Accounting
MGMT 284	Principles of Managerial Accounting

Two of the following:

ECMG 303	Principles of Finance and Investment
MGMT 306	Principles of Marketing
ECMG 314	Multinational Corporations: Theory and Practice
MGMT 454	Legal Environment of Business

Management Courses

MGMT 205 Principles of Management—Introduction to Organizations (CORE—Social and Behavioral Analysis)

Credit by exam. (Either semester/3 credits)

The study of the characteristics of different types of organizations distinguished by purpose or structure. The implications of organizational differences for management and administration will be examined. Students will focus their study on the theoretical and empirical aspects of organizations.

MGMT 281 Principles of Financial Accounting

Credit by exam. (Either semester/3 credits)

Basic understanding of accounting information, accounting concepts, procedures, analysis and reports. The study of accounting as a tool of economic and financial analysis.

MGMT 284 Principles of Managerial Accounting

Prerequisite: MGMT 281. Credit by exam. (Either semester/3 credits)

The use of accounting concepts and ideas developed in MGMT 281 underlying the presentation and analysis of financial data for decision making. The uses and limitations of such data for the analysis and control of managerial operations.

MGMT 301 Organizational Behavior and Industrial Relations

Prerequisite: MGMT 205 or permission of the instructor. (Either semester/3 credits)

This course introduces students to the theories, concepts and frameworks for understanding the behavior of individuals, groups, labor and management in public and private organizations. It investigates how structures, systems and processes shape conflict and cooperation in organizations. The course integrates elements of two fields, Organizational Behavior and Industrial Relations. Organizational Behavior focuses on three distinct levels of analysis: individuals, groups and organizations. On the other hand, Industrial Relations provides a complementary perspective and stresses the pluralistic universe of interests within the organization.

ECMG 303 Principles of Finance and Investment

Prerequisites: MGMT 284, ECON 206, MATH 112. (Either semester/3 credits)

Introduction to the fundamental analytical tools and use of information sources in finance and investments. Study of time value of money, valuation of securities, risk, rates of return and cash flow analysis.

MGMT 306 Principles of Marketing

Prerequisite: MGMT 205. (Either semester/3 credits)

Factors involved in the marketing function relative to product development, promotion, pricing, physical distribution and the determination of marketing objectives within the framework of the marketing system and available markets.

MGMT 307 Personnel Management

Prerequisite: MGMT 301. (Second semester/3 credits)

Analysis of problems and techniques faced by human resource management professionals. Topics include human resource planning, training and development, recruitment, selection, performance evaluation, compensation unions, comparable worth, affirmative action and career planning.

MGMT 312 Analytical Methods in Management

Prerequisites: MGMT 205, ECON 206, MATH 112. Open to sophomores, juniors or seniors, or permission of the instructor. (Either semester/3 credits)

This course introduces students to the fundamental concepts of the analytical methodology useful in the managerial decision-making process. The course begins with a basic review of math, linear algebra and calculus as they are used in business. Following this, the course will cover decision theory, forecasting of future levels of business activity, and using linear programming approach to make the most effective use of an organization's resources.

ECMG 314 Multinational Corporations: Theory and Practice

Prerequisite: ECON 206. (Either semester/3 credits)

Multinational corporations now dominate global trade and production. This course examines theoretical and empirical explanations for the evolution of multinational corporations, the response of MNCs to global pressures to be more socially and environmentally responsible and explores the impact of their activities on their home and host countries.

MGMT 315 Managing Nonprofit Organizations

Prerequisite: MGMT 205 or permission of the instructor. Open to sophomores, juniors and seniors. (First semester/3 credits)

An introduction to the management of nonprofit organizations with special emphasis on social entrepreneurship, volunteer management and effective strategies for marketing, fund development and resource management.

MGMT 321 Intermediate Accounting I

Prerequisite: MGMT 284. (First semester/3 credits)

The first of a two-semester course sequence to cover intermediate accounting. A study of valuation of assets and equities, measurement of income, analysis and preparation of financial statements and use of generally accepted accounting principles.

MGMT 322 Intermediate Accounting II

Prerequisite: MGMT 321. (Second semester/3 credits)

A continuation of the intermediate accounting two-semester sequence. A study of stockholders' equity, special liabilities, accounting changes, price changes and accounting issuances of the APB and FASB.

MGMT 335 Teaching Assistantship in Management

Prerequisite: Permission of the Management faculty.

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

Assist with accounting, finance and management courses. The teaching assistant holds tutorials, offers review sessions and assists students with computer and quantitative projects. Grading is on a satisfactory/unsatisfactory basis.

MGMT 350 Business and Social Forces

Prerequisites: MGMT 205, MGMT 301 and ECON 205. (Either semester/3 credits)

The study of business as a social institution in the midst of a complex of communities with varying expectations and political and economic power. This perspective complements economic models of the firm and behavioral models of the organization.

MGMT 375 Independent Study

Prerequisite: Permission of the chair of the department. (Either semester/1, 2, or 3 credits)

Reading and/or research in a selected field of management.

ITMG 388 Management Information Systems

Prerequisite: MGMT 301. (Both semesters—Odd years/3 credits)

Study of the management decision-making framework, needs assessment, types of management information systems, selection, evaluation and implementation of systems. Social and policy issues are also considered.

MGMT 399 Internship in Management

Prerequisites: Completion of at least half of the Common Body of Knowledge courses and junior or senior standing. (Either semester or summer/3 credits)

A learning experience with an appropriate organization to provide familiarity with the management concepts, skills and attitudes required for success in a specific career. Responsibility for developing appropriate work projects rests with the student, but each must meet department guidelines and be approved. At least 40 hours of work will be completed for each credit. Grading is on a satisfactory/unsatisfactory basis.

MGMT 402 Business Finance

Prerequisite: ECMG 303. (First semester/3 credits)

Financial management of business enterprises, with emphasis on financial problems and policies of corporations.

MGMT 410 Investment Analysis

Prerequisite: ECMG 303. (Second semester/3 credits)

Analytical techniques for appraising equity securities and short-term, intermediate-term and long-term debt instruments with a view particularly toward portfolio balance. The

course will consider both the individual investor and corporate and institutional needs for cash management.

MGMT 411 Seminar in Strategic Management

Prerequisite: Completion of the Common Body of Knowledge. Open to seniors only. (Either semester/3 credits)

The analysis of cases in management strategy and decision-making with emphasis on the practical application of concepts in human resource management, marketing and finance. Integrates various aspects of managerial activity in a systematic approach.

MGMT 420 Marketing Administration

Prerequisite: MGMT 306 or permission of the instructor. (Second semester/3 credits)

The analysis of marketing practices and problems with emphasis on the distribution of goods and services effectively to consumers and the development of marketing policies.

MGMT 423 Marketing Research Methods

Prerequisites: MGMT 306, MATH 112, PSY 211 or SOC 261, and permission of the instructor. (First semester/3 credits)

The role of research in marketing is studied; skill in applying various marketing research methods is developed through field work.

MGMT 433 Cost Accounting

Prerequisite: MGMT 284. (Second semester/3 credits)

An intermediate course in accounting with emphasis on cost control. The course will include definitions and roles of budgets, forecasting, categorization of costs, inventory management, product costing and transfer pricing.

MGMT 454/554 Legal Environment of Business

Prerequisite: MGMT 205 or permission of the department. (First semester/3 credits)

The purpose of this course is to provide an overview of the contemporary legal and regulatory environment of business. Specifically, it relates various laws and regulations to the major business functions such as employment, production, marketing, finance and international operations. The course also provides a brief overview of U.S. political and constitutional systems that are the building blocks of our regulatory environment.

ECMG 478/578 International Financial Management

Prerequisites: ECON 205, ECON 206, ECMG 303, ECON 306 and ECMG 314. Open to sophomores, juniors and seniors, or by permission of the instructor. (Second semester—Even years/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market..

MATHEMATICS DEPARTMENT

Professor: M. Elizabeth Mayfield (chair)

Assistant Professors: Judith Seymour, Kimberly Tysdal

Instructor: Kira Hamman

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

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

And, in conjunction with the Department of Education, the Department offers a minor in mathematics education and a post-baccalaureate certificate in secondary mathematics education for current middle and high school teachers. (See page 393.)

Programs Offered:

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

MATHEMATICS MAJOR, B.A.

The field of mathematics offers a variety of excellent career opportunities. The Department offers both a major and a minor in mathematics; mathematics majors may also earn secondary teaching certification.

Mathematics courses at Hood are taught with an emphasis on student participation, active learning, collaboration, and the use of technology. Students at Hood work closely with faculty members. Classes are small, and students can explore topics that interest them. The senior seminar, in the history of mathematics, is student-organized and student-run. The Department has a computer laboratory dedicated to mathematics classes, with computational and graphics software to support the mathematics curriculum.

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

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

Requirements for the Major

The mathematics major is composed of the following courses:

CS	284	Computer Science I
MATH	112	Applied Statistics
MATH	201-203	Calculus I, II, III
MATH	207	Discrete Mathematics
MATH	304	Differential Equations or MATH 351 Probability and Statistics
MATH	320	Modeling and Simulation or MATH 456 Numerical Analysis
MATH	333	Introduction to Abstract Mathematics
MATH	339	Linear Algebra
MATH	440	Introduction to Abstract Algebra
MATH	453	Introduction to Real Analysis
MATH	470	Seminar: The History of Mathematics

The mathematics major can be combined with other disciplines (such as biology, chemistry, economics or management) in a double-major program; this option is particularly useful for those interested in the use of quantitative methods in the other

discipline. The mathematics major also can complement study in another discipline that is less directly related to it; the broader a student's background, the more choices and opportunities are available.

Secondary Education Certification

Mathematics majors may wish to obtain certification to teach mathematics at the secondary level. Students who complete the secondary education program receive certification to teach in Maryland upon graduation, along with reciprocity for teaching in certain other states.

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

MATH 320	Modeling and Simulation
MATH 304	Differential Equations
MATH 335	Teaching Assistantship in Mathematics (3 credits)
MATH 336	Introduction to Modern Geometry

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

MATHEMATICS EDUCATION MINOR

Coordinator: Kira Hamman

Requirements for the Minor

MATH 106	Fundamental Concepts of Mathematics I: Number, Operation, Algebra and Functions
MATH 107	Fundamental Concepts of Mathematics II: Geometry, Measurement, Data Analysis, and Probability
MATH 112	Applied Statistics
MATH 201	Calculus I
MATH 202	Calculus II

One additional mathematics course at the 200-level or above.

MATHEMATICS MINOR

A minor in mathematics will introduce students to the two major strands of mathematics, the continuous and the discrete. Students will then have the opportunity to explore an area of interest in greater depth.

Requirements for the Minor

MATH 201	Calculus I
MATH 202	Calculus II
MATH 207	Discrete Mathematics

Two additional courses at the 200-level or above.

Mathematics Courses

Students enrolling in mathematics courses must have earned a grade of C- or higher in each prerequisite course.

Because of the emphasis placed on problem solving, collaborative work, computer exploration and writing in the calculus sequence at Hood, students who earn credit for a calculus course other than Math 201 at Hood, and who wish to take Math 202, 203, 304, 333 or 453, must enroll in Math 200L Mathematics Laboratory either before or concurrent with their first course from that list.

MATH 098 Algebra Review I

Prerequisite: Level I placement on the Basic Math Skills Inventory. (First semester/1 credit)

A self-paced course designed to review basic concepts of arithmetic and elementary algebra. Topics include fractions, decimals, percents, operations with real numbers, linear equations and inequalities, graphs and functions, solving linear systems, exponents, polynomials and problem solving. Grading is on a satisfactory/unsatisfactory basis.

MATH 099 Algebra Review II

Prerequisite: MATH 098 or permission of instructor. (Either semester/1 credit)

Topics include factoring polynomials, rational expressions, absolute value equations and inequalities, radicals, rational exponents, quadratic equations and problem solving. Grading is on a satisfactory/unsatisfactory basis.

MATH 106 Fundamental Concepts of Mathematics I: Number, Operation, Algebra and Functions

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the instructor. Credit by exam. (First semester/3 credits)

An introduction to mathematical concepts, their understanding and communication. Topics include place value, multidigit calculations, the properties of integers and rationals, representing and justifying arithmetic claims, the power of algebraic notation, the field axioms of the real numbers and representing functions by graphs, tables and formulas. Emphasis is on developing a deep understanding of the fundamental ideas of elementary school mathematics. An integrated mathematics laboratory approach will be used, including the use of appropriate technology. Open to early childhood and elementary/special education majors; open to others with permission of the instructor. Not intended for first-year students.

MATH 107 Fundamental Concepts of Mathematics II: Geometry, Measurement, Data Analysis, and Probability

Prerequisite: MATH 106. (Second semester/3 credits)

An introduction to mathematical concepts, their understanding and communication. Topics include visualization skills; basic shapes, their properties, and relationships between them; communicating geometric ideas; the process of measurement; geometric concepts of length, area, and volume; designing data investigations; and making judgments under conditions of uncertainty. Emphasis is on developing a deep understanding of the fundamental ideas of elementary school mathematics. An integrated mathematics laboratory approach will be used, including the use of appropriate technology. Open to early childhood education and elementary/special education majors, and to others with permission of the instructor. Not intended for first-year students.

MATH 111 Problem Solving with Computational Tools (CORE—Foundation)

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the department. (Either semester/3 credits)

An introduction to the breadth of the field of applied mathematics and an introduction to the use of computers to support this field. The use of spreadsheet software is integrated with problem solving using topics from: probability and statistics, consumer mathematics, discrete mathematics, modeling and simulation and operations research.

MATH 112 Applied Statistics (CORE—Foundation)

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory or permission of the instructor. Not open to students who have received credit for PSY 211 or SOC 261. (Either semester/3 credits)

Statistics with emphasis on applications. Topics covered include statistical measures, normal distribution, sampling theory, statistical inference, hypothesis testing and quality control, correlation, regression and analysis of variance. Students will use statistical software packages on the computer to explore topics in more depth.

MATH 120 Pre-Calculus Mathematics

Prerequisite: MATH 099 or Level II placement on the Basic Math Skills Inventory. Credit by exam. (Either semester/3 credits)

Functions and graphs: polynomial, exponential, logarithmic and trigonometric functions; analytic geometry. Designed primarily as preparation for calculus.

MATH 200L Mathematics Laboratory (CORE—Computation if student has completed a course in calculus either by transfer or credit by exam)

Prerequisite: A course in calculus at an institution other than Hood College, either by transfer or credit by exam. May be taken concurrently with the student's first mathematics class at Hood. This course is not open to students who have completed Math 201 at Hood. (Either semester/1 credit)

An introduction to the tools of modern mathematics: mathematical and technical word processing software, graphing and computational software, numerical methods, mathematical modeling. Group projects and lab reports. This course is intended for students who plan to take courses beyond Calculus I at Hood, but who did not take Math 201 here. Grading is on a satisfactory/unsatisfactory basis.

MATH 201 Calculus I (CORE—Foundation)

Prerequisite: MATH 120 or Level III placement on Basic Math Skills Inventory. (Either semester/4 credits, five hours of integrated class work and computer laboratory, one-hour problem session)

Relationships, functions, rates of change, initial value problems, derivatives of functions of one variable, numerical solutions, applications. Emphasis is on: problem solving, collaborative work, computer exploration, writing.

MATH 202 Calculus II (CORE—Foundation)

Prerequisite: MATH 201 or permission of the instructor. (Either semester/4 credits, five hours of integrated class work and computer laboratory, one-hour problem session)

Antiderivatives and the Fundamental Theorem of Calculus; distance, velocity and acceleration; the definite integral; uses of integrals and representations of functions; distribution and density functions; Taylor polynomials and infinite series. Emphasis is on problem-solving, collaborative work, computer exploration, writing.

MATH 203 Calculus III (CORE—Foundation)

Prerequisite: MATH 202 or permission of the instructor. (First semester/4 credits, five hours of integrated class work and computer laboratory, one-hour problem session)

Vectors and plane curves, polar coordinates, functions of more than one variable, directional derivatives and gradients, curves and vectors in space, multiple integrals, line integrals, applications. Emphasis is on problem solving, collaborative work, computer exploration, writing.

MATH 207 Discrete Mathematics

Prerequisite: MATH 120 or Level III placement on the Basic Math Skills Inventory or permission of the instructor. (Either semester/3 credits)

An introduction to basic concepts and techniques of discrete mathematics. Topics include logic, sets, positional numeration systems, mathematical induction, elementary combinatorics, algorithms, matrices, recursion and the basic concepts of graphs and trees. The relationship to the computer will be stressed throughout.

MATH 304 Differential Equations

Prerequisite: MATH 202 or permission of the instructor. (Second semester—Even years/3 credits)

The study and application of the ideas and techniques of calculus to the solution of real-world problems. Emphasis is on qualitative, numerical and analytic methods of solution. Extensive use of the computer.

MATH 320 Modeling and Simulation

Prerequisites: MATH 202 (or transfer credit for Calculus II + MATH 200L) and MATH 207. (Second semester/3 credits)

A study of mathematics as an applied descriptive and problem-solving tool, with dual emphasis on the concept of modeling and use of the computer as an aid in modeling. Topics include mathematical models and simulations of importance in the natural and social sciences, and historical perspectives on applied mathematics and modeling.

MATH 333 Introduction to Abstract Mathematics

Prerequisites: MATH 202 and MATH 207, or permission of the instructor. (First semester/3 credits)

An introduction to mathematical rigor and proof encountered in advanced mathematics. Topics include logic, sets, elementary number theory, relations, functions, limits, cardinality, the complex number system.

MATH 335 Teaching Assistantship in Mathematics

Prerequisite: Permission of the department. May be repeated for a maximum of 4 credits. (Either semester/1 or 2 credits)

An opportunity for students to serve as teaching and tutorial assistants for lower-division mathematics courses. Under the supervision of department faculty or the Office of Academic Services staff, assistants will aid students seeking to improve their mathematical skills. Grading is on a satisfactory/unsatisfactory basis.

MATH 336 Introduction to Modern Geometry

Prerequisite: MATH 333 or permission of the instructor. (Second semester—Odd years/3 credits)

An investigation into the foundation of Euclidean and non-Euclidean geometries. Topics selected from: axiomatic systems for Euclidean plane geometry, modern geometry, transformational geometry, hyperbolic geometry and elliptic geometry. Use of computer technology and independent work will be an integral part of the course.

MATH 339 Linear Algebra

Prerequisites: MATH 207 and MATH 202. (First semester/3 credits)

A modern introduction to linear algebra and its applications. Emphasis on geometric interpretation, extensive use of the computer. Linear systems, matrices, linear transformations, eigenvalues and dynamical systems.

MATH 351 Probability and Statistics

Prerequisites: MATH 112 and MATH 202, or permission of the instructor. (First semester—Even years/3 credits)

A calculus-based course in the theory and application of modern probability and statistics. The relationship between the two topics will be stressed. Topics will include events and probabilities, random variables and distributions, expectation: means and variances, conditioning and independence, generating functions and the Central Limit Theorem, confidence intervals, linear models, ANOVA.

MATH 375 Independent Study

Prerequisite: Permission of the instructor. (Either semester/1, 2, or 3 credits)

The study of selected topics in mathematics or computing, accomplished through reading, problem assignments and projects.

MATH 398 Mathematics Tutorial

Prerequisite: Permission of instructor. (Either semester/1 to 3 credits)

An opportunity to work with a faculty member and a small group of students in a semester-long program of directed study.

CSMA 399 Internship in Mathematics and Computing

Prerequisites: 21 credits of mathematics or computer science courses at the 200-level or above and permission of the department. (Either semester/3 to 15 credits)

Supervised work in applied mathematics and/or computer-related projects in a governmental, private-industrial or educational setting. In order to enroll in this course, a student must meet College internship requirements. Grading is on a satisfactory/unsatisfactory basis.

MATH 407/507 Introduction to Graph Theory

Prerequisite: MATH 333 or equivalent (Second semester—Odd years/3 credits)

A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity and coloring problems.

MATH 409/509 Elementary Number Theory

Prerequisite: MATH 333 (First semester—Odd years/3 credits)

An introduction to the theory of numbers: divisibility, prime numbers, unique factorization, congruences, Euler's phi-function, Fermat's and Wilson's theorems, multiplicative functions, quadratic reciprocity, perfect numbers and applications to Diophantine equations. Applications include public-key cryptography and integer arithmetic.

MATH 440 Introduction to Abstract Algebra

Prerequisites: MATH 333 and 339, or permission of the instructor. (Second semester—Even years/3 credits)

The study of the basic structures of modern abstract algebra: groups, rings and fields. Topics include cosets, direct products, homomorphisms, quotient structures and factorization. Applications may include symmetry groups, coding theory and connections with graph theory.

MATH 446/546 Operations Research

Prerequisites: MATH 320 or MGMT 312, or permission of the instructor. (Offered as needed/3 credits)

In-depth study of operations research methods in decision theory, linear programming, distribution models, network models, dynamic programming, game theory and simulation.

MATH 453 Introduction to Real Analysis

Prerequisites: MATH 203 and MATH 333, or permission of the instructor. (Second semester—Odd years/3 credits)

An introduction to real analysis and its development: infinite series, differentiability, continuity, the Riemann and Cauchy integrals, uniform convergence. Computer exploration and visualization are an essential part of the course.

MATH 456 Numerical Analysis

Prerequisites: MATH 333 and CS 284, or permission of the instructor. (First semester—Odd years/3 credits)

The theory and applications of numerical computing: interpolation and curve-fitting, solutions of algebraic and functional equations, numerical integration, numerical solutions of differential equations.

MATH 470 Seminar: The History of Mathematics

Prerequisites: Senior standing and at least one 400-level course in mathematics, or permission of the department. (Second semester/3 credits)

A seminar in the history of mathematics. Students will use primary and secondary resources, both print and non-print, to explore the history of mathematics from pre-history to the present.

MEDIEVAL STUDIES MINOR

Coordinator: Emilie Amt

The medieval studies minor examines the history, literature, religion and art of the Middle Ages. By exploring medieval Europe from the vantage point of several disciplines, students gain an understanding of the period's richness and depth. The minor is offered by the Departments of Art, English, History and Political Science, and Religion and Philosophy.

Requirements for the Minor

The minor consists of at least five courses, distributed as indicated.

Required:

HIST 202 Medieval Europe

Choose two of the following:

ART 308 Myths, Saints, and Symbols
ART 351 Medieval Art
ART 375 Independent Study*
ART 470 Seminar: Topics in Art History*
CL 375 Independent Study in Latin**
ENGL 256 Medieval Allegory
ENGL 279 Medieval Drama
ENGL 300 Really Old English: Anglo-Saxon Language, Literature and Culture
ENGL 318 Chaucer
ENHN 350 Medieval Menace
ENGL 375 Independent Study in Literature*
ENGL 405 The English Language
GER 207 Cultural Perspectives on German Literature I*
ARHS 301 Age of Cathedrals
HON 308 Dante and Giotto

Choose two of the following:

HIST 300 From Celts to Vikings, 400-1000
HIST 309 Islam and the Crusades
HIST 313 Medieval England
HIST 375 Independent Study in History*
HIST 412 Women in Medieval Europe
HIST 415 The Medieval Village
HIST 470 Seminar*
PSCI 332 Ancient and Medieval Political Thought
REL 212 The Christian Heritage
REL 375 Independent Study in Religion*

* Courses require prior written permission of the coordinator.

** Students with sufficient previous study of Latin are invited to arrange an independent study in medieval Latin literature (CL 375).

With permission, other courses on medieval topics may count toward the minor.

A Departmental Honors Paper in one of the above disciplines may also be used as one of the courses required for the Minor, with the prior written permission of the coordinator.

MUSIC DEPARTMENT

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

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

Assistant Professor: Ann Riesbeck DiClemente (preparatory piano and music history)

Adjunct Instructors: Jan Aaland (voice), Nancy Beith (piano), Elaine Bonazzi (voice)*, Alice Chalifoux (harp)*, Philip A. Day Jr. (piano), David Duree (clarinet and saxophone), Lynn Fleming (string bass), Brian Hinkley (brass and wind ensemble), Carroll Howe (choral activities), RoseAnn Markow Lester (violin, viola, string ensemble, director of preparatory music), Denise Nathanson (cello), Mary Louise Natoli (Kindermusik and Musikgarten), Mary Beth Pearce (piano), Catherine Porter-Borden (voice), William Powell (preparatory piano), William Simms (guitar), Barbara Spicher (flute), Ed Stanley (oboe and English horn), Brenda Weiser (choral activities).

**by special arrangement only.*

Music is a cornerstone of a liberal arts education and, as such, Hood offers majors and minors in music history/literature, performance and piano pedagogy. The music curriculum has the following objectives: development of the enjoyment of music, proficiency in the art of music, guidance in the understanding of music, preparation for a career in music and preparation for graduate school.

Most members of the department are concert artists, some of whom have performed nationally and internationally. Several are recording artists, as well.

Facilities: Hood's facilities for the study of music include eight practice rooms with Yamaha studio upright pianos, teaching studios with grand pianos (mostly Steinways), a large pipe organ, a practice organ (Rodgers), a harpsichord, a music-lab computer station and several performing venues: Brodbeck Music Hall, Rosenstock Auditorium, and Coffman Chapel. Hood also boasts an excellent collection of books, music, CDs and videos in the Library and Information Technology Center.

Performances: Students have many performing opportunities through participation in honors recitals, performance labs, choir, chamber singers, the piano ensemble, the wind ensemble, the string ensemble and other smaller chamber groups. The choral groups perform several times each semester, including the annual Messiah performances with the U.S. Naval Academy, and the other ensembles present an end-of-the-semester concert each term. Numerous concerts each year by distinguished guest artists and faculty artists are also held.

Credit by audition: Students who have a substantial background in applied music may apply for credit for that study by arranging an audition with the department. A maximum of 4 credits will be awarded, based on the audition.

Credit by exam: Students may challenge any music history course through the 200 level (with the exception of MUSC 299) and any music theory course by taking a departmental exam. Successful completion of the exam with a grade of C or better will exempt the student from the course and the student will earn credit for the course.

Programs offered:

- Music Major (B.A.)
- Music History and Literature Concentration

- Music Performance Concentration
- Piano Pedagogy Concentration
- Music History and Literature Minor
- Music Performance Minor
- Music Performance Certificate (Post-Baccalaureate)
- Piano Pedagogy Certificate (Post-Baccalaureate)

MUSIC MAJOR WITH MUSIC HISTORY AND LITERATURE CONCENTRATION

The music history and literature concentration requires a minimum of 35 credits in music, with 24 credits at the 200 level or above. Transfer students must complete at least 12 credits of their major at Hood, including the independent study, the senior project, and six other credits of music history or theory, as appropriate.

Requirements for the Major

MUSC 101	Theory I
MUSC 102	Theory II
MUSC 201	Theory III
MUSC 202	Theory IV
MUSC 203	History of Music I
MUSC 204	History of Music II
MUSC 205	History of Music III
MUSC 300	The World of Mozart or MUSC 299 Special Topics in Music (European Study Trip)
MUSC 302	World Music
Applied Music	4 credits of applied music in any area
MUSC 470	Senior Project: Music History and Literature

Two semesters of music ensemble

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

Piano Proficiency Examination Requirements: Students will be expected to: (1) be able to play all major/minor scales, parallel motion, two octaves and primary chords in all keys (2) play two pieces of early intermediate difficulty (e.g., a selection from the "Anna Magdalena Bach Notebook," a quick movement from a classical sonatina, a selection from Schumann's "Kinderszenen," etc.) and (3) sight-read a chorale or easy piano piece. It is strongly recommended that this exam be taken no later than first semester of the junior year, so that there will be sufficient time left for any remedial piano that may be needed.

MUSIC MAJOR WITH MUSIC PERFORMANCE CONCENTRATION

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

The music performance concentration requires a minimum of 36 credits in music, with 25 at the 200 level or above. Students must audition for the department before declaring a major in music performance. Transfer students are required to complete at least 12 credit hours of their major at Hood, including 6 credits of applied music, the senior recital and at least one semester of music history. Credits earned by exam do not count toward the minimum credits to be earned at Hood.

Requirements for the Major

MUSC 101	Theory I
MUSC 102	Theory II
MUSC 201	Theory III
MUSC 202	Theory IV

Two courses from the following:

MUSC 203	History of Music I
MUSC 204	History of Music II
MUSC 205	History of Music III

One course from the following:

MUSC 299	Special Topics in Music (European Study Tour)
MUSC 300	The World of Mozart
MUSC 302	World Music

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

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

Participation in at least two honors recitals

MUSC 475	Senior Recital
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Successful completion of a Piano Proficiency Exam or completion of

4 credits of piano, 2 of which must be earned at Hood (for all majors except piano)

MUSIC MAJOR WITH PIANO PEDAGOGY CONCENTRATION

The piano pedagogy concentration is designed for students with strong piano skills who are more interested in becoming a private teacher than in being a performer. The concentration requires at least 38 credits in music, with 29 at the 200 level or above. Students must be approved by the department before declaring this major; this would normally be done at the applied music exam preceding the semester of declaration. Transfer students are required to complete at least 13 credit hours of their major at Hood, including six credits of applied music, the junior recital, the independent study in piano pedagogy and the senior project in piano pedagogy.

Requirements for the Major

MUSC 101	Theory I
MUSC 102	Theory II
MUSC 201	Theory III
MUSC 202	Theory IV

MUSC 204	History of Music II
MUSC 205	History of Music III
MUSC 300	The World of Mozart
MUSE 261	Piano Ensemble I
MUSE 262	Piano Ensemble II
MUSC 375	Independent study in the methods and materials of piano pedagogy
MUSC 471	Senior Project: Piano Pedagogy
MUSC 474	Junior Recital

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

1 credit of applied harpsichord

MUSIC MINORS

Coordinator: Noel Lester

For students who wish to pursue a cohesive and concentrated study of music, but wish to minor rather than major in music, the following two minors complement other majors at Hood College.

MUSIC HISTORY AND LITERATURE MINOR

Requirements for the Minor (18 credits)

MUSC 101	Theory I
MUSC 102	Theory II

Two courses from the following:

MUSC 203	History of Music I
MUSC 204	History of Music II
MUSC 205	History of Music III

One course from the following:

MUSC 299	Special Topics in Music
MUSC 300	The World of Mozart
MUSC 302	World Music

2 credits of applied music (any area)

Two semesters of music ensemble

MUSIC PERFORMANCE MINOR

Requirements for the Minor (16 credits)

MUSC 101	Theory I
MUSC 102	Theory II

One course from the following:

MUSC 203	History of Music I
MUSC 204	History of Music II
MUSC 205	History of Music III

MUSC 299	Special Topics in Music
MUSC 300	The World of Mozart
MUSC 302	World Music

6 credits of applied music (all in the area of the minor)

Participation in two recitals, one of which must be an honors recital.

Two semesters of music ensemble

CERTIFICATE IN MUSIC PERFORMANCE

Coordinator: Noel Lester

Music performance certificates are available in any area offered at Hood—voice, piano, organ, harpsichord, violin, viola, cello, string bass, all brass instruments, classical guitar, oboe, clarinet, flute and harp.

Students who possess a baccalaureate degree from an accredited institution in fields other than music and can demonstrate significant ability in voice or one of the above instruments, may earn a professional certificate in music performance. Enrollment, as a non-degree student, begins with an interview with the department chair, followed by a departmental audition. If accepted into the program, students will enroll and complete the requirements within three years. A grade of “B” or better must be earned in all courses. Up to two credits of applied music may be exempted, based on the audition, as well as MUSC 101, Music Theory, if this course has already been taken at the collegiate level. If MUSC 103, Introduction to Music, has been earned elsewhere, a higher level music history course must be taken. The Hood transcript will show only those courses earned at Hood and that the requirements of the certificate have been met.

Requirements for the Certificate in Music Performance (15 credits)

Prerequisite: Bachelor’s degree from an accredited institution (any major other than music) and a successful departmental audition.

MUSC 101	Theory I
MUSC 103	Introduction to Music

6 credits of applied music in the area of certification

1 credit of related ensemble

Participation in two honors recitals

2 credits juried (senior) recital

Students must earn a “B” or higher in every course in order to receive the certificate.

CERTIFICATE IN PIANO PEDAGOGY

Coordinator: Noel Lester

Students who possess a baccalaureate degree from an accredited institution in fields other than music and have demonstrable ability in piano may earn a professional certificate in piano pedagogy. Enrollment, as a non-degree student, begins with an interview with the department chair, followed by a departmental audition. If accepted into the program, students will enroll and complete the requirements within three years. A grade of “B” or better must be earned in all courses. Up to two credits of applied music may be exempted, based on the audition, as well as MUSC 101, Theory I, if taken at the collegiate level. If MUSC 103, Introduction to Music, has been earned elsewhere, a higher level music history course must be taken. Students who are concurrently

pursuing the certificate in piano performance would need to take one semester of harpsichord and MUSC 375 Independent Study in Piano Pedagogy in order to earn the second certificate in piano pedagogy.

Requirements for the Certificate in Piano Pedagogy (16 credits)

Prerequisite: Bachelor’s degree from an accredited institution (any major other than music) and a successful departmental audition.

MUSC 101	Theory I
MUSC 103	Introduction to Music

6 credits of piano (or 5 credits of piano and 1 credit of harpsichord)

1 credit of piano ensemble

MUSC 375	Independent Study in Piano Pedagogy
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Students must earn a “B” or higher in every course in order to receive the certificate.

APPLIED MUSIC

Hood offers individual instruction in piano, organ, harpsichord, violin, viola, cello, string bass, flute, English horn, clarinet, oboe, saxophone, all brass instruments, voice, and guitar. Beginning instruction in all areas is available with consent of the Department. In all instrumental areas except piano, organ and harpsichord, students are expected to provide their own instruments.

Students may take applied music with or without earning credits. Normally, a student would need to practice about five hours a week for one half-hour* lesson, and eight hours a week for two half-hour lessons. Two half-hour lessons may be combined into one hour lesson each week, at the discretion of the instructor. One hour* of credit will be awarded for a semester of weekly half-hour lessons.

Students taking applied music for credit must attend three department-approved concerts each semester and are expected to participate in performance labs, scheduled throughout the semester. Applied music credits are awarded after the teacher certifies that the student has made reasonable progress, has successfully completed a departmental exam and has fulfilled the concert and performance requirements. Students must take a departmental exam in each applied area of study every semester, following two semesters of study.

There is a modest fee for lessons and use of the practice rooms; several scholarships are available. A maximum of 4 credits by examination may be earned by students with an extensive background in applied music.

**Hour and half-hour are interpreted in terms of the 50-minute class.*

MUSIC ENSEMBLE

Students may elect to enroll in a music ensemble for credit if they are concurrently enrolled in a related applied music course or have earned at least 4 credits in applied music in the appropriate area. String students would normally enroll in string ensemble, wind students would normally enroll in wind ensemble, voice students would normally enroll in choir or chamber singers and piano students would normally enroll in piano ensemble and a choral group. Majors in other areas will be assigned as appropriate. Students may take up to six semesters of ensemble for credit. In some cases, piano students may have to take an additional 1/2 to 1 credit to satisfy the requirement for MUSE 261 and MUSE 262.

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

Music Courses

MUSC 101 Music Theory I

(First semester/3 credits/3 class hours, 1 laboratory hour)

The grammar of music I: concepts, terminology and skills essential to understanding, composing/arranging and performing music. Introduction to keys, rhythms, chords, voice leading, transpositions, harmonic progressions and ear-training skills.

MUSC 102 Music Theory II

Prerequisite: MUSC 101. (Second semester/3 credits/3 class hours, 1 laboratory hour)

The grammar of music, continued. Concepts include non-harmonic tones, seventh chords and continued ear-training.

MUSC 103 Introduction to Music (CORE—Art, Music, Film or Other Media)

(Both semesters/3 credits/3 class hours)

A study of the materials of music from a listener's point of view, the styles and composers of the various periods, and the relationship of music to the other arts and to its social and historical background.

MUSC 201 Music Theory III

Prerequisite: MUSC 102. (First semester/3 credits)

Advanced harmony, including modulations, secondary functions, chromaticism, forms.

MUSC 202 Music Theory IV

Prerequisite: MUSC 201. (Second semester/3 credits)

Augmented sixth chords, advanced chromatic harmony, impressionism, serial composition, minimalism and post-modernism.

MUSC 203 Music History and Literature I

Prerequisites: MUSC 101, MUSC 102. (First semester—Even years/3 credits)

A study of the history and literature of Western music, from its beginnings in antiquity through the middle Baroque (antiquity-1650).

MUSC 204 Music History and Literature II

Prerequisites: MUSC 101, MUSC 102. (Second semester—Odd years/3 credits)

A study of the history and literature of Western music, from the high Baroque through early romanticism (1650-1850).

MUSC 205 Music History and Literature III

Prerequisites: MUSC 101, MUSC 102. (First semester—Odd years/3 credits)

A study of the history and literature of Western music, from the Romantic era through the music of today (1850-today).

MUSC 299 Special Topics in Music (CORE—3 credits required—Art, Music, Film or Other Media)

(First semester/1–3 credits)

Occasional trips to Europe or international music festivals designed for the study of the music, art, history and architecture related to a specific composer or to a specific culture. The trip includes concerts, sightseeing, visits to museums, cathedrals and other points of interest.

MUSC 300 The World of Mozart (CORE—Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation section of the Core curriculum. (Second semester—Even years/3 credits)

A study of the life, music and influence of Wolfgang Amadeus Mozart, with special attention given to the historical, social, political, philosophical, scientific, artistic and literary events of Europe in the late 18th century, and how they influenced him.

MUSC 302 World Music (CORE—Non-Western Civilization)

Prerequisites: Junior standing and completion of the Aesthetic Appreciation section of the Core curriculum, or by permission of the instructor. (Second semester—Even years/3 credits)

A survey of the Non-Western musical cultures of Africa, East Asia, India, Latin America and North America within the context of ethnomusicology, aesthetics, cultural anthropology and ethnic diversity.

MUSC 335 Teaching Assistantship in Music

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

An opportunity for qualified juniors or seniors to assist in the teaching of music theory or history. Interested students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

MUSC 375 Independent Study

Prerequisite: Permission of the department. (Either semester/1, 2, or 3 credits)

A special project or the intensive study of the music of an individual composer, periods or type, involving independent, first-hand examination of the music. May be conducted in a group when several students pursue the same study. Note: Music History and Literature Minors will pursue a topic in American or non-Western music.

MUSC 399 Internship in Music

Prerequisite: Open to junior and senior music majors, with permission of the department. (Either semester/3-12 credits)

Supervised part-time work in a musical setting approved by the department. Grading is on a satisfactory/unsatisfactory basis.

MUSC 470 Senior Project: Music History and Literature

Prerequisites: Completion of all music theory and music history requirements for the major in music history and literature. The course may, if necessary, be taken in conjunction with the last semester of theory and the last 3 credits of music history. (Both semesters/3 credits)

A capstone research project in which the student will work one-on-one with a professor in writing a significant historical paper in music history and literature. The student will present his or her findings in a public reading at the end of the semester of study.

MUSC 471 Senior Project: Piano Pedagogy

Prerequisites: Completion of at least 8 credits of applied piano and all other requirements for the concentration in piano pedagogy. This course is usually taken in the senior year. (Second semester/3 credits)

A capstone experience for the piano pedagogy track. Students will observe and critique piano lessons in the department, write several chapters of a sample method book and teach several students of varying ability, under the supervision of a faculty member. The piano students will perform their pieces for a panel of faculty pianists for evaluation.

MUSC 474 Junior Recital

Prerequisites: 6 credits of applied piano and normally taken in conjunction with the last 2 required credits of piano, and permission of the department. (Both semesters/1 credit)

A formal, public recital, sponsored by the Department of Music, in which the student presents a 25-minute solo recital in piano. The majority of the works must be performed from memory, though one work, especially chamber music, may be played with the score. For piano pedagogy majors.

MUSC 475 Senior Recital

Prerequisites: Completion of at least 8 credits of applied music in the area of the recital and taken in conjunction with the last two credits of applied music. Senior recital is normally given in the senior year; students must have departmental approval of the recital program and must adhere to the senior recital guidelines as set forth by the department. (Both semesters/2 credits)

A formal, public recital, sponsored by the Department of Music, in which the student presents a 50-minute representative recital in one area of applied music.

Music Ensembles

MUSE 160 Choir

Prerequisite: Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area. (Both semesters/one-half credit)

Participation in Hood's choir, which performs both choral masterworks and lighter repertoire. Grade is based on attendance, participation and performance.

MUSE 161 String Ensemble

Prerequisite: Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area. (Both semesters/one-half credit)

Participation in Hood's String Ensemble, which performs music by the masters for smaller string ensemble. There are occasional joint performances with the wind ensemble. Grade is based on attendance, participation and performance. Selection is based on audition.

MUSE 162 Wind Ensemble

Prerequisite: Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area. (Both semesters/one-half credit)

Participation in Hood's Wind Ensemble, which performs music by the masters for winds and brass. There are occasional joint performances with the string ensemble. Grade is based on attendance, participation and performance. Selection is based on audition.

MUSE 163 Early Music Ensemble

Prerequisite: Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area. Participation must be approved by the director. (Both semesters/one-half credit)

Participation in Hood's Early Music Ensemble, which performs works from the earliest eras of Western music—the late Renaissance through early Baroque. Grade is based on attendance, participation and performance.

MUSE 164 Jazz Ensemble

Prerequisite: Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area, and must be concurrently enrolled in at least one other ensemble. Selection is based on audition. (Both semesters/one-half credit)

Participation in Hood's Jazz Ensemble, which enables students to discover and perform music from America's great art form—jazz.

MUSE 260 Chamber Singers

Prerequisite: Student must be concurrently enrolled in at least 1 credit of allied applied music or must have previously earned at least 4 credits in the allied area. (Both semesters/one-half credit)

Participation in Hood's Chamber Singers, which performs smaller-scale choral masterworks each semester. Selection is based on audition, and grade is based on attendance, participation and performance. Membership in Chamber Singers requires concurrent participation in Choir.

MUSE 261 Piano Ensemble I

Prerequisites: 4 credits in applied piano, concurrent enrollment in applied piano and permission of the instructor. (First semester—Odd years/one-half credit)

A study of the literature and performance of repertoire for piano ensemble. Topics include music for one piano, four-hands, and two pianos.

MUSE 262 Piano Ensemble II

Prerequisites: MUSE 261 and concurrent enrollment in applied piano. (Second semester—Even years/one-half credit)

A study of the literature and performance of repertoire for piano ensemble. Topics include music with voices and other instruments.

MUSE 263 Small Ensemble

Prerequisites: Concurrent enrollment in related applied music and permission of the department. (Either semester/one-half credit)

An opportunity for students to form string quartets, string trios, woodwind quintets and other groups as deemed appropriate by the department, and to rehearse and perform the literature for those groups under the direction of a faculty coach.

PHILOSOPHY MAJOR, B.A.

Please see page 253 for information on the Religion and Philosophy Department.

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

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

Requirements for the Major

The major requires a minimum of 27 credits in philosophy at the 200-level or above, including the following philosophy courses:

PHIL	200	Contemporary Philosophical Topics or PLWS 203 Philosophical Issues in Feminism
PHIL	207	Logic
PHIL	221	Ethics
PLRL	301	Indian Thought or PLRL 306 Chinese Thought
PHIL	307	History of Philosophy I: The Ancient World to the Renaissance
PHIL	308	History of Philosophy II: The Early Modern Era to the 20th Century
PLRL	470	Seminar or PHIL 414 Seminar on the American Intellectual Tradition

Two electives

INPL 309 Biomedical Ethics, REL 304 Islam, and REL 314 Modern Christian Thought will count as philosophy electives within the 27-credit minimum required for the philosophy major.

Department faculty urge students who wish to pursue graduate study in philosophy to take more than the minimum number of hours required to complete a major.

PHILOSOPHY MINOR

Coordinator: David Hein

The philosophy minor offers an introduction to philosophical approaches, both Western and Eastern. Students in any major will find the philosophy minor useful in providing exposure to intellectual debate and to the theoretical basis of many academic disciplines.

Requirements for the Minor

PLRL 301 Indian Thought **or** PLRL 306 Chinese Thought
PHIL 307 History of Philosophy I: The Ancient World to the Renaissance
PHIL 308 History of Philosophy II: The Early Modern Era to the 20th Century
Any other two courses in philosophy.

Philosophy Courses

PHIL 200 Contemporary Philosophical Topics (CORE—Philosophical Inquiry)

(Second semester—Odd years/3 credits)

An introduction to some significant contemporary philosophical topics. This course aims to introduce students to philosophy through a discussion of fundamental problems and central issues of concern to philosophers today. Topics will be drawn from the fields of ethics, epistemology, social and political philosophy, philosophy of law, metaphysics, philosophy of science and philosophy of religion. Sample topics include contemporary conceptions of human nature, self and world, rationality and the emotions, the virtues, the just society, law, evil, war and terrorism, and the nature and extent of human knowledge.

PLWS 203 Philosophical Issues in Feminism (CORE—Philosophical Inquiry)

(Second semester—Even years/3 credits)

An examination of some of the primary philosophical issues of concern to feminist thinkers. This course will consider various feminist perspectives on issues in the areas of ethics, epistemology, metaphysics, human nature and politics. It will also consider some objections to feminist perspectives. While a majority of the readings will cover issues discussed by contemporary thinkers, a few historically significant feminist philosophers will often be included. Practical social and political issues, as well as theoretical topics will be covered. Representative issues include sex, gender, reproduction, embodiment, emotion, family and motherhood.

PLRL 205 Classical Religion and Philosophy (CORE—Philosophical Inquiry)

(Second semester—Odd years/3 credits)

This course introduces students to the fundamental concepts of Greco-Roman religion and philosophy through the study of both primary source material and modern scholarly writing. The first half of the semester will introduce the student to the ancient world via its religious practices, concentrating on both public cult activity and private or secret rituals. The second half of the semester will look at the same social and civic issues from a philosophical perspective, examining issues such as individual free will, the relationship between the gods and men, ethical conflicts and theories of justice and the state.

PHIL 207 Logic

Credit by exam. (First semester/3 credits)

An introduction to informal and formal logic. This course aims at strengthening students' ability to think critically and to assess the soundness and validity of arguments. Informal logic uses ordinary language to identify, analyze and evaluate the arguments

used in everyday reasoning. It also identifies and explains many of the common fallacies found in such reasoning. Formal logic uses symbolic notation to study valid inference and to enable students to recognize, analyze and construct valid arguments. (Particularly recommended for students taking the LSAT.)

PHIL 221 Ethics (CORE—Philosophical Inquiry)

(First semester/3 credits)

A critical study of classical and contemporary ethical theories on the topics of ethical relativism, free will and determinism, and the source and justification of moral values. The relevance and applicability of these theories to the solution of pressing contemporary moral problems are emphasized.

PLRL 301 Indian Thought (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core.

(First semester/3 credits)

An introduction to the religious and philosophical traditions of India. Special emphasis will be given to the Upanishads and Bhagavad Gita, the classical philosophical systems and the mythologies of Hinduism and to the Buddhist traditions of South Asia.

PHIL 303 Western Philosophy since 1900 (CORE—Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core.

(Second semester—Odd years/3 credits)

This course introduces students to the main schools of philosophical thought since 1900. As they learn about such philosophical approaches as pragmatism, analytic philosophy, structuralism, existentialism, process philosophy and phenomenology, students will consider such topics as truth, meaning, language, law, art, ethics, religion, science, mind and feminism.

PHIL 305 Great Figures in Western Philosophical Thought (CORE—Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core.

(3 credits)

An introduction to the philosophical works of a major figure or a group of closely related thinkers in the history of philosophy. This course introduces students to the philosophical texts and ideas of an important historical figure or figures and discusses the significance of these ideas to the Western philosophical tradition. Students may repeat when a study of a different figure is offered.

PLRL 306 Chinese Thought (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core.

(Second semester/3 credits)

An introduction to the religious and philosophical traditions of China from the Shang dynasty to the modern era. Special emphasis is given to the role of ancestor veneration, divination, the development of Confucian and Daoist traditions, the Chinese adoption of Buddhism and the interaction of these traditions and practices throughout Chinese history.

PHIL 307 History of Philosophy I: The Ancient World to the Renaissance (CORE—Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core

(First semester/3 credits)

An introduction to philosophy from the ancient world to the Renaissance. This course aims to introduce students to Western civilization through a discussion of some of the significant primary philosophical texts from ancient and medieval Europe. Thinkers typically covered include Plato, Aristotle, Augustine, Cicero, Anselm and Aquinas. Topics may include social and political philosophy, ethics, epistemology, religion, metaphysics and philosophy of law.

PHIL 308 History of Philosophy II: The Early Modern Era to the 20th Century (CORE—Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core (Second semester/3 credits)

An introduction to the primary philosophical movements from the 17th to the 20th century. This course introduces students to the rationalist and the empiricist traditions, as well as addresses philosophical issues in epistemology, metaphysics, ethics and political theory. Thinkers covered typically include Hobbes, Descartes, Locke, Rousseau, Hume, Kant, Hegel, Marx, Mill, Kierkegaard and Nietzsche.

INPL 309 Biomedical Ethics (CORE—Society, Science and Technology)

Prerequisites: One course from the Scientific Thought section of the Core and completion of the Philosophical Inquiry section of the Core. (First semester/3 credits)

A philosophical and scientific approach to understanding current ethical issues in medicine. Issues to be discussed include abortion, euthanasia, genetic engineering, genetic testing, informed consent, organ transplantation and experimentation with human subjects. Each topic will be covered from the scientific and the ethical perspective. May be used for the major in philosophy.

PHIL 310 Professional Ethics

Prerequisite: Completion of the Philosophical Inquiry section of the Core. (3 credits) The course is restricted to juniors and seniors.

This course introduces students to the variety of ethical challenges that currently confront professionals in such fields as law and law enforcement, medicine, education, psychology, print and broadcast journalism and business. Students will critically examine these ethical issues by focusing on readings that will include a variety of case studies.

HNPL 316 Science and Global Ethics in the Non-Western World (CORE—Society, Science and Technology)

Prerequisites: Completion of the Scientific Thought and Philosophical Inquiry areas of the Core. Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (First semester/3 credits)

Basic advances in genetics, reproductive medicine and in combating infectious diseases will be examined for their consequences on the non-Western world, and within the context of non-Western cultures. Topics in applied ethics will be considered from a global, non-Western perspective. Students will use the case study approach to understand genetics, epidemics, euthanasia and reproductive technology.

PHIL 375 Independent Study in Philosophy

Prerequisites: 6 credits in philosophy and permission of the instructor. (Either semester/1, 2, or 3 credits)

Students work independently on some philosophic subject matter selected in consultation with the department. Reports and papers are given during the semester.

PHIL 398 Philosophy Tutorial

Prerequisite: At least 3 credits in philosophy (Either semester/3 credits)

An opportunity to work with a faculty member and a small group of students in a semester-long program of directed reading, essay writing and discussion.

PHIL 399 Internship

Prerequisites: 18 credits in philosophy and permission of the department. (Either semester/3-6 credits)

Supervised off-campus educational project designed to provide students with an opportunity to exercise the discipline of philosophical reflection in a nonacademic setting. In addition, the student must submit written work indicating her ability to perceive the philosophical issues within or underlying nonphilosophical contexts. Grading is on a satisfactory/unsatisfactory basis.

PHIL 414 Seminar on the American Intellectual Tradition

Prerequisites: 9 credits in religion or philosophy, or permission of the instructor. (First semester—Odd years/3 credits)

A survey, from the Puritans to the present, of major figures and currents in American thought. The course will cover not only philosophers but representatives of the worlds of literature, religion, politics, social reform and economics, as well.

PLRL 470/570 Seminar

Prerequisites: 9 credits in religion and/or philosophy, or permission of the instructor. (Second semester/3 credits)

Advanced study of special topics in religion or philosophy. May be repeated once under a different topic.

PLRL 497 Critical Paper

Prerequisites: 21 credits in religion or philosophy, junior or senior standing and permission of the instructor.

(Either semester/1 credit)

Outstanding students in religion or philosophy, particularly those intending to proceed to graduate school, should consider the value of producing one carefully crafted, substantial and thoroughly revised paper. In all likelihood, this paper would be a revision and expansion of a paper written for a previous course in the Department of Religion and Philosophy. The final product should be 15 to 20 pages, revised under the supervision of a faculty member of the Department. The author will defend her or his paper before departmental faculty and student majors.

PHYSICAL EDUCATION DEPARTMENT

Assistant Professor: Paul Soong (chair)

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

Facilities: The College's athletic facilities include two swimming pools, six tennis courts, a sand volleyball court, a softball diamond, two playing fields, a one-mile exercise course and Gambrell Gymnasium. Included in Gambrell Gymnasium is a dance studio, gymnasium floor, aerobics room and weight room. The fitness facilities contain treadmills, stair machines, exercise bicycles and a rowing machine, as well as weight machines and free weight equipment.

Physical Education Programs

The basic instruction program in the Department of Physical Education (PE 100-199) is designed to encourage students' personal growth and understanding of the importance of physical activity in their lives. Students have the opportunity to acquire the skills and knowledge necessary to enhance their quality of life and establish lifestyles that promote wellness. Courses are directed at physical fitness, creative expression, risk-taking and sports skills acquisition.

The Core Curriculum requirement may be met by completing two credits of physical education 100-199 activity classes, or by completing either PE 225 Health Maintenance: Stress Assessment and Control or PE 226 Health Maintenance: Physical Fitness.

Students who meet the requirement through the activity class program must complete at least one activity class from the aerobic conditioning and fitness category. Students who participate in two seasons of intercollegiate sports may be

waived from a maximum of 1 credit of the physical education activity requirement. No credit is earned for the waiver and does not exempt the student from the aerobic conditioning and fitness PE requirement.

Classes taken to complete this requirement must be taken for a letter grade rather than satisfactory/unsatisfactory credit with the exception of PE 104 Swimming for Beginners. After completion of the requirement, students may elect additional classes on either a letter-grade or satisfactory/unsatisfactory basis.

The physical education requirement should be completed during the first year.

Physical Education Activity Courses

Physical Education 100-199 courses. Credit by exam. All activities are listed under the following headings: Aerobic Conditioning and Fitness; Aquatics; Dance; Sports Skills and Individual Activities; and Risk/Challenge Activities.

All activities, unless otherwise specified, meet for one-half semester and are worth 1/2 credit.

Aerobic Conditioning and Fitness

PE 110 Aquacise

(Either semester)

Improvement in cardiovascular fitness, muscle strength and flexibility through exercises performed in the water. Focus is on learning water exercise skills to maintain a lifelong health and wellness program. Swimming skills are not required.

PE 111 Body Mechanics

(First semester)

A physical education course designed for those interested in proper body mechanics and lifting/transporting techniques.

PE 112 Basic Conditioning

(Either semester/full semester/1 credit)

Improvement in cardiovascular health, muscle strength and weight control through a basic exercise program. Aerobic activities and a variety of exercise techniques are stressed.

PE 114 Aerobics

(Either semester)

Improvement in cardiovascular fitness and muscle strength through vigorous dance activities. A variety of resources is used.

PE 116 Step Aerobics

(Either semester)

Improvement in cardiovascular fitness and muscle strength through step training. Focus is on the beginning stepper with attention directed to safe stepping methods and development of a personal fitness program.

PE 117 Interval Circuit

Prerequisites: PE 114 and/or PE 116 (First semester)

Intense intervals of cardiovascular and muscular training.

PE 119 Weight Training

(Either semester/full semester/1 credit)

Techniques and principles of weight training. Attention is directed to correct use of all free-weight and selectorized equipment in the weight room and development of an individualized fitness program stressing high intensity or low intensity endurance.

PE 121 Walking and Jogging for Fitness

(Either semester)

The use of walking and/or jogging to improve health and fitness. Attention is directed at development of an individualized program and increased understanding of the importance of aerobic exercise.

Aquatics

PE 102 Canoeing

(First semester)

Basic canoeing skills for lake and river paddling. Canoe safety, stroke work, practical boat handling, and trip planning are included. Swimming skills required.

PE 104 Swimming for Beginners

(Second semester)

Basic water skills for individuals who cannot swim. Achievement of minimum competency levels in the front crawl and elementary backstroke are stressed. This course does satisfy one activity class for the physical education requirement even though it is only offered on a satisfactory/unsatisfactory basis.

PE 105 Swimming

(First semester)

The front crawl, elementary backstroke, back crawl, breaststroke and sidestroke for individuals who can swim, including an introduction to the butterfly. Mechanical principles of movement in the water and stroke analysis are included.

Dance

PE 123 Ballet, Basic

(First semester/full semester/1 credit)

Basic technique for the barre, center and allegro. Initial experience in improvisation is included.

PE 127 Contemporary Dance, Basic

(Second semester/full semester/1 credit)

Basic techniques in traditional modern dance. Opportunities for individual and group improvisation are included.

PE 139 Jazz

(First semester/full semester/1 credit)

Basic technique, barre, center, isolations and combinations. Traditional funk and lyrical styles; improvisation and choreographical problems are included.

PE 141 African Dance

Extra fee. (Second semester)

An introduction to traditional African dance and culture. Focus is upon the traditional dance styles and movements of West Africa.

PE 143 Social Dance

(Second semester)

Dances of the 20th century, including the waltz, polka, fox trot, latin, country line dancing, ethnic and popular dances. Basic steps, formations, positions and rhythms are included.

Sports Skills and Individual Activities

PE 145 Yoga

Extra fee. (Either semester)

A basic introduction to the Iyengar and Ashtanga styles of Hatha yoga. Focus is upon basic postures with emphasis on body alignment, stretching, strengthening, breathing and relaxation techniques.

PE 152 Badminton for Beginners*(Either semester/full semester/1 credit)*

Basic skills of badminton for beginners, including serves, strokes, net-shots and foot-work. Rules of badminton, scoring procedure and elementary strategy are included.

PE 163 Golf*Extra fee. (Either semester)*

Instruction in the fundamentals of golf with emphasis on developing a consistent swing. The use of all clubs, scoring and course play are included.

PE 167 Orienteering*Extra fee. (Either semester)*

An introduction to the basic skills necessary to navigate through an unknown area using a map and compass as guide.

PE 170 Self Defense*(Either semester/full semester/1 credit)*

Emphasis is on awareness of potentially dangerous situations and the mastering of techniques appropriate for self protection. A basic approach to personal protection, common sense avoidance techniques and skills such as kicks, blocks and strikes are stressed.

PE 171 Advanced Self Defense*Prerequisite: PE 170. (First semester/full semester/1 credit)*

Emphasis is on awareness of potentially dangerous situations and the mastering of weapon defense. The armed tactical training teaches the student not only defensive tactics against a variety of weapons—bludgeons, edged weapons, guns and knives. The student will be taught to deflect, redirect and deploy methods of unarmed self defense and use of said weapons in defense of her/his life. The techniques are also taught to teach the student how to retain and remove the attackers weapons.

PE 174 Tennis*(Either semester)*

Strokes and strategy for the beginning player. Attention is given to beginning strokes: forehand, backhand, volley and serve. Elementary strategy is discussed along with basic rules and etiquette.

Risk/Challenge**PE 187 Rock Climbing and Rappelling***Extra fee. (Either semester)*

Fundamentals of climbing and rappelling, equipment use and safety procedures. Classes are conducted on campus and at local climbing areas.

PE 189 Rock Climbing and Rappelling II*Extra fee. Prerequisite: PE 187 or permission of the instructor. (Either semester)*

Advanced techniques of rock climbing and rappelling for students with previous experience in rock climbing.

PE 191 Whitewater Canoeing*Prerequisite: PE 102 or previous paddle sport activity. (Second semester)*

Fundamentals of whitewater canoeing, including learning to “read” the water, equipment usage and safety procedures. This course includes several river trips on whitewater. Swimming skills required.

PE 199 Special Topics/Activity**Physical Education Lecture Courses****PE 214 Responding to Emergencies***Extra fee. (Either semester/2 credits)*

Theoretical and practical aspects of emergency treatment for sudden illnesses and accidents. The application of CPR to adults, children and infants will be presented.

Practice on mannequins and classmates is required. Common injuries and their prevention will be addressed. Certification in American Red Cross Community First Aid and Safety may be earned through this course.

PE 216 First Aid: Advanced CPR*Prerequisite: PE 214 or current Community First Aid and Safety Certifications. Extra fee. (Either semester/Last five weeks of the semester/1 credit)*

Special case emergency situations where help is not immediately available will be addressed. CPR, using advanced techniques including bag mask ventilation and two-person CPR, will be presented. Certification in CPR for the Professional Rescuer may be earned.

PE 225 Health Maintenance: Stress Assessment and Control (CORE—Foundation)*Credit by exam. (Either semester/3 credits)*

Investigation of stress management and relaxation techniques as related to health maintenance and wellness. Emphasis on developing a lifestyle conducive to overall wellness through the assessment of personality, values, diet and exercise. Each student is expected to participate in an individualized stress reducing program. This course is specifically designed to meet the needs of all students regardless of physical ability.

PE 226 Health Maintenance: Physical Fitness (CORE—Foundation)*Credit by exam. (Either semester/3 credits)*

An investigation of physical fitness as an essential component of wellness. Emphasis is upon developing an individualized exercise program and understanding the relationship between physical activity, health, nutrition and weight control. Each student is expected to develop and participate in an individualized fitness program appropriate for her/his physical condition.

PE 228 Lifetime Wellness and Health (CORE—Foundation)*(Either semester/3 credits)*

The physiological, sociological and psychological aspects of health are introduced. Emphasis is placed on developing self-responsibility for total wellness. Students will participate in classroom instruction, discussion and lab work.

PE 250 Introduction to Exercise Physiology*(First semester/3 credits)*

Provides an introductory level knowledge of exercise science and exercise physiology. What are the objectives of exercise science? What are the effects of exercise on human body? What kind of research methods are used to investigate these effects? The course will examine these questions, starting with the history of exercise physiology. Emphasis will be on the nutrition and energy supply for exercise, on the cardiovascular function and exercise, on the muscular types and exercise and on the research methods in exercise science. Students will participate in classroom lectures, discussions and presentations.

PE 335 Assistantship in Physical Education*Prerequisites: Junior or senior standing and permission of the department chair. (Offered as needed/1, 2, or 3 credits)*

Supervised experiences related to teaching physical education, coaching an athletic team or gaining athletic training skills. Grading is on a satisfactory/unsatisfactory basis.

PE 375 Independent Study in Physical Education and Dance*Prerequisites: 2 credits in physical education and permission of the instructor. (Either semester/1, 2 or 3 credits)*

Intensive study in a specialized area of dance or physical education.

PHYSICS MINOR

Coordinator: Allen Flora

The minor in physics offers a coherent introduction to the topics of physics. Selection of the physics minor should benefit the following:

- Students currently majoring in one of the science fields who want to obtain a more complete understanding of the physical universe;
- Students in mathematics who might wish to examine (in a more applied way) the concepts of their discipline; and
- Students considering the dual degree program in engineering offered by Hood College and The George Washington University.

Master's level programs in chemical physics and many engineering and physics graduate schools consider favorably the application of a student with a minor in physics and a major in a related discipline such as mathematics.

Requirements for the Minor

MATH 201	Calculus I
MATH 202	Calculus II
MATH 203	Calculus III or MATH 304 Differential Equations
PHYS 203	Introductory Physics I*
PHYS 204	Introductory Physics II*

*PHYS 101 and PHYS 102 could be substituted although PHYS 203 and 204 are recommended. Permission of the coordinator is required for this substitution.

Students also are required to take a second group of courses, which provide a more detailed look at the topics of physics:

PHYS 222	Introduction to Modern Physics
PHYS 324	Mechanics
PHYS 325	Electricity and Magnetism

Physics Courses

A grade of C- or above in prerequisite courses is required for all physics course prerequisites.

PHYS 100 The World of Physics (CORE—Scientific Thought/Non-Laboratory Course) *(As needed/3 credits)*

A nonmathematical introduction to the concepts of physics. Students will explore the important problems of physics, learn about the historical perspective of physics, design and conduct experiments, and discover how physics affects our daily lives.

PHYS 101 General Physics (CORE—Scientific Thought/Laboratory Course)

Prerequisite: Level III placement on the Basic Math Skills Inventory or MATH 120. Credit by exam. (First semester/4 credits/6 hours of integrated laboratory and class work)

An introduction to the principles of physics: kinematics, mechanics, rotational motion, mechanical waves, sound and thermodynamics; the development of physical laws; application to practical problems.

PHYS 102 General Physics (CORE—Scientific Thought/Laboratory Course)

Prerequisite: PHYS 101. Credit by exam. (Second semester/4 credits/6 hours of integrated laboratory and class work)

A continuation of PHYS 101. Wave motion, electricity, magnetism, static and time varying fields, light and optical phenomena, lenses; application to practical problems.

PHYS 203 Introductory Physics I (CORE—Scientific Thought/Laboratory Course)

Prerequisite: MATH 201 or concurrent enrollment in MATH 201. Credit by exam. Open to students who have not had PHYS 101. (First semester/4 credits/6 hours of integrated laboratory and class work)

Topics essentially identical to those in PHYS 101, although this is a more analytical course that is primarily for majors in the sciences and mathematics. Physical laws and theories developed by application of calculus. Designed to prepare students for advanced work in the physical sciences.

PHYS 204 Introductory Physics II (CORE—Scientific Thought/Laboratory Course)

Prerequisites: PHYS 203 and MATH 202, or concurrent enrollment in MATH 202. Credit by exam. Open to students who have not had PHYS 102. (Second semester/4 credits/6 hours of integrated laboratory and class work)

Continuation of PHYS 203. Topics essentially identical to those in PHYS 102, but continuing the analytical approach and use of calculus.

PHYS 222 Introduction to Modern Physics

Prerequisites: PHYS 101, 102 or 203, 204 and MATH 201, 202.

(First semester—Odd years/3 credits)

A study of selected topics from atomic theories of matter, atomic spectra, special relativity, solid state and nuclear physics.

PHYS 324 Mechanics

Prerequisites: PHYS 101, 102 or 203, 204 and MATH 201, 202.

(Second semester—Even years/3 credits)

A mathematical study of statics and dynamics of particles and rigid bodies including work and energy, stability of equilibrium, motion under the action of a central force, fixed axis rotation and oscillatory motion.

PHYS 325 Electricity and Magnetism

Prerequisites: PHYS 101, 102 or 203, 204 and MATH 201, 202.

(First semester—Even years/3 credits)

Topics chosen from among electrostatics, Gauss' law, dielectrics, steady current, magnetic field of a current, motion of a charge in a magnetic field, electromagnetic induction, Maxwell's equations, magnetic material, Poynting vector and electromagnetic radiation.

PHYS 327 Optics

Prerequisites: PHYS 101, 102 or 203, 204 and MATH 201, 202.

(Course is offered as needed/4 credits/5 class and laboratory hours)

Geometrical optics; interference, diffraction, polarization, scattering and other phenomena of light; optical spectroscopy.

PHYS 335 Teaching Assistantship in Physics

May be repeated for a maximum of 4 credits. (Either semester/1 to 2 credits)

An opportunity for qualified students to assist in PHYS 101, 102, 203 and/or 204 by tutoring students, correcting problem sets and/or helping set up equipment for the laboratory in these courses. Assistants work under the supervision of the physics faculty and are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

PHYS 375 Independent Study

Prerequisites: 6 credits of 200-level coursework in physics, and permission of the department. (Either semester/1, 2, or 3 credits)

Independent study, reading and problems in a selected field of physics.

POLITICAL SCIENCE MAJOR, B.A.

Please see page 183 for information on the History and Political Science Department.

A major in political science prepares students for a wide variety of careers in the public or private sectors, such as law, public administration at local, state or federal levels, or

community advocacy. Combined with study in related disciplines, the political science major is a strong liberal arts program. It also is suitable for a double major combined with economics, history, management or a similar discipline.

The political science courses cover four areas in the discipline: U.S. politics and policy, comparative politics and international relations, law and political theory. Students are encouraged to take courses in each of these concentrations. Students who plan to do graduate work in political science or public administration should take courses at the 300- and 400-level in as many of these concentrations as possible. In addition, they are encouraged to take statistics and economics in preparation for graduate study. Students interested in careers in public service or international relations are strongly encouraged to develop proficiency in at least one foreign language. Those who plan to enter law school should work closely with the College's pre-law advisers and should also take courses in economics and logic to improve their research and writing skills.

Internships are recommended and are available at local, state and federal levels. Because of Hood's location near Washington, D.C., and within reach of the state capital, students have an unparalleled opportunity to observe firsthand the workings of government. Hood cooperates with the Washington Semester Program at American University. The department also provides students with a number of opportunities to participate in simulations of political processes. Students can participate in simulations of the European Union, the Maryland legislature and the United Nations. These activities are advised by political science faculty.

The political science major provides students with an introduction to decision making at various levels of government, an understanding of public policy formation and of the correlation between political and economic problems. It also provides experience in research and access to computer facilities both at the College and the Library of Congress, an exposure to the practical world of politics and an appreciation of the need for good writing skills.

Requirements for the Major

The major in political science requires 36 credits of political science courses at the 200-level or above, including the following:

PSCI	203	Introduction to U.S. Politics
PSCI	205	Methods of Political Inquiry
PSCI	206	Theories of Democracy
PSCI	210	Comparative Politics
PSCI	303	Public Policy Analysis
PSCI	470	Seminar on Politics

Students are required to take one of the following courses:

PSCI	202	Women and Politics
PSCI	336	Gender and the Law
AFPS	240	African-American Politics
HSPS	245	Global Perspectives on Women, Power and Politics

It is recommended that political science majors take ECON 205 Principles of Macroeconomics. In addition, competency in a foreign language is recommended.

15 additional credits in political science are required for the completion of the major.

Political Science Courses

PSSO 201 Urban Life in the Developing World (CORE—Social and Behavioral Analysis) *(Course is offered as needed/3 credits)*

An interdisciplinary introduction to the central economic, geographical, political and social dynamics that influence the nature of urbanization and urban life in the developing world. Main themes include family life, gender dynamics, urban-rural tensions and the influence of international economic forces in shaping this urbanization. Specific policy challenges such as health, housing, employment and the environment will receive attention. Case studies of cities in Africa, Asia and/or Latin America will be used.

PSCI 202 Women and Politics (CORE—Social and Behavioral Analysis) *(Course is offered as needed/3 credits)*

This course examines politics from a gendered perspective with an emphasis on how gender interacts with race, class and sexuality to impact women as political beings. This course focuses on women's political participation in radical social movements such as movements for women's suffrage, the civil rights movement and labor movements; women in electoral politics; and women in political community work.

PSCI 203 Introduction to U.S. Politics (CORE—Social and Behavioral Analysis) *Credit by exam. (Either semester/3 credits)*

An introduction to the U.S. system of government and its policy process. Will explore the foundations and structure of the government, the way in which policy is crafted in the U.S. governmental institutions and other electoral processes including elections.

PSCI 204 U.S. Political Thought *(Course is offered as needed/3 credits)*

The relationship between citizen and state as viewed by important U.S. thinkers with emphasis on concepts of leadership and representation. The evolution of U.S. politics through the study of significant writings and Supreme Court decisions.

PSCI 205 Methods of Political Inquiry *Prerequisite: Any 3 credits of social science or permission of the instructor. Sophomore standing strongly advised. For political science majors, PSCI 203 or 210 is recommended. (Second semester/3 credits)*

This course will introduce students to a variety of quantitative and qualitative research methods used in political science. Students will learn the tools needed to conduct original research. Among the topics to be covered are: survey research, interviewing, content analysis, historical analysis and legal analysis. Students will complete an original research project using at least one of the above techniques.

PSCI 206 Theories of Democracy *(Course is offered as needed/3 credits)*

An introduction to the theories of democracy as they have been debated within classical, industrial, colonial and post-colonial traditions. Key concepts to be explored include community, citizenship, participation, collective rights, individualism, women's rights and human rights.

PSCI 210 Comparative Politics (CORE—Social and Behavioral Analysis) *(First semester/3 credits)*

An introduction to the methods of comparative inquiry with close examination of select western democracies, communist, post-communist and developing countries. Comparisons of historical processes, governmental institutions and current public policy challenges.

PSCI 215 International Relations

(Second semester—Odd years/3 credits)

An introduction to the theories and current issues of international relations. Attention given to tension between nationalism and transnationalism and to modern phenomena such as the international economy and the global environment.

PSCI 220 Maryland Student Legislature

(As needed/1 credit)

The Maryland Student Legislature is a student-run organization that meets three times per year, twice in the spring semester. Participants assume the role of a Maryland legislator, craft and submit legislation, and shepherd the bills through committee and floor debate. Participants in this course are required to attend both the Spring Interim session in March and the Annual Session in April, which takes place in Annapolis.

LWPS 230 Introduction to Law (CORE—Social and Behavioral Analysis)

(Either semester/3 credits)

Law and the legal system in the United States. The impact of legal institutions on society. The law as a reflection of political, economic and social values.

AFPS 240 African-American Politics

(First semester—Even years/3 credits)

An examination of African-American political activity in the 20th century. African-American participation in the U.S. electoral process and the power structure in African-American communities.

HSPS 245 Global Perspectives on Women, Power and Politics (CORE—Social and Behavioral Analysis)

(Second semester—Even years/3 credits)

An interdisciplinary, global perspective on women, power and politics. The course will focus on the different ways in which gender structures women's political experiences and how race, class and ethnicity intersect with gender in shaping political consciousness and action. Readings will emphasize women's power within established formal government structures as well as the informal exercise of power through religion, family and society. Their leadership in grassroots movements and contributions to nation building will be highlighted.

PSCI 299 Special Topics in Political Science

Prerequisite: PSCI 203. (First semester—As needed/3 credits)

This course will be a general topics course in political science allowing faculty and students to study particular special interests in politics.

PSCI 300 Terrorism and Justice

Prerequisite: PSCI 215 or LWPS 230 or permission of instructor. (Second semester—Even years/3 credits)

An in-depth examination of the causes and patterns of modern terrorism and reactions intended to achieve justice. Students will investigate case studies of recent occurrences of terrorism and responses. Central themes will include retribution vs. reconciliation, state-sponsored terrorism and/or international tribunals.

PSCI 303 Public Policy Analysis

Prerequisite: PSCI 203 or permission of instructor. (First semester—Odd years/3 credits)

Public policy-making is a developmental process with both intended and unintended consequences. In this course students will explore the public policy-making process and engage in public policy analysis. The course will focus on the theories of public policy formation and the institutions involved in the policy making process. The course will focus on several case studies of substantive policy areas that are hotly debated in policy arenas, including social welfare policy, health policy, crime policy and education policy.

PSCI 305 U.S. Foreign Policy

Prerequisite: PSCI 203 or PSCI 215. (Second semester—Odd years/3 credits)

Review of the contemporary U.S. foreign policy-making process. Emphasis on the history of the U.S. foreign policy, the conflict between the executive and the legislative branches, the role of interest groups and recent foreign policy crises.

PSCI 307 American Constitutional Law

Prerequisite: PSCI 203. (First semester/3 credits)

The powers of the state and national governments as interpreted by leading decisions of the Supreme Court of the United States. The development of modern constitutional doctrines.

PSCI 308 Criminal Law

Prerequisite: LWPS 230 (Second semester—Odd years/3 credits)

Criminal law addresses the substantive study of criminal law. Criminal law focuses on how society declares what conduct is criminal and what punishment should be imposed for such conduct. Criminal law also explores such questions as what effect does heredity, environment, poverty, urban life, lack of education and unemployment have on the proclivity for criminal behavior. The American Institute's Model Penal Code which is an essential aspect of the inquiry of criminal law will also be examined.

PSRL 310 The Politics of the Black Church

Prerequisite: 3 credits of history, religion, political science or African-American studies at the 200-level, or permission of the instructor. (Second semester—Even years, as needed/3 credits)

This course examines the political manifestation of the Black church from slavery, as the "invisible institution," to the "Black megachurch" of the 21st century. We will look at the periods of American slavery, the Great Migration and the Civil Rights Movement, and will cover themes such as black theology, the politics of gender, class conflict, black nationalism and community development.

HNPS 313 Great Political Trials (CORE—Non-Western Civilization or Western Civilization)

Prerequisite: Open to sophomores, juniors and seniors in the Honors Program, or with permission of the instructor. (Second semester—Even years/3 credits)

This course is an analysis of great political trials (both western and nonwestern) that have reflected the political controversies of their time. We will examine the western tradition of law and legal analysis through trials held in the United States, France and England. An analysis of trials held under socialist, Islamic and indigenous political systems will provide an opportunity for contrast and comparison with the western tradition of law.

HSPS 315 Politics of Assassination

Prerequisite: HIST 218, PSCI 203 or permission of the instructor. (First semester—As needed/3 credits)

An in-depth look at the major political assassinations of the sixties—John Kennedy and Martin Luther King Jr. How American institutions, especially the American system of justice, responded to these crises in national political life.

PSCI 317 State and Urban Politics

Prerequisite: PSCI 203. (First semester—Even years/3 credits)

The patterns and dynamics of decision-making in the 50 states and in some of the major metropolitan areas. The strengthening linkage between the federal government and smaller-scale governmental entities.

PSCI 320 Congress and the Presidency

Prerequisite: PSCI 203 or permission of the instructor. (Second semester—Even years/3 credits)

This course focuses on the President and U.S. Congress and the way in which they interact. We will examine both branches and their influence in the policy process. It includes hands-on experience including a semester-long simulation of the legislative process.

PSCI 321 Politics and the Media

Prerequisite: PSCI 203. (Second semester—As needed/3 credits)

The relationship between politics and the media as illustrated in election campaigns and all forms of political activity. Press coverage of U.S. political institutions and important policy areas. The constitutional issues presented by news-gathering methods.

PSCI 323 Politics of the Third World (CORE—Non-Western Civilization)

Prerequisite: PSCI 210 or 215. (Second semester—Odd years/3 credits)

Political regimes in the developing nations of Asia, Africa, the Middle East and Latin America.

PSCI 324 U.S. Campaigns and Elections

Prerequisite: PSCI 203 or permission of the instructor. (First semester—Even years/3 credits)

An analysis of U.S. campaigns and elections. Emphasis on the role that parties, interest groups and media play in our electoral system.

PSCI 325 Field Work in Politics

Prerequisite: Permission of the instructor. (First semester—Even years/2 credits/3rd credit option available)

Designed to acquaint the student with political activity. Supervised work with political campaign of student's choice.

PSCI 332 Ancient and Medieval Political Thought (CORE—Western Civilization)

Prerequisite: Fulfillment of the Historical Analysis section of the Core or permission of the instructor. (First semester—As needed/3 credits)

A critical examination of the political writings of classical and medieval philosophers. Emphasis will be on the development and evolution of concepts such as democracy, justice, citizenship, community and the relationship between church and state.

PSCI 333 Modern Political Thought (CORE—Western Civilization)

Prerequisite: Previous course in political philosophy or permission of the instructor. Open to sophomores, juniors and seniors. (First semester—3 credits)

Development of political ideas from Machiavelli to the present day. Analysis of the great political traditions in the context of contemporary problems. Democratic liberalism, socialism, fascism and communism.

PSCI 334 European Politics and Policy

Prerequisite: PSCI 210, 215 or permission of the instructor. (Course is offered as needed/3 credits)

An examination of the institutions and public policy challenges of select European case countries such as the United Kingdom, France, Italy and Sweden.

PSCI 335 Undergraduate Teaching Assistantship

Prerequisites: Junior or senior standing, PSCI 203 and permission of the department. (Either semester/1 credit)

A junior or senior major may serve as teaching assistant in introductory courses. The assistant would attend classes, tutor students, show films and participate in periodic conferences with the instructor and other teaching assistants. Other duties would include assisting the instructor in other class-related projects, such as organizing field trips, speakers and discussion sessions. May be taken only once. Grading is on a satisfactory/unsatisfactory basis.

PSCI 336 Gender and the Law

Prerequisite: PSCI 203, 307 or permission of the instructor. (Second semester—Odd years/3 credits)

A study of the various areas of sex-based legal discrimination and an examination of the relevant cases and statutes.

AFPS 350 African Politics (CORE—Non-Western Civilization)

Prerequisite: HIST 246 or PSCI 210 or permission of the instructor. (As needed/3 credits)

An introductory survey of post-independence political patterns and processes in Africa. Emphasis will be given to current political dynamics such as democratization and state-society relations. Case studies in Southern and Eastern Africa will be used.

AFPS 353 Contemporary African Political Thought (CORE—Non-Western Civilization)

Prerequisite: HIST 246 or AFPS 350 or completion of the Philosophical Inquiry section of the Core. (First semester—As needed/3 credits)

An introduction to African political thought from the pre-colonial period to the present. Emphasis will be given to the impact of Islam, cultural nationalism, nationalism, revolutionary theories, democracy, African socialism and Marxism of major African political theorists.

HNPS 354 African Political Autobiography (CORE—Non-Western Civilization)

Prerequisite: HIST 246, AFPS 353 or completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors or seniors in the honors program, or permission of the instructor. (First semester/3 credits)

This course explores the connections between autobiography, political philosophy and politics in African autobiographies. Selected African autobiographies from the 17th to the 21st centuries will be analyzed by authors from East, North, Central and Southern Africa to determine how they criticized their societies, suggested social and political alternatives and promoted social change.

AFPS 355 African-American Political Thought (CORE—Western Civilization)

Prerequisite: Junior or senior standing only, or permission of the instructor. (Second semester—Odd years/3 credits)

The course examines African-American political thought in the 18th, 19th and 20th centuries within the parameters of Western political discourse. Topics include the changing definitions of African-American conservatism, neoconservatism, nationalism, liberalism, radicalism and feminism.

PSCI 375 Independent Study in Political Science

Prerequisite: Permission of the department. (Either semester/1, 2, or 3 credits)

A readings course to supplement the regular offerings of the department. Conferences and written reports.

PSCI 399 Internship in Political Science

Prerequisites: 18 credits in political science and permission of the instructor. Note: only 3 credits from PSCI 399 count toward the 30 credits of political science required for majors. (Either semester/3 to 15 credits)

An introduction to political behavior in a legal or policy-making setting through supervised full- or part-time work for a complete semester or an equivalent summer term (14 weeks). Students may be placed in a variety of settings: governmental or legislative offices, the court system, interest groups or research organizations. Grading is on a satisfactory/unsatisfactory basis.

PSCI 405/505 Civil Liberties

Prerequisites: 12 credits of political science, history and sociology, including PSCI 203 and SOC 101, and permission of the instructor. (First semester/3 credits)

The theory and history underlying civil liberties in contemporary American culture. Cases and readings. Freedom of expression and association, freedom of religion, fair trial and rights of the accused.

PSCI 408/508 Law and the Regulatory Process

*Prerequisites: PSCI 203 and 307, and permission of the instructor.
(Second semester—Odd years/3 credits)*

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions; and how regulation and administration impact on individual rights.

ECPS 414/514 Environmental Policy

*Prerequisites: PSCI 203, 210 or 215, and ECON 310, or permission of the instructor.
(Second semester/3 credits)*

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policymaking and on the problems associated with implementing environmental policies in different political and institutional contexts.

PSCI 470 Seminar on Politics

*Prerequisites: PSCI 205 and senior standing or permission of the department.
(Second semester/3 credits/2 class hours)*

This is the capstone course required of all political science majors. It is an intensive study of political topics which will vary each year. Presentation of oral reports and preparation of research papers.

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 (LSAT) for admission. Students intending to go to law school directly after graduation should visit the Career Center to receive assistance with program planning and with the law school application process.

Pre-Medical and Pre-Dental Studies

Medical schools prefer students who have a broad background in the humanities and social sciences. The following courses, specified in the Medical School Admissions Requirements, are most often the minimum required by professional schools in the United States and Canada. These courses should be completed by the end of the junior year.

BIOL 8 credits of Biology at the 200 level

CHEM 101 and 102 General Chemistry I and II

CHEM 209 and 210 Organic Chemistry I and II

ENGL 100, 101 or 110-139 English composition course, plus another semester of a writing-intensive course

PHYS 101 and 102 General Physics (requires MATH 120) or PHYS 203 and 204 Introductory Physics I and II (requires calculus)

The courses listed below are strongly recommended, but not strictly required, by professional schools. These courses are also best completed by the end of the junior year in order to prepare for the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT). Each student should decide, in consultation with a member of Hood's Health Professions Advisory Committee, whether or not to take additional science courses.

BIOL 307 Human Anatomy and Physiology I

BIOL 316 Genetics

BIOL 331 Microbiology

BIOL 339 Cell Biology

CHEM 301 Biological Chemistry I

Most schools require a year of English, some require calculus and many encourage the study of philosophy or ethics.

Hood's Health Professions Advisory Committee not only provides advice on preparation for medical, dental and veterinary schools, but also writes letters of recommendation to accompany an eligible student's applications.

Students considering graduate school in one of the health professions should register with the Catherine Filene Shouse (CFS) Career Center.

Although biology, biochemistry and chemistry are the majors most often chosen, the student may major in any area. In any case, the student must earn a competitive grade point average (3.5 or higher is typical of successful candidates) and must show proficiency in the sciences. The selection of courses and choice of major should be discussed with a member of the Health Professions Advisory Committee early in the student's program.

The MCAT and DAT tests are given in the late spring (April or May) and in the fall (August or October). The appropriate test should be taken in the spring of the junior year after the student has had the minimum science courses listed above.

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 and
5. off-campus experience in community service or in health professions activities.

For more information, please feel free to talk with any member of the Health Professions Advisory Committee.

Pre-Veterinary Studies

Admission into a veterinary school is among the most difficult of any post-baccalaureate program. Veterinary medical schools require students to be prepared with a strong grounding in the sciences (in particular biochemistry, chemistry and microbiology) balanced by coursework in the humanities, social sciences and mathematics.

In addition to demonstrating exceptional ability in the classroom, most veterinary schools also expect students to have had hands-on experience under the tutelage of an experienced veterinarian.

Students interested in entering the veterinary profession should contact the Health Professions Advisory Committee and/or the Career Center for information about the application process and veterinary schools.

PSYCHOLOGY DEPARTMENT

Professors: Dana G. Cable, Linda J. Scott

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

Assistant Professor: Ralph Barnes, Ingrid Farreras

Lecturers: Thomas Craney, Charles Harrison, Michael Stovall

At the undergraduate level, the Department of Psychology offers the major in psychology and the opportunity for students to study adult development and aging through an interdisciplinary minor in gerontology.

At the graduate level, the department offers the M.S. degree in Thanatology for students with a variety of backgrounds interested in research, administration or service with those facing death and dying. Psychology is also offered as one of the possible concentrations in the Master of Arts in the Human Sciences degree. The purpose of the concentration in psychology is to broaden the student's perspective and increase understanding of the principles of human behavior as they apply to the student's current job role or career. The concentration is tailored to the individual student's needs and may focus on such areas as developmental psychology, the helping relationship or gerontology.

Psychology faculty are distinguished scholars and include specialists in gerontology, behavioral medicine and thanatology. Complemented by experienced adjunct professors and Hood faculty from other disciplines, the department provides an integrated teaching approach.

Programs offered:

- Human Sciences (M.A. degree)
- Thanatology (M.A. degree)
- Psychology Major (B.A. degree)
- Gerontology Minor (B.A. level)

PSYCHOLOGY MAJOR, B.A.

The major in psychology covers aspects of human and animal behavior ranging from the firing of a single neuron to the death and dying process. Psychology can prepare students for various entry-level jobs in social services, mental health, management or almost any area that requires a broad liberal arts education. The psychology major also can be the basis for admission to graduate or professional training in psychology, medicine, law and other areas, limited only by the careful selection of elective courses.

Opportunities exist for internships and in the past students have worked with hospitalized children, adolescents and adults in outpatient treatment facilities and community mental health agencies; and at the Maryland School for the Deaf, the National Institutes of Health, the National Institute of Mental Health, The Johns Hopkins University Hospital and the American Psychological Association.

General Requirements

PSY	101	Introduction to Psychology
PSY	211	Elementary Statistics
PSY	212	Survey of Psychological Research
PSY	441	History and Theories of Psychology

Distribution and Depth Requirements

Distribution: Select one asterisked (*) course from each group listed below.

Depth: Take at least two additional courses from one of the groups listed below, beyond the distribution requirement.

Group I Experimental

PSY	213	Experimental Psychology*
PSY	409	Psychology of Learning, Memory and Cognition
PSY	418	Physiological Psychology
PSY	419	Psychopharmacology

Group II Social/Organizational

PSY	203	Survey of Clinical, Community, and Counseling Psychology
PSY	205	Social Psychology*
PYSO	221	Social Gerontology
PSY	238	Human Development II: Adulthood and Aging
PSY	434	Tests and Measurements

Group III Personality/Clinical

PSY	203	Survey of Clinical, Community, and Counseling Psychology
PSY	401	Theories of Personality*
PSY	431	Abnormal Psychology*
PSY	434	Tests and Measurements
PSY	456	Behavior Modification

Group IV Developmental

PSY	204	Psychology of Death
PSY	206	Psychology of Women
PSY	208	Psychology of Adolescence
PYSO	221	Social Gerontology
PSY	237	Human Development I: Childhood and Adolescence*
PSY	238	Human Development II: Adulthood and Aging*
AFPY	270	African-American Psychological Perspectives
PSY	373	Psychology of Aging

Psychology Courses

Students enrolling in psychology courses must have earned a grade of C- or higher in each prerequisite course.

PSY 101 Introduction to Psychology (CORE—Social and Behavioral Analysis)
Credit by exam. (Either semester/3 credits)

An introduction to the basic methods, principles and facts of modern psychology contributing to an understanding of human behavior and experience. Selected students may be eligible for an honors section of this course.

PSY 203 Survey of Clinical, Community and Counseling Psychology
Prerequisite: PSY 101. (3 credits)

An introduction to the practice of psychology as applied to the prevention, assessment and treatment of mental health problems. Focus is on such topics as the theoretical

bases for therapeutic skills and methods, principles and ethics of testing and treatment, historical and current issues and trends and the relevance of research to application.

PSY 204 Psychology of Death

(3 credits)

The psychological aspects of death are studied. Topics include euthanasia, suicide, the grief process, fears and attitudes toward death, care of the terminally ill and ethical issues related to death and dying. Emphasis is on seeing death as a natural function of life and on helping individuals deal with this inevitable event in an open and honest way.

PSY 205 Social Psychology

(3 credits)

The scientific study of the social behavior of individuals as they interact with others. Topics include: perception of others, affiliation, interpersonal attraction, aggression, small group dynamics, leadership, conformity, conflict, group decision making and productivity, altruism, attitude formation and change. Theories are presented and applied to broader social questions such as prejudice, interpersonal relationships, effects of urbanization and women's roles in society.

PSY 206 Psychology of Women

Prerequisite: PSY 101. (3 credits)

A survey of biological and environmental factors that affect the development of behaviors, attitudes and personality traits in women at different stages in their life cycle. Theoretical and empirical approaches to a better understanding of the values, goals, problems and abilities of women will be considered.

PSY 208 Psychology of Adolescence

Prerequisite: PSY 101. (3 credits)

The psychological development of the normal individual from the beginning of puberty to the attainment of maturity. Research findings are examined for the purpose of understanding and guiding the development of adolescents in the home, the school, the peer group and the community.

PSY 211 Elementary Statistics (CORE—Foundation)

Prerequisite: Level II placement on the Basic Math Skills Inventory, MATH 099 or equivalent mathematics background. (Either semester/3 credits)

Statistical methods, including frequency distributions and graphing, averages, measures of variability and correlation, t-tests, analysis of variance and several distribution-free tests. Examples are drawn from the social, behavioral and biological sciences.

PSY 212 Survey of Psychological Research

Prerequisite: PSY 101 or its equivalent. PSY 211 is required as a prerequisite or co-requisite. (First semester/4 credits)

Integrated lecture and laboratory consideration of a variety of research methodologies including: behavioral measurement, naturalistic observation, correlational approaches, quasi-experimental designs, basic experimental designs, small-N designs and field research. Methodology will be reviewed in the context of studies on observer bias, perception, ability testing, volunteerism, animal conditioning and motivation, human memory, transfer and problem solving and prosocial behaviors. Understanding legitimate conclusions from various research procedures from the perspective of the consumer of research as well as the producer of research will be the focus.

PSY 213 Experimental Psychology

Prerequisites: PSY 211, 212. (Second semester/4 credits/6 class and laboratory hours)

A continuation of PSY 212 emphasizing principles of experimental research design, with laboratory exercises in the major design categories and their associated statistics. A survey of techniques used in the study of perception, cognition, learning and motivation. Use of the computer to perform statistical analysis. Independent laboratory projects.

PYSO 221 Social Gerontology

Prerequisite: PSY 101 or SOC 101. (3 credits)

A study of the social aspects of aging. This course explores the role of aged individuals within society and the influence society has on them. Topics include health, income, housing, family relationships, retirement, leisure and institutionalization.

PSY 237 Human Development I: Childhood and Adolescence

Prerequisite: PSY 101. Credit by exam. (3 credits)

Introduction to the concept of development as a lifelong process. Developmental methodology and theories of development as they apply to childhood and adolescence. Critical life events and their adjustments from the prenatal period through adolescence from a developmental perspective are discussed, stressing the interaction between the developing person and a continually changing world. Emphasis is given to the interdisciplinary nature of human development (i.e., the relationships among the biological, social and psychological domains).

PSY 238 Human Development II: Adulthood and Aging

Prerequisite: PSY 101. (3 credits)

A study of the basic nature and sequence of adult development and aging. Discussion of the salient psychological issues of adulthood and senescence. Examination of age-related changes in maturational status, accumulated experience and cognitive abilities that make up the changing basis within the individual for perceiving and responding to new events. Consideration of the methodological and research design problems of studying adult development and aging.

AFPY 270 African-American Psychological Perspectives

Prerequisite: PSY 101. (3 credits)

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

PSY 335 Teaching Assistantship in Psychology

Prerequisites: 20 credits of psychology including PSY 212 and 213, and permission of the instructor. (Either semester/3 credits)

A teaching practicum for advanced psychology majors with regularly scheduled hours assisting in PSY 101, 212 and 213. Hours will include regular consultations with course instructor regarding teaching experiences, methods and issues. Hours may include tutoring, administration of quizzes, grading of laboratory reports and quizzes and preparation for classroom demonstrations. Relevant reading and a paper will be required. Grading is on a satisfactory/unsatisfactory basis.

PSY 370 Seminar in Contemporary Issues

Prerequisite: Junior standing or permission of department. (Either semester/3 credits)

The study of selected issues and/or social problems that are of interest to psychologists. Each issue will be examined from the various perspectives of specialists within the discipline. Students will participate through readings in primary sources, individual reports, discussion and possible field work.

PSY 373 Psychology of Aging

Prerequisite: PSY 101 or permission of the instructor. (3 credits)

A study of the psychological functioning of the aged adult. Examination of the psychophysiological changes that occur with age that have an effect on the individual's neural structure, biological functioning, cognitive abilities, personality development and social

interactions. Consideration of the special methodological and research design problems of studying aging adults. The current research literature, along with text materials, will be discussed.

PSY 375 Independent Study in Psychology

Prerequisites: 6 credits in psychology and permission of the instructor. (Either semester/1, 2, or 3 credits)

Investigation of a psychological problem or issue according to individual interests.

PSY 399 Internship in Psychology

Prerequisites: 18 credits in psychology and permission of the department. (Either semester/3-15 credits)

Individualized study and work in a cooperating laboratory or professional setting. Provides an opportunity to work with professionals in the field and to participate in research or other activities. Site approval and components of each student's internship must be approved by and coordinated with the department. Grading is on a satisfactory/unsatisfactory basis.

PSY 401/501 Theories of Personality

Prerequisites: PSY 237, junior or senior standing with a cumulative Grade Point Average of 2.0 or better and 12 credits at the 200-level or above in psychology, or permission of the instructor. (3 credits)

An overview of the different approaches to the understanding of the personality. Emphasis is placed on the normal personality.

PSY 409/509 Psychology of Learning, Memory, and Cognition

Prerequisites: Junior or senior standing with a cumulative Grade Point Average of 2.0 or better and 12 credits at the 200-level or above in psychology, or permission of the instructor. (3 credits)

A contemporary survey of methods, theories, principles and processes in the expanding field of learning. Included are topics in human and animal learning such as: classical and operant conditioning, discrimination learning, verbal learning and memory, information processing, transfer of learning, language and cognition.

PSY 418/518 Physiological Psychology

Prerequisites: PSY 101 and PSY 212, junior or senior standing with a cumulative Grade Point Average of 2.0 or better and 12 credits at the 200-level or above in psychology, or permission of the instructor. (3 credits)

The relationships between physiological structure and functioning and behavior. Special attention is given to the overall structure of the central and peripheral nervous system, to nerve physiology and to the physiological basis for such psychologically significant behaviors as perception, motivation, learning, memory, attention, sleep and dreams, emotions and drug-induced changes in behavior.

PSY 419/519 Psychopharmacology

Prerequisites: PSY 101 and PSY 212, junior or senior standing with a cumulative Grade Point Average of 2.0 or better and 12 credits at the 200-level or above in psychology, or permission of the instructor. (3 credits)

A systematic survey of the behavioral effects of drugs, their neurophysiological and biochemical correlates, animal testing and screening procedures, drug therapy in mental illness and contemporary drug abuse.

PSY 431/531 Abnormal Psychology

Prerequisites: Junior or senior standing with a cumulative Grade Point Average of 2.0 or better and 12 credits at the 200-level or above in psychology, or permission of the instructor. (Second semester/3 credits)

The origins, symptoms and methods of treatment of the principal forms of deviant behavior, with illustrative case material. Social as well as clinical aspects of individual psychological problems are considered.

PSY 434/534 Tests and Measurements

Prerequisites: PSY 211 or MATH 112 or SOC 261, junior or senior standing with a cumulative Grade Point Average of 2.0 or better and 12 credits at the 200-level or above in psychology, or permission of the instructor. (First semester/3 credits)

A study of the testing movement, including fundamental statistical procedures.

Emphasizes the use of tests in education, industry and clinical practice. Observation and participation in individual and group testing.

PSY 441 History and Theories of Psychology (CORE—Western Civilization)

Prerequisites: Junior standing and 12 credits in psychology, or permission of the instructor. (First semester/3 credits)

The history of psychology and modern psychological theories.

PSY 456/556 Behavior Modification

Prerequisites: (PSY 409 is recommended) Junior or senior standing with a cumulative Grade Point Average of 2.0 or better and 12 credits at the 200-level or above in psychology, or permission of the instructor. (First semester/3 credits)

Application of operant and respondent learning principles to behavior problems of individuals and groups where the procedures for effecting therapeutic change involve the systematic manipulation of physical, social and psychological variables. Considers applications to education, child rearing, counseling, prisons and institutions for the retarded or the mentally ill.

PUBLIC RELATIONS MINOR

Coordinator: Donna Bertazzoni

The public relations minor offers a range of courses combining theory and best practices in the field to students seeking to add depth to knowledge and skills in related majors.

Requirements for the Minor:

CMA	201	News Writing
CMA	242	Persuasion
CMA	310	Public Relations
CMA	313	Writing for Public Relations
CMA	411	Public Relations Campaigns

Choose one:

CMA	207	Principles of Speech Communication
CMA	208	Editing and Layout
CMA	312	Introduction to Public Relations Research
MGMT	306	Principles of Marketing

RELIGION AND PHILOSOPHY DEPARTMENT

Professor: David Hein (chair)

Assistant Professors: Karen Hoffman, Stephen Wilson

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

The solid liberal arts foundation provided by either of these majors is a good beginning for a career in almost any field, including law, medicine and business.

Religion and Philosophy faculty are distinguished scholars and teachers who have extensive knowledge of the Bible, the religions of Asia, American religious history, theology and church history and the history of philosophy and ethics.

Programs Offered:

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

RELIGION MAJOR, B.A.

The religion major acquaints students with the world's major religious traditions and helps students develop a critical understanding of the issues involved in the academic study of religion.

The Department of Religion and Philosophy recognizes that the fields of philosophy and religious studies, although distinct, nonetheless share many concerns and approaches, and they often address the same issues. Consequently, departmental faculty strongly recommend that students with religion majors and minors avail themselves of opportunities to enroll in philosophy courses.

Requirements for the Major

The major requires a minimum of 27 credits in religion at the 200-level or above, and must include the following religion courses:

REL	203	Old Testament
REL	204	New Testament
REL	211	American Religious History
PLRL	301	Indian Thought or PLRL 306 Chinese Thought
REL	312	Myth, Symbol and Ritual
PLRL	470	Seminar or PHIL 414 Seminar on the American Intellectual Tradition

Three electives, including at least two at the 300 level

HIST 406 Religion, Family and Society in Reformation Europe; PHIL 307 History of Philosophy I: The Ancient World to the Renaissance; and PHIL 308 History of Philosophy II: The Early Modern Era to the 20th Century may count as electives in the 27-credit minimum required for the religion major.

Department faculty urge students who intend to pursue a higher degree in religious studies to take more than the minimum number of hours required to complete an undergraduate major.

RELIGION MINOR

Coordinator: David Hein

The religion minor gives students the opportunity to explore a variety of religions and issues confronting religion in today's world.

Requirements for the Minor

REL	203	Old Testament or REL 204 New Testament
PLRL	301	Indian Thought or PLRL 306 Chinese Thought

REL 312 Myth, Symbol, and Ritual

Any other two courses in religion.

Religion Courses

REL 200 What is "Religion"?— An Introduction to Religious Studies (CORE—Philosophical Inquiry)

(Second semester/3 credits)

An exploration of religion and religions in their various dimensions. Covers important myths and rituals and how they guide us in daily living. Special attention will be given to personal and communal religious change, reconciliation, alienation and spiritual/mystical practices and experiences.

REL 203 Old Testament (CORE—Philosophical Inquiry)

(First semester/3 credits)

A critical study of the history, literature and religion of ancient Israel and the significance of the Hebrew Scriptures for Judaism and Christianity.

REL 204 New Testament (CORE—Philosophical Inquiry)

(Second semester/3 credits)

A critical study of the New Testament literature and its theological significance.

PLRL 205 Classical Religion and Philosophy (CORE—Philosophical Inquiry)

(Second semester—Odd years/3 credits)

This course introduces students to the fundamental concepts of Greco-Roman religion and philosophy through the study of both primary source material and modern scholarly writing. The first half of the semester will introduce the student to the ancient world via its religious practices, concentrating on both public cult activity and private or secret rituals. The second half of the semester will look at the same social and civic issues from a philosophical perspective, examining issues such as individual free will, the relationship between the gods and men, ethical conflicts and theories of justice and the state.

REL 211 American Religious History (CORE—Philosophical Inquiry)

(First semester/3 credits)

History of religion in America from the Puritans to the present day. Special attention will be given to certain themes (e.g., this nation as God's New Israel) that are especially characteristic of the American religious experience.

REL 212 The Christian Heritage (CORE—Philosophical Inquiry)

(3 credits)

An introduction to the principal ingredients of Christian history and theology, from the period of the early church to the present day.

PLRL 301 Indian Thought (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core.

(First semester/3 credits)

An introduction to the religious and philosophical traditions of India. Special emphasis will be given to the Upanishads and Bhagavad Gita, the classical philosophical systems and the mythologies of Hinduism and to the Buddhist traditions of South Asia.

REL 303 Judaism (CORE—Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core.

(First semester—Odd years/3 credits)

An introduction to Judaism covering major events in Jewish history, central teachings and important rituals and practices. Will involve reading selections from Jewish scripture (Tanakh), rabbinical texts and excerpts from the writings of well-known Jewish thinkers. Special attention will be given to Hasidism, Judaism in America and contemporary issues.

REL 304 Islam (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. (First semester—Even years/3 credits)

An introduction to Islam covering major events in Islamic history, central Islamic teachings and important rituals and practices. Will involve studying the life of the Prophet Muhammad, reading selections from the Qur'an (in English translation) and listening to recordings of professional reciters. Special attention will be given to Sufism, Islam in America and major issues facing Muslims in the contemporary world.

PLRL 306 Chinese Thought (CORE—Non-Western Civilization)

Prerequisite: Completion of the Philosophical Inquiry section of the Core. (Second semester/3 credits)

An introduction to the religious and philosophical traditions of China from the Shang dynasty to the modern era. Special emphasis is given to the role of ancestor veneration, divination, the development of Confucian and Daoist traditions, the Chinese adoption of Buddhism and the interaction of these traditions and practices throughout Chinese history.

PSRL 310 The Politics of the Black Church

Prerequisite: 3 credits of history, religion, political science or African-American studies at the 200-level, or permission of the instructor. (3 credits)

This course examines the political manifestation of the Black church from slavery, as the “invisible institution,” to the “Black megachurch” of the 21st century. We will look at the periods of American slavery, the Great Migration and the Civil Rights Movement, and cover themes such as black theology, the politics of gender, class conflict, Black nationalism and community development.

AFRL 311 Black Theology (CORE—Western Civilization)

Prerequisite: 3 credits of history, religion, political science or African-American studies at the 200 level, or permission of the instructor (First semester/3 credits)

This course introduces students to the core of black Christian theological thought: Black liberation theology. We will explore the historical roots of black Christian theology and focus on some of its key tenets, like the physical depiction of Christ, the depiction of the Christian community/communities and the role of Christianity. We will identify the major points of convergence and divergence between black liberation theology and other liberation theologies such as womanist theology and Latin American liberation theology.

REL 312 Myth, Symbol and Ritual

Prerequisite: 3 credits in religion. (Second semester—2008/3 credits)

A critical exploration of the meanings and functions of myths, symbols and rituals in a variety of the world's cultures. Readings will be drawn from a number of primary and secondary texts in an effort to understand what we mean by “myth,” “symbol” and “ritual,” and how these categories relate to “religion.”

REL 314 Modern Christian Thought (CORE—Western Civilization)

(Prerequisites: 3 credits in religion or junior standing and permission of the instructor. First semester—2006/3 credits)

An examination of major figures and themes in 20th century Christian religious thought. Topics may include feminist and liberation theologies, the problem of evil, relations with other religions, Christology and human destiny.

HNRL 320 Liberation Theologies (CORE—Non-Western Civilization)

Prerequisites: Completion of the Philosophical Inquiry section of the Core. Open to sophomores, juniors or seniors in the Honors Program, or with permission of the instructor. (Second semester—Odd years/3 credits)

This course introduces students to theologies and philosophies of liberation which developed in the 20th century as practical and active ways to address human oppression. The topics will include black liberation theology, Latin American liberation theology, African liberation theology, mujerista theology and womanist theology. We will

read and study the major works in liberation theology such as the writings of Paulo Freire, Gustavo Gutierrez, James Cone, Jacqueline Grant and Mercy Amba Oduyoye.

REL 375 Independent Study in Religion

Prerequisites: 6 credits in religion and permission of the instructor. (Either semester/1, 2, or 3 credits)

Students work independently on some religious subject matter selected in consultation with the department. Reports and papers are given during the semester.

REL 398 Religion Tutorial

Prerequisite: at least 3 credits in religion. (Either semester/3credits)

An opportunity to work with a faculty member and a small group of students in a semester-long program of directed reading, essay writing and discussion.

REL 399 Internship in Religion

Prerequisites: 18 credits in religion and permission of the instructor. (Either semester/3-6 credits)

Supervised off-campus educational project with an organization or institution approved by the department. Grading is on a satisfactory/unsatisfactory basis.

PLRL 470/570 Seminar

Prerequisites: 9 credits in religion and/or philosophy or permission of the instructor. (Second semester/3 credits)

Advanced study of special topics in religion or philosophy.

PLRL 497 Critical Paper

Prerequisites: 21 credits in religion or philosophy, junior or senior standing and permission of the instructor. (Either semester/1 credit)

Outstanding students in religion or philosophy, particularly those intending to proceed to graduate school, should consider the value of producing one carefully crafted, substantial and thoroughly revised paper. In all likelihood, this paper would be a revision and expansion of a paper written for a previous course in the Department of Religion and Philosophy. The final product should be 15 to 20 pages, revised under the supervision of a faculty member of the Department. The author will defend her or his paper before departmental faculty and student majors.

RENAISSANCE STUDIES MINOR

Coordinator: Mark Sandona

The Renaissance Studies minor explores the history, literature, philosophy and art of Western Europe from the 14th through the 17th centuries. Students who are majoring in history, art, English or a foreign language will find that the Renaissance Studies minor blends well with their interests.

Requirements for the Minor

Select five of the following courses, with at least one course from each of the three groups.

Group I

HIST 203	Renaissance and Reformation
HIST 314	Tudor and Stuart Britain
HIST 406	Religion, Family and Society in Reformation Europe
HIST 470	Seminar*

Group II

ENGL 273	Renaissance Drama
ENGL 277	English Renaissance Poetry

ENGL	313	Shakespeare
ENGL	365	The Renaissance Amphibium
ENGL	414	Shakespeare on Film
ENGL	470	Seminar*
FREN	207	Cultural Perspectives on French Literature I
FREN	317	Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800
FREN	321	Masque et Illusion dans la France d'Ancien Régime
GER	207	Cultural Perspectives on German Literature I
SPAN	207	Cultural Perspectives on Spanish Literature I
SPAN	440	Heroes and Antiheroes: The Spanish Novel

Group III

ART	352	Northern Renaissance Art
ART	353	Early Renaissance Art
ART	357	High Renaissance and Mannerist Art
ART	358	Baroque Art
ART	470	Seminar: Topics in Art History*
HON	308	Dante and Giotto

* Courses require prior written approval of the coordinator.

RUSSIAN COURSES

RUSS 101 Elementary Russian I (CORE—Foundation)

(First semester -As needed/3 credits/3 class hours, use of language laboratory)

Development of basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

RUSS 102 Elementary Russian II (CORE—Foundation)

Prerequisite: RUSS 101 or permission of the department chair.

(Second semester- As needed /3 credits/3 class hours, use of language laboratory)

Continuation of RUSS 101.

RUSS 103 Intermediate Russian I

Prerequisite: RUSS 102. (First semester-As needed /3 credits)

Further development of language skills with emphasis on reading and oral participation.

RUSS 104 Intermediate Russian II

Prerequisite: RUSS 103. (Second semester-As needed /3 credits)

Continuation of RUSS 103.

SOCIAL WORK MAJOR, B.A.

Director: Joy Swanson Ernst

The social work program is accredited for undergraduate social work education by the Council on Social Work Education. The social work major, based on a foundation in the liberal arts, provides professional preparation for employment in social work, social services and other fields of human service. Graduates are prepared for generalist social work practice, useful in a variety of practice settings, including child welfare, corrections, services to older adults, community organization, mental health, family services and health services.

Beyond the liberal arts core, students majoring in social work must complete courses in four basic sequences: human behavior and the social environment, social research, social policy and social service institutions and social work methods. Particularly important is the field practicum during senior year, where students apply social work theories of practice and research in one of a variety of settings. Specific practice settings vary each year, but may include child welfare or adult care in county departments of social service, crisis care for abused women and children, family preservation services in private agencies, group care for middle school and high school age youth, school social work services, nursing homes and assisted living centers and residential and traditional mental health services. The choice of field setting is tailored to interests and learning needs of individual students. Often the field experience leads to employment upon graduation. In addition, successful completion of the undergraduate degree may result in advanced standing for graduate social work studies.

The College does not award credit through portfolio evaluation for social work courses. The program actively subscribes to Hood's policies regarding nondiscrimination and affirmative action.

Requirements for the Major

The social work major requires foundation courses from a number of different liberal arts disciplines plus specialized social work courses, including one elective in social work and one from the list of recommended electives in a social or behavioral science. Many of the foundation courses meet Core Curriculum requirements. (Note: The Council on Social Work Education requires one semester of human biology, which is fulfilled at Hood with BIOL 132. Coursework completed at other colleges will satisfy this requirement only if exclusively devoted to human biology.)

Foundation Courses

ANTH	201	Introduction to Anthropology
BIOL	132	Biology of Aging
ECON	205	Principles of Macroeconomics or ECON 206 Principles of Microeconomics
PYSO	221	Social Gerontology
SOC	101	Principles of Sociology
SOC	215	Social Problems
SOC	260	The Philosophy and Methods of Social Research
SOC	261	Social Statistics
SOC	323	Ethnicity in America

Social Work Courses

SOWK	201	Introduction to Social Work and the Human Services
SOWK	301	Social Policy and Human Service Programs
SOWK	342	Social Work Methods I
SOWK	343	Human Behavior and the Social Environment I
SOWK	344	Human Behavior and the Social Environment II
SOWK	442	Social Work Methods II
SOWK	445A,B	Social Work Field Practice
and	446A,B	
SOWK	452	Seminar on the Social Work Profession

Social Work Electives

SOWK 214	Child Welfare: Policies and Services
SOSW 217	Juvenile Delinquency
SOWK 330	Social Work with Families
SOWK 333	The Fields of Social Service

Recommended Electives

PSY 204	Psychology of Death
PSY 208	Psychology of Adolescence
PSY 238	Human Development II: Adulthood and Aging
PSY 373	Psychology of Aging
PSY 431	Abnormal Psychology
SOC 216	Criminology
SOC 253	Deviance and Social Control
SOC 300	Social Inequality
SOC 311	Sociology of Gender

Screening for Social Work Major

Students wishing to major in social work must apply for and be accepted into the program in order to formally declare the major. Each spring, assessment of student qualifications is conducted by the social work faculty and members of the program's advisory committee. Each student must have completed SOWK 201 with a grade of C+ or better and have an overall minimum G.P.A. of at least 2.5. Students are evaluated on the basis of their emotional maturity and stability, as evidenced by a personal statement, an in-person interview and an evaluation by a supervisor for the volunteer experience (required for SOWK 201). Students who do not wish to major in social work or who are not accepted into the program may choose the minor, Pre-professional Practice in Social Work.

SOCIAL WORK, PRE-PROFESSIONAL PRACTICE, MINOR

Coordinator: Joy Swanson Ernst

The social work minor offers students in related majors (such as sociology, psychology, law and society and education) an introduction to the methods and theory of social work practice. It enhances students' understanding of human behavior and social policy, and teaches intervention strategies designed to enhance functioning of individuals, families, groups and communities.

Requirements for the Minor

SOWK 201	Introduction to Social Work and Human Services
SOWK 301	Social Policy and Human Service Programs
SOWK 342	Social Work Methods I
SOWK 343	Human Behavior and the Social Environment I
SOWK 344	Human Behavior and the Social Environment II

Social Work Courses

Credit may not be earned through portfolio evaluation for courses in social work.

SOWK 201 Introduction to Social Work and the Human Services

Prerequisite: None. Participation in 40 hours of volunteer service is required to reinforce the course material. (First semester/4 credits)

This course is designed to introduce students to the helping process in social work and to the knowledge, values and skills upon which the process is based. Attention is given to those human services falling under the aegis of social work, the social welfare system and services to special populations. Emphasis is on awareness of human diversity and the importance of examining one's own values and attitudes.

SOWK 214 Child Welfare: Policies and Services

(Second semester/3 credits)

This course provides an overview of public and private human service organizations that serve children and families. Social policies that affect the welfare of children, and the values upon which these policies are based, will be explored from an historical perspective.

SOSW 217 Juvenile Delinquency

Prerequisite: SOC 101 or SOWK 201. (First semester—Odd years /3 credits)

An examination of major theories and research about the causes of juvenile delinquency and various approaches to its control, prevention and treatment: juvenile court, correctional agencies, community-based programs and strategies for working with delinquent and at-risk youth.

SOWK 301 Social Policy and Human Service Programs

Prerequisites: SOWK 201, SOC 323, and ECON 205 or ECON 206, junior standing, or permission of the instructor. (First semester/3 credits)

This course will acquaint students with the fundamental concepts for analyzing public social welfare policy. The major public social welfare programs will be reviewed and analyzed. Perspectives on poverty in America will also be discussed.

SOWK 330 Social Work with Families

Prerequisite: SOWK 201 or permission of the instructor. (First semester—Course is offered as needed/3 credits)

The course will offer a social work perspective of the family as a psychodynamic group system. The purpose of this course is to give the student an understanding of the various social work intervention approaches used in helping families.

SOWK 333 The Fields of Social Service

Prerequisite: SOWK 201 or permission of the instructor. (Second semester/3 credits)

This course examines social work methods of intervention applicable to various social service settings, such as corrections, substance abuse, health, mental health, family violence, education and elderly care. The course offering will examine the roles of the professional and the client in a specific social service setting. This course may be repeated for credit so long as the fields covered are different.

SOWK 342 Social Work Methods I

Prerequisite: Junior or senior standing, SOWK 201 or permission of the instructor. (Second semester/3 credits)

This course is designed to equip students with the beginning generalist practice skills necessary for work with individuals. Included are techniques for engaging the client, developing and implementing a treatment plan, working with diverse populations and the value of research in practice. The student will have the opportunity to apply these skills in the subsequent field practice courses.

SOWK 343 Human Behavior and the Social Environment I

Prerequisites: Junior or senior standing, SOC 101, PSY 101 and BIOL 132, or permission of the instructor. (First semester/3 credits)

This course encompasses an overview and assessment of theories of human behavior as they relate to the development of individuals from infancy through adolescence. The focus is upon the interplay of biological, psychological and sociocultural factors as they affect and are affected by human behavior, and upon the social systems that influence and are impacted by this development.

SOWK 344 Human Behavior and the Social Environment II

Prerequisite: SOWK 343 or permission of the instructor. (Second semester/3 credits)

This course provides a continuation of the study of theories of human behavior as related to the development of individuals from young adulthood through the aging process. Continued focus on the interplay of biological, psychological and sociocultural factors, and on the implications of this interplay for social work practice with adults and the elderly. Emphasis is placed on significant social systems in adult development.

SOWK 370 Social Work Practicum

Prerequisites: SOWK 201, 301, 342 and permission of the department faculty. (Either semester/3 credits)

This practicum provides 120 hours of on-site work experience. Students work under the supervision of experienced, professional personnel in a human service agency. Not open to social work majors.

SOWK 375 Independent Study

Prerequisites: SOWK 201, 6 additional credits in social work and permission of the instructor. (Either semester/1, 2, or 3 credits)

Reading and/or research in a selected field of social work will be required. Each student must submit a typed proposal to the independent study instructor prior to course registration.

SOWK 442 Social Work Methods II

Prerequisite: SOWK 342 or permission of the instructor. (First semester/3 credits)

Techniques of intervention with families, groups, organizations and communities will be examined. Case examples from students' practice experiences will be utilized. Models of social work practice in micro- and macro-systems will be explored and critically evaluated.

SOWK 445A,B and 446A,B Social Work Field Practice

Prerequisites: Senior standing, SOWK 201, 301, 342 and formal acceptance into the Social Work Program. (Both semesters/6 credits each)

This fieldwork experience in a social service setting emphasizes application of social work theories, methods and techniques. Students work under the supervision of experienced professional personnel. Weekly seminar meetings and 240 hours of fieldwork are required for each semester. Each semester-long course comprises a 3-credit practicum graded on a satisfactory/unsatisfactory basis and a 3-credit letter-graded seminar.

SOWK 452 Seminar on the Social Work Profession

Prerequisites: Formal acceptance into the Social Work Program, senior standing and completion of the major requirements through SOWK 445A,B. (Second semester/3 credits)

This seminar addresses the issues and problems confronting the social work community. Students are encouraged to view social work practice, the profession and social welfare services from a variety of provocative perspectives. The seminar completes the student's training in the program.

SOCIOLOGY AND SOCIAL WORK DEPARTMENT

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

Associate Professor: Joy Swanson Ernst

Assistant Professors: Laura Moore, Lynda Sowbel

The department offers three majors—sociology, social work and law and society—and minors in sociology, criminology and delinquency, social work, pre-professional practice in social work and social science research (which social work and law and society majors may take as a concentration within their major field). In addition, courses are offered in anthropology and the department offers many of the courses recommended for the minor in gerontology.

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

Programs Offered:

- Sociology Major (B.A.)
- Social Work Major (B.A.)
- Law and Society Major (B.A.)
- Criminology and Delinquency Minor
- Pre-Professional Practice in Social Work Minor
- Social Science Research Minor/Concentration
- Sociology Minor

SOCIOLOGY MAJOR, B.A.

Sociology is the study of social life and the 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 service and administration in government agencies, schools, businesses, nonprofit organizations and social agencies. Many sociology majors continue their education and pursue such professions as city and community planning, research, politics, social policy administration, criminology, law, social work and higher education.

The sociology major provides a strong foundation in sociological theory and research skills. Students also may take elective courses in a variety of more specialized subjects, such as social problems, gender, social inequality, ethnicity and criminology.

Many sociology majors undertake an internship or independent study as part of their program. Students have received credit for internships in government agencies, courts, law firms, political campaigns, women's organizations, school systems, group homes for delinquents, research firms and health care agencies. Internships are individually arranged for students with specialized interests and career plans.

Requirements for the Major

The sociology major requires a minimum of 27 and a maximum of 60 credits in sociology.

The following sociology courses are required:

SOC	101	Principles of Sociology
SOC	259	Sociological Theory
SOC	260	The Philosophy and Methods of Social Research

SOC	261	Social Statistics
SOC	470	Seminar in Sociology
SOC	472	Practicum in Social Research I
SOC	482	Practicum in Social Research II

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

CRIMINOLOGY AND DELINQUENCY MINOR

Coordinator: Laura Moore

Criminology is the sub-field of sociology that involves the study of crime and criminal behavior; juvenile delinquency refers to crime and criminality among adolescents. This minor is designed for students in majors such as social work, psychology, law and society, education and other fields who have interests and/or career goals in the areas of criminology, corrections, criminal or juvenile justice, criminal law, social policy or human services working with juveniles or within the correctional system.

The following courses are required:

SOC	101	Principles of Sociology
SOC	216	Criminology
SOC	253	Deviance and Social Control
SOSW	217	Juvenile Delinquency

At least two of the following are required:

LWPS	230	Introduction to Law
PSCI	308	Criminal Law
PSY	237	Human Development I: Childhood and Adolescence
SOC	215	Social Problems
SOC	260	The Philosophy and Methods of Social Research
SOC	330	Sociology of Law
SOC	375	Independent Study
SOC	399	Internship
SOWK	214	Child Welfare: Policies and Services

SOCIAL SCIENCE RESEARCH MINOR/CONCENTRATION

Coordinator: Kerry Strand

This minor can be combined with majors outside the department or can be taken as a concentration by students majoring in social work or law and society. It requires 15 credits of course work in sociology. It is designed to provide students in social sciences and fields that use social science research methods (such as education, social work, management and communication arts) with research skills that are useful in a wide variety of job settings, including human services, education, media, marketing, politics, social action and health-related organizations.

Students who complete the minor/concentration meet practicum requirements (SOC 472 and SOC 482) by working on a collaborative, community-based research project.

The following courses are required:

SOC	101	Principles of Sociology
SOC	260	The Philosophy and Methods of Social Research
SOC	261	Social Statistics
SOC	472	Practicum in Social Research I
SOC	482	Practicum in Social Research II

SOCIOLOGY MINOR

Coordinator: Kerry Strand

The sociology minor offers students a systematic introduction to the theoretical and methodological bases of the discipline and, at the same time, contributes to their ability to look at human problems and the human condition analytically; to understand important features of the society in which they live; and to think and communicate logically and clearly.

Requirements for the Minor

SOC	101	Principles of Sociology
SOC	260	The Philosophy and Methods of Social Research
SOC	259	Sociological Theory

Any two additional courses in sociology.

Sociology Courses

SOC 101 Principles of Sociology (CORE—Social and Behavioral Analysis)

Open to all students. Credit by exam. (Either semester/3 credits)

Fundamental sociological perspectives, processes, concepts and issues. Overview of the study of social structure, social organization, social institutions, social interaction, inequality, culture and social change.

PSSO 201 Urban Life in the Developing World

(Second semester—Even years/3 credits)

An interdisciplinary introduction to the central economic, geographical, political and social dynamics that influence the nature of urbanization and urban life in the developing world. Main themes include family life, gender dynamics, urban-rural tensions and the influence of international economic forces in shaping this urbanization. Specific policy challenges such as health, housing, employment and the environment will receive attention. Case studies of cities in Africa, Asia and/or Latin America will be used.

SOC 215 Social Problems (CORE—Social and Behavioral Analysis)

(Either semester/3 credits)

A systematic study of the institutional roots and social consequences of major social problems: poverty, the environment, inequality, crime and the quality of education and work and family life. Includes critical analysis of assumptions underlying popular and theoretical explanations of social problems as well as programs and policies aimed at alleviating them.

SOC 216 Criminology

Prerequisite: SOC 101. (Second semester/3 credits)

An introduction to the sociological analysis of crime. Explores dominant theoretical perspectives on the causes of and responses to crime and criminal behavior; the definition and measurement of crime, inequalities in the criminal justice system and policies directed at crime.

SOSW 217 Juvenile Delinquency

Prerequisite: SOC 101 or SOWK 201. (First semester—Odd years/3 credits)

An examination of major theories and research about the causes of juvenile delinquency and various approaches to its control, prevention and treatment: juvenile court, correctional agencies, community-based programs and strategies for working with delinquent and at-risk youth.

PYSO 221 Social Gerontology

Prerequisite: PSY 101 or SOC 201. (Second semester/3 credits)

A study of the social aspects of aging. This course explores the role of aged individuals within society and the influence society has on them. Topics include health, income, housing, family relationships, retirement, leisure and institutionalization.

SOC 253 Deviance and Social Control

Prerequisite: SOC 101 or permission of the instructor. (First semester—Even years/3 credits)

An examination of major approaches to defining and explaining non-normative behavior. Analysis includes the social contexts in which behavior, individuals and groups come to be identified as deviant, as well as the influence of historical and political climates on definitions of deviance. Attention is given to the social control of deviance and deviants and the individual consequences of being labeled deviant.

SOC 259 Sociological Theory

Prerequisite: SOC 101. (First semester/3 credits)

An examination of the roots and development of the most important classical thinkers in sociology. The major emphasis in the course will be on Marx, Durkheim and Weber.

SOC 260 The Philosophy and Methods of Social Research

Prerequisite: SOC 101 or permission of the instructor. (First semester/3 credits)

An introduction to the philosophy, logic and basic research methods of the social sciences. Includes an examination of the fundamental ideas and principles underlying the scientific study of human behavior and the social world and the research designs and techniques commonly used in social research: experiments, surveys, content analysis, field research, historical-comparative research, evaluation research and using the computer to compile, manipulate and analyze quantitative data.

SOC 261 Social Statistics (CORE—Foundation)

Prerequisites: SOC 260 or permission of instructor and MATH 099 or Level II placement on the Basic Math Skills Inventory. Not open to students who have completed MATH 112 or PSY 211. One hour of required lab. (Second semester/3 credits)

A survey of basic statistical methods most applicable to analysis of quantitative data in the social sciences: elementary descriptive and inferential statistics, measures of association and multivariate techniques. Emphasis is on developing statistical literacy, including understanding the relevance of statistics in social research, accurately interpreting and discussing statistics and evaluating the most appropriate statistical application for a given research problem. Incorporates experience with statistical software packages at all levels of data analysis.

SOC 300 Social Inequality

Prerequisite: SOC 101. (Second semester—Odd years/3 credits)

A systematic and analytical examination of the organization of social inequality in society. Major theoretical and research problems in the study of stratification; the forms and functions, characteristics, correlates and consequences of stratification; the distribution of wealth and power; and the relationship of social stratification to social mobility, ideology and societal institutions. Includes an assessment of social inequality in terms of race, class, status, ethnicity, religion and sex.

SOC 303–310 Topics in Sociology

Prerequisite: SOC 101. (Either semester/3 credits). Topics for 2006-2008 listed below.

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.

Topics for 2006-2008**SOC 308 Sexuality**

First semester—2006

An examination of how patterns of sexual behavior are institutionalized in a set of cultural and organizational arrangements and the resulting consequences for individuals across race, ethnicity, class, sex and religions. Emphasis is on examining the role of dominant gender paradigms and U.S. institutions, such as family, work, politics, military and religion, in controlling sexual behaviors.

SOC 311 Sociology of Gender

Prerequisite: SOC 101. (Second semester/3 credits)

The first part of this course focuses on the principles, theories, concepts and research on gender and gender relations in the United States. The second part of the course will vary. Topics may include: gender and work; gender and development; family; feminist theory; the intersection of gender, race and class; and gender in a comparative perspective.

SOC 323 Ethnicity in America (CORE—Western Civilization)

(First semester/3 credits)

A survey of the status and treatment of ethnic groups in the United States: patterns of dominant and subordinate relations; prejudice and discrimination, historical and current problems, demographic and social background, political and social policies.

SOC 330 Sociology of Law

Prerequisites: SOC 101 and IWPS 230, or permission of the instructor.

(Second semester—Even years/3 credits)

Introduces and explores the economic, political and social foundations of law. Emphasis on explanations of social order, the history and critical socio-political analysis of law and the impact of the legal system on society and the individual. Some attention is given to cross-cultural approaches to rule and law creation and enforcement.

SOC 332 Sociology of Development

Prerequisite: SOC 101. (First semester—Odd years/3 credits)

The course will analyze development from a sociological perspective. The first section of the course will summarize the dominant theories of development. The second part of the course will focus on the relationship between developed and non-developed societies, the socio-cultural forces in non-developed societies that facilitate or retard development and alternative approaches to solving problems that confront non-developed societies.

SOC 335 Undergraduate Teaching Assistantships

Prerequisites: Senior major in sociology and permission of the instructor of SOC 101. (Either semester/2 credits)

A few senior sociology majors may serve as teaching assistants for SOC 101. They will function as discussion leaders for small groups of students, attend SOC 101 classes, give and aid in grading tests, show films, tutor students and participate in periodic conferences with the instructor and other teaching assistants. Grading is on a satisfactory/unsatisfactory basis.

SOC 375 Independent Study

Prerequisites: 6 credits in sociology and permission of the instructor.

(Either semester/1, 2, or 3 credits)

Reading and/or research in a selected field of sociology.

SOC 399 Internship

Prerequisites: 12 hours of sociology and permission of the department. (Either semester/3-15 credits)

Participation in a social action, research, advocacy, human service or other organization related to student's interests and/or career goals. Site approval and components of each student's internship must be approved by and coordinated with the department faculty. Grading is on a satisfactory/unsatisfactory basis.

SOC 470 Seminar in Sociology

Prerequisites: SOC 101, SOC 259 and SOC 260. (Second semester/3 credits)

This is a capstone course required of all sociology majors. Through the use of several texts, the course will analyze issues, debates and controversies in sociology. The topics and texts will vary.

SOC 472 Practicum in Social Research I

Prerequisites: A course in social or behavioral research methods and a course in statistics, or permission of the instructor. (First semester/3 credits)

Advanced strategies and techniques of social science research, with a focus on research design, sampling and data collection. Students assume major responsibility in the Center for Community Research working with community members on applied research projects that meet community needs.

SOC 482 Practicum in Social Research II

Prerequisite: SOC 472 or permission of the instructor. (Second semester/3 credits)

Advanced strategies and techniques of social science research, with a focus on data analysis and interpretation, report writing and the implications of research findings for social policy and social action. Students assume major responsibility in the Center for Community Research, working with community members on applied research projects that meet community needs.

SOUTH AND SOUTHEAST ASIAN STUDIES MINOR

The minor in South and Southeast Asian Studies is interdisciplinary and is offered jointly by the Departments of History and Political Science, Economics and Management and Religion and Philosophy. It offers the opportunity to put together an interdisciplinary program that surveys this important area of the world. The program gives students a basic understanding of the traditional cultures and an introduction to the contemporary situation in South and Southeast Asia.

Requirements for the Minor

HIST 238	Contemporary Southeast Asia
ITLS 301	Culture of India
PLRL 301	Indian Thought

One of the following:

ITLS 300	Cultures of the Middle East
ITLS 302	Culture of China

One of the following:

ECON 324	International Trade
HIST 353	United States Diplomatic History: America in Vietnam from Truman to Nixon
PSCI 323	Politics of the Third World

SPANISH MAJOR, B.A.

The Department of Foreign Languages and Literatures offers a major in Spanish that, in addition to providing a deep understanding of the Spanish language and culture, gives a new perspective on the English language and American culture. The major also prepares students for graduate studies or for careers in teaching, government, business, industry, and international organizations.

Spanish majors must spend a semester in a Spanish-speaking country or live for two years in the Spanish House. This residence is under the leadership of a young Spanish or Latin American student.

Internships are available for qualified Spanish majors. Recent internship sites have included the Organization of American States, the Mexican Embassy, the National Association of Cuban American Women, The Maryland Governor's Commission on Hispanic Affairs, AYUDA and ASPIRA in the nearby Washington, D.C., area and the Servicios Industriales Peñoles in Mexico.

For nonlanguage majors, the department offers a program leading to a Certificate of Proficiency in Spanish.

Placement Examinations

Online advanced placement in Spanish is available to incoming freshmen. Before registration, freshmen should arrange to take the department's placement examination. Those who place in the 103 section of their intended language will receive 3 additional credits; those who place in 203 or a civilization course of their intended language will receive 6 additional credits; and those who place in 207, 208 or a 300-level course will receive 9 additional credits. In all cases, students will receive the extra credits only if they enroll in one of these courses within the first semester at Hood and complete it with a grade of C or better. Students who have completed college-level language courses are ineligible to earn additional credits for these courses.

Recommended Schedule

It is recommended that students intending to major in a language take the following courses in their intended language no later than their sophomore year: 203, 204, 207 and 208. To prepare for graduate school and certain careers, a second foreign language is recommended, but students may not study two languages at the beginning level simultaneously.

Requirements for the Major

Spanish majors are required to take 27 credits in Spanish at the 200-level or above; they may take a maximum of 60 credits in Spanish including 100-level courses. (Students who transfer to Hood in their junior year intending to major in Spanish must be qualified to enroll in courses at the 200-level or above.) Majors must take the following Spanish courses:

SPAN 203	Spanish Conversation and Composition
SPAN 204	Spanish Culture and Civilization
SPAN 207, 208	Cultural Perspectives on Spanish Literature I, II
SPAN 230	Phonetics and Diction
SPAN 315	Advanced Composition

9 additional credits in Spanish or Latin American literature at the 300-level or above

Secondary Education Certification

Spanish majors also may wish to obtain certification to teach Spanish at the secondary level. Students who complete the secondary education program receive certification to teach in Maryland upon graduation, along with reciprocity for teaching in certain other states.

Students must complete the requirements for the Spanish major.

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

SPANISH MINOR

Coordinator: Roser Caminals-Heath

A Spanish minor offers students an understanding of the Spanish language and culture. Students who minor in Spanish must take a minimum of 15 credits in Spanish at or above the 200-level.

Requirements for the Minor

SPAN 203	Spanish Conversation and Composition
SPAN 207	Cultural Perspectives on Spanish Literature I or SPAN 208 Cultural Perspectives on Spanish Literature II

One Spanish civilization course

One 300-level Spanish course

One 200-level or above Spanish course of your choice

SPANISH CERTIFICATE OF PROFICIENCY- Nonmajors

The Department of Foreign Languages and Literatures offers programs leading to the Certificate of Proficiency in French, German or Spanish for which students are required to:

- 1) complete a minimum of 15 credits beyond the intermediate level and
- 2) pass an oral and written examination.

When students have completed these requirements, the department notifies the Registrar so that this fact will be entered on the student's academic record, and presents the student with an official statement recognizing the successful demonstration of language proficiency.

This official statement, which gives recognition to performance capability in a language, may be earned by any student at Hood who meets the requirements.

Spanish Courses

All courses are conducted in Spanish. Students must earn a grade of C or better in the previous course in order to enroll in any 200-level course.

SPAN 101 Elementary Spanish I (CORE—Foundation)

(First semester/4 credits/5 class hours, use of language laboratory)

Development of the basic language skills: listening, speaking, reading and writing. Special emphasis on aural-oral proficiency.

SPAN 102 Elementary Spanish II (CORE—Foundation)

Prerequisite: SPAN 101 or permission of the department chair. Credit by exam. (Second semester/4 credits/5 class hours, use of language laboratory)

Continuation of SPAN 101.

SPAN 103 Intermediate Spanish I

Prerequisite: SPAN 102 or satisfactory performance in placement examination or permission of department chair. Credit by exam. (First semester/3 credits/3 class hours, use of language laboratory)

Further development of language skills with emphasis on reading and oral participation.

SPAN 104 Intermediate Spanish II

Prerequisite: SPAN 103 or permission of department chair. Credit by exam. (Second semester/3 credits/3 class hours, use of language laboratory)

Continuation of SPAN 103.

SPAN 105 Spanish Conversation

Prerequisite: SPAN 102, exemption by exam or permission of department. (Either semester/1 credit)

A one-credit conversation course conducted in the language houses and designed to develop oral skills. Weekly discussions based on readings of cultural or current topics. Final grade based exclusively on attendance and participation. May be repeated.

SPAN 203 Spanish Conversation and Composition

Prerequisite: SPAN 104 or satisfactory performance on placement examination or permission of the department chair. Credit by exam. (First semester/3 credits)

Concentration on writing, conversation and structural difficulties. Reading and discussion of cultural materials of an interdisciplinary nature. Weekly written compositions.

SPAN 204 Spanish Culture and Civilization

Prerequisite: SPAN 203 or permission of the department chair. (Second semester/3 credits)

Introduction to Spanish civilization: study of the cultural features of the Spanish language and the social, cultural and intellectual life of the Spanish people. Discussion and weekly written assignments.

SPAN 207 Cultural Perspectives on Spanish Literature I (CORE—Literature)

Prerequisite: SPAN 104 or satisfactory performance on placement examination or permission of the department chair. (First semester/3 credits)

An introductory course that examines texts by major Spanish writers from the Middle Ages to the Siglo de Oro. Illustrated lectures, films and selected documents of and on the period will provide the cultural background required to understand the issues found in the texts and will connect them to social, philosophical and aesthetic movements.

SPAN 208 Cultural Perspectives on Spanish Literature II (CORE—Literature)

Prerequisite: SPAN 207 or permission of the department chair. (Second semester/3 credits)

An introductory course that analyzes literary genres and examines major Spanish texts from the Siglo de Oro through the 19th century. Illustrated lectures, films and selected documents of the period will provide the cultural background required to understand the issues found in the texts and will connect them to social, philosophical and aesthetic movements.

LSSP 215 Hispanic and Latino Film (CORE—Art, Music, Film, or Other Media)

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair. (Either semester/3 credits)

A selection of feature films and documentaries from Latin America, Spain and the United States. These films will be discussed as social texts which articulate through different genres and epochs crucial issues of national identity, violence, repression, north/south relations, gender and memory as a collective reconstruction of the past. Directors such as Solanas, Subiela, Bemberg (Argentina), Gutiérrez Alea (Cuba), Almodóvar (Spain) and Rodriguez (U.S. Latino). Directors may vary.

LSSP 220 Latin America Today

Prerequisite: SPAN 104 or satisfactory performance on placement examination or permission of the department chair. (Either semester/3 credits)

A look at Latin America as it is today: historical, social, economic and geographical factors that are shaping the different countries and their people.

SPAN 230 Phonetics and Diction

Prerequisite: SPAN 104 or permission of the department chair. (Either semester/3 credits)

Study of the basic phonological structure of Spanish. Corrective drills in pronunciation, rhythm and intonation. Practice in the oral interpretation of Spanish prose, poetry and drama. Regional accents and other aspects of the spoken language.

LSSP 240 Latin American Literature and Popular Culture

Prerequisite: SPAN 203 or satisfactory performance on placement examination or permission of the department chair. (Either semester/3 credits)

A survey of the main trends in literary and popular culture from the 20th century. A close reading of the texts which constituted the foundation of our literary historiography from Modernism to Postmodernism. Discussion of the region's key concepts: transculturation, "magical realism/marvelous real," "Boom and Postboom," "testimonio" and the new (not so new) historical novel.

SPAN 315 Advanced Composition

Prerequisites: SPAN 204 and at least 6 additional credits at the 200-level, or permission of the department chair. (Either semester/3 credits)

Development of proficiency in writing Spanish, with emphasis on the contrastive aspects of English and Spanish structure. Special attention to style and to the idiomatic use of language. Introduction to translation. Weekly compositions or translations.

SPAN 321 From Empire to Democracy: A Century in Crisis (CORE—Western Civilization)

Prerequisite: SPAN 208 or permission of the department chair. (Second semester—Course is offered as needed/1 credit for student teachers or 3 credits for other students)

Study of selected works from the Generation of 1898 to the present, interpreting the religious, historical and ideological crises that shape the Spanish 20th century. Focus on the impact of the 1898 colonial war, the civil war, the dictatorship and the transition to democracy. The course will examine authors such as Unamuno, Baroja, Ortega, Lorca, Machado and contemporary feminist Carmen Riera.

SPAN 322 Barcelona: From Hercules to the Olympic Games (CORE—Western Civilization)

Prerequisite: SPAN 207 or SPAN 208. (Second semester- As needed /3 credits)

An exploration of the city since its classical origins, with emphasis on the 20th century, through its history, architecture and urban mythology. Use of text, image and music to illustrate the triple role of Barcelona as a Catalan, Spanish and European capital.

LSSP 333 Latin American Poetry (CORE—Western Civilization)

Prerequisite: SPAN 208 or permission of the department chair. (Either semester - Course is offered as needed/1 credit for student teachers or 3 credits for other students)

Study of selected poetry, essay and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli and Octavio Paz.

SPAN 335 Teaching Assistantship in Spanish

(Either semester/1, 2, or 3 credits)

An opportunity for qualified seniors to conduct practice sessions, tutor students and/or administer examinations in specified 100- and 200-level courses. Students are selected by the department. Grading is on a satisfactory/unsatisfactory basis.

LSSP 336 Latin American Fiction (CORE—Western Civilization)

Prerequisite: SPAN 208 or permission of the department chair. (Either semester/3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

SPAN 343 Spanish Theater (CORE—Western Civilization)

Prerequisite: SPAN 207 or 208 or permission of the department chair. (Either semester; offered as needed/3 credits)

Study of the development of Spanish drama and its changing styles and themes, including plays by Lope de Vega, Calderón, Tirso de Molina, Alarcón, Cervantes, Zorrilla, Benavente and García Lorca.

SPAN 375 Independent Study in Spanish

Prerequisites: Permission of the instructor and the department chair. (Either semester/1, 2, or 3 credits)

Study of a selected subject. Conferences and reports.

SPAN 399 Internship in Spanish

Prerequisite: Open to junior and senior majors, with permission of the department chair. (Either semester/3 to 9 credits)

Supervised work in a governmental or international agency, in industry or other appropriate settings involving Spanish-speaking people. Grading is on a satisfactory/unsatisfactory basis.

SPAN 440 Heroes and Antiheroes: The Spanish Novel (CORE—Western Civilization)

Prerequisite: SPAN 207 or 208 or permission of the department chair. (Either semester; as needed/3 credits)

A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the 19th century realists.

LSSP 470/570 Seminar

Prerequisites: 12 credits in Spanish above the intermediate level. (Either semester; offered every fourth year/3 credits)

A study in depth of a subject selected according to the special interests of the students and those of the faculty.

THEATER AND DRAMA MINOR

Coordinator: Martin Foys

Drama and its active practice, theater, is an art form dedicated to expression and communication; exposure to and training in it can also serve students in a range of non-performative areas of study, such as education, management and social work.

Students choosing a minor in theater and drama should take 15 credits from the courses listed below, three credits of which should be THEA courses. Additionally, student work in performance projects sponsored by the minor may count for one, two or three credits.

ENGL	273	Renaissance Drama
ENGL	274	Modern Drama
ENGL	279	Medieval Drama
CLEN	281	Greek and Roman Drama
ENGL	313	Shakespeare
ENGL	414	Shakespeare on Film
ENGL	461	The Family in American Modern Drama
FREN	321	Masque et Illusion dans la France d'Ancien Régime
GER	319	German Drama
SPAN	343	Spanish Theater
THEA	101	Elements of Acting
THEA	201	History of Theater
THEA	210	Acting II
THEA	370	Theater Practicum

Theater Courses

THEA 101 The Elements of Acting

(Either semester/3 credits)

This course introduces students to the actor's art and techniques. Students will learn and use exercises, discussion, rehearsal and performance to broaden their experience of theater and themselves. They will also sample a spectrum of theatrical methodologies and reflect on their own learning process in order to develop their own voice as a theater artist. There are no prerequisites for this course.

THEA 201 History of Theater (CORE—Methods of Inquiry/Aesthetic Appreciation/Literature)

(First semester/3 credits)

This course will examine the history and development of Western forms of theater, including the theater of Ancient Greece, Medieval Europe, the Renaissance, Restoration England, modern Europe and contemporary America. Special attention will be paid to the history of performance. Area theatrical performances, theaters and other resources (including field trips) will be integrated into readings. This course will provide direct experiential learning, online forums for discussion and classroom analysis.

THEA 210 Acting II

Prerequisites: THEA 101 and permission of instructor. (Either semester/3 credits)

This course will examine acting practices and performance principles associated with scene study and performance of published realistic plays. Characterization techniques and script analysis for actors will be covered in depth. Reading, journaling, in-class exercises and out-of-classroom rehearsals will be integral parts of this course. This course will culminate in a public performance of work.

THEA 370 Theater Practicum

Prerequisites: Declared theater and drama minor and permission of program director. (Second semester/1 credit)

For participation in the Theater program's curricular productions, credit can be earned in the following areas: acting, stage management and design/technical production. An audition or interview may be required and prior approval of the Hood College Theatre director is always required. Smaller roles or responsibilities may not qualify for credit. Declared theater minors can register for one credit hour of THEA 370 per semester, up to three times. Grading is on a satisfactory/unsatisfactory basis.

WOMEN'S STUDIES MINOR

Coordinators: Laura Moore and Genevieve Gessert

The Women's Studies program at Hood examines the experiences and status of women cross-culturally and historically. Gender categories do not exist in isolation, but intersect with race, ethnicity, nationality, class, sexuality, age and other social categories to shape identities and institutions. The program provides an analytical framework for students to examine gender across disciplines and in their own lives.

Requirements for the Minor

WMST 200 Method in Women's Studies (or an alternate course with written permission of the coordinator)

Select four additional courses from the following list, with no more than two courses from within the same department:

AFAM 470 African-American Feminist Thought

ANHS 299 Special Topics: Women in Developing Nations

ART	371	Themes in Art History*
ENGL	133	Growing Up Female
ENGL	271	Studies in the 19th and 20th Century Novel: Portraits of Women
ENGL	278	The Woman in the Poem
FREN	313	Gender and Gaze in Modern French Literature and Film
FREN	320	Francophone Women Writers
HIST	210	Women in 20th Century America
HSPS	245	Global Perspectives on Women, Power and Politics
HIST	310	History of Women in the United States
HIST	406	Religion, Family and Society in Reformation Europe
HIST	412	Women in Medieval Europe
HON	301	Images of Women
HON	312	Re-visioning Motherhood in Modern Western Culture
PLWS	203	Philosophical Issues in Feminism
PSCI	202	Women and Politics
PSCI	336	Gender and the Law
PSY	206	Psychology of Women
SOC	311	Sociology of Gender
WMST	299	Special Topics
WMST	375	Independent Study
WMST	399	Internship

*Course requires prior written permission of the coordinator.

Women's Studies Course

WMST 200 Method in Women's Studies (CORE—Social and Behavioral Analysis/Historical Analysis)

(First semester/3 credits)

This course will explore the method by which the status, roles and experiences of women in history and society may be defined, primarily in the American but also in cross-cultural perspective.

PLWS 203 Philosophical Issues in Feminism (CORE—Philosophical Inquiry)

(Second semester—Even years/3 credits)

An examination of some of the primary philosophical issues of concern to feminist thinkers. This course will consider various feminist perspectives on issues in the areas of ethics, epistemology, metaphysics, human nature and politics. It will also consider some objections to feminist perspectives. While a majority of the readings will cover issues discussed by contemporary thinkers, a few historically significant feminist philosophers will often be included. Practical social and political issues, as well as theoretical topics will be covered. Representative issues include sex, gender, reproduction, embodiment, emotion, family and motherhood.

WMST 299 Special Topics

(Either semester—As needed/3 credits)

This course introduces general topics in Women's Studies, allowing faculty and students to examine specific areas of interest.

WMST 375 Independent Study

Prerequisites: WMST 200 and 3 credits in the minor and permission of the instructor. (Either semester/1-3 credits)

Research in a selected field of Women's Studies with faculty guidance.

WMST 399 Internship

Prerequisites: 9 credits in the minor, including WMST 200, and permission of instructor and Women's Studies coordinator. (Either semester/3 or 6 credits)

Supervised application of feminist theories to analyze gender dynamics in a variety of public and private sites through supervised full- or part-time work. Sites and projects must be approved by the instructor and the Women's Studies coordinator. Grading is on a satisfactory/unsatisfactory basis.

2006–2008

GRADUATE STUDIES

THE HOOD COLLEGE GRADUATE SCHOOL provides post-baccalaureate study in discipline-based and professional-based master's degree programs. The Graduate School promotes professional expertise in an academic environment that encourages the scholarship of teaching, discovery, application and integration of knowledge.

Graduate students most often choose Hood College because of its reputation for preparing students for professional success. The College offers graduate programs leading to the Master of Arts, Master of Fine Arts, Master of Science and Master of Business Administration degrees. Programs are listed in the Guide to Graduate Studies on page 279.

Hood's graduate programs are designed for the student who seeks career advancement or career change. They offer excellent preparation both to students who intend to continue their studies at the doctoral or professional degree level and to students who plan to apply their new knowledge and skills in the workplace.

Graduate programs at Hood College reflect the job requirements of regional employers. Hood's graduate programs benefit from the College's strong connections to regional businesses, research laboratories, high technology firms, government agencies and educational organizations. Hood faculty work with professional advisory groups to make certain that the curriculum reflects both state-of-the-art theoretical knowledge and the reality of current practice.

The Hood faculty are excellent teachers and well-regarded scholars. The key to a truly outstanding education is excellent teaching. Hood's faculty are selected both for their skill as teachers and for their knowledge of and interest in the discipline they teach.

Virtually all are involved in independent professional research and scholarly work, as well as projects undertaken with graduate students.

In addition, many Hood graduate courses are taught by scientists, researchers, business leaders, educators and policy leaders from companies and organizations in the region.

Hood's powerful mix of outstanding full-time faculty members and adjunct faculty specialists results in graduate programs of exceptional breadth and depth of instruction.

Hood's graduate programs are extensions of strong and high-quality undergraduate programs. Over the past three decades, Hood has developed graduate programs in disciplines where there are particularly strong undergraduate majors. The same excellent faculty and academic resources that make Hood's undergraduate programs in these areas distinctive have formed the basis for the graduate programs. And the same experienced faculty members who have contributed to the College's national reputation as a school for undergraduates have developed, and teach in, these graduate programs.

Enrollment in Hood's graduate programs is about 65 percent women and 35 percent men.

A Hood College graduate degree is an excellent investment in your future. The cost to enroll in Hood's graduate programs is competitive with colleges and universities in the region. However, the value of a Hood degree is greater than simply the dollars invested; Hood's excellent reputation among employers in the region adds significantly to the currency of the Hood degree.

Hood's graduate programs are designed for working adults. Hood offers strong, well-regarded academic programs, convenient scheduling and access to classes and services, and individual attention. The majority of graduate students are part-time (enrolled for three to six credits a semester), but with careful planning, full-time status is possible in most programs.

Full-time status for graduate students requires registration in nine credits of academic coursework each semester and six credits in the summer session. Graduate students have seven years in which to complete their degrees.

Classes are scheduled during late afternoon and evening. Services—such as registration and advising—are available during evening hours.

GUIDE TO GRADUATE STUDIES AND ACADEMIC PROGRAMS

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GRADUATE ADMISSION

Entrance Criteria

To be considered for admission to graduate study, the applicant must hold a bachelor's degree from a regionally accredited college or university with at least a 2.5 cumulative grade point average on completed undergraduate work and meet specified program requirements in a discipline of study.

Some programs have additional admission requirements. Please check for special requirements listed in the sections of this catalog describing the programs.

Students are admitted on a degree, nondegree, special or audit basis.

Audit students receive no grade or credit for the coursework.

International students must have transcripts from foreign institutions evaluated by a certified organization approved by the College, such as World Educational Services. The official letter of evaluation serves to replace official copies of the student's transcript. Special requirements for international students are listed in the section titled International Students.

Procedure for Applying

Application forms are available in the Graduate School Office. An application form may also be secured by writing the Graduate School; by telephoning (301) 696-3600 or (800) 922-1599; by faxing (301) 696-3597; or by using the Internet: gofurther@hood.edu or www.hood.edu/graduate.

The completed application for admission and a \$30 non-refundable application fee should be submitted to the Graduate School, Hood College, 401 Rosemont Avenue, Frederick, Maryland 21701-8575. Checks or money orders should be made payable to Hood College.

The applicant must arrange to have two copies of the official transcripts of all undergraduate work sent directly to the Graduate School from the appropriate institutional registrar(s). Students who have completed graduate degrees elsewhere should have two copies of the official transcript of their graduate work sent to the Graduate School. A student who has completed a graduate degree and submits a transcript confirming this, does not need to submit an undergraduate transcript.

Student copies of transcripts will not be accepted. Students will not be permitted to begin coursework prior to the receipt of official transcripts.

The Graduate School operates under a policy of rolling admissions; however, applications must be received in the Graduate School Office at least two weeks before the beginning of a semester to be assured of consideration for admission to the upcoming semester. Applicants are urged to initiate a formal application as far in advance as possible of the semester or summer term in which they plan to enroll to ensure admission to courses. Applicants may register for courses only after they have submitted their transcripts and have been approved for admission.

All documents sent as part of the application for admission become the property of Hood College. Under no circumstance will they be duplicated, returned to the applicant, or forwarded to any other college, university, individual or agency. These documents will not be available to any person who is not involved in the admissions process, with the exception of the academic adviser. Copies of transcripts and other relevant academic information will be released to the academic adviser.

The Dean of the Graduate School will notify the applicant of the admissions decision.

After being admitted to graduate study, the student is asked to complete a Personal Data Form. Information on this form is needed for institutional research and for federal and state reporting purposes.

The Application for Admission and undergraduate transcripts will be held until the student registers to take classes or until three years have expired. A student who has not taken a graduate course and whose application exceeds the three-year limit will be required to reapply, arrange to have under-graduate transcripts sent to the College and pay the application fee again.

Transfer of Credit for Prior Work

For transfer of prior graduate coursework, please refer to Transfer of Credit for Prior Work on page 291.

International Students

The graduate programs require that a student whose native language is not English take the Test of English as a Foreign Language (TOEFL) administered through the Educational Testing Service of Princeton, N.J. An international student may not register for classes until an official report of the TOEFL score is on file in the Graduate School Office. The following requirements are necessary for international students entering any graduate degree program: 1) a minimum TOEFL score of 231 computer-based scale (575 former scale), 2) a minimum of 18 computer-based TOEFL (50 on the former scale) on each individual section and 3) a score greater than 4.0 on the essay rating. Any student whose native language is not English and has completed a baccalaureate in the United States will either supply a TOEFL score or will request a waiver in writing from the academic department to which she/he is applying.

International students must have transcripts evaluated by a certified organization approved by the College, such as World Educational Services. The official letter of evaluation serves to replace official copies of the student's transcript. If you are planning to apply for an F-1 visa, please submit a completed Form I-20 A-B, with supporting documentation, as part of your Graduate School Application.

This form is also available electronically via the following Web site link:

www.hood.edu/admissions/apps_pdf/international.pdf. **If you do not need to apply for an F-1 visa, please provide a copy of your current visa or resident alien card as part of the application process.**

Almost all graduate students work full time and attend classes in the evenings. All courses that are offered exclusively to graduate students are conducted during evening hours. It is not possible to earn a graduate degree during daytime hours at Hood College.

International students with student visas must pursue nine hours of credit each semester to be considered full-time graduate students. In some programs, required courses may be offered every other year. The number of programs that offer enough courses for a full-time load during every semester is limited.

International applicants must arrange for financial support from their governments, from international organizations or from personal and family resources. The estimated cost for one year of graduate study at Hood College is approximately \$22,200 in U.S. funds. This includes tuition, fees, books, lodging, food, clothing, transportation and incidental expenses. New international students entering the United States for the first time must pay their first semester's tuition in advance of receipt of their I-20.

It is incumbent upon all students to understand that the academic standards of the graduate programs at Hood College are applied equally to all students without regard to

written, oral or semantic capabilities in English. Thus, all prospective students should consider their competency in English with care. The Office of International Student Programs offers support services and programs to help students with personal and practical concerns.

English as a Second Language

Academic Services offers an English as a Second Language (ESL) course for non-native speakers.

The course, ENGL 100, focuses primarily on advanced-level academic writing and therefore is most suitable for students able to carry a full-time course load while simultaneously enhancing English composition skills. Please contact the Office of Academic Services at (301) 696-3569 for information about the ESL course.

Housing

The College does not provide housing for graduate students. All graduate students must make arrangements for their own housing. The Graduate School does maintain a file of some available housing in the area. Generally, housing is available in the area.

Visiting Graduate Students

Holding the Ph.D.

Persons holding the Ph.D. degree and wishing to take graduate courses must follow the complete application and registration procedure. However, a letter from the student's employer acknowledging that the visiting student holds the Ph.D. degree will be accepted in lieu of transcripts as part of the application procedure. Those individuals who wish to pursue a master's degree must submit official transcripts.

Enrolled at Other Graduate Institutions

Some students who are enrolled at other graduate institutions may wish to take one or more graduate courses at Hood College. Those students must follow the complete application and registration procedure. However, in lieu of transcripts and as part of the application procedure, a letter from the student's adviser (or the dean) of the sending institution will be accepted. Such a letter should indicate that the student is in good standing and that "visiting student status" is requested.

GRADUATE TUITION AND FINANCIAL ARRANGEMENTS

Tuition, Fees and Other Charges for the Academic Year

Refer to Tuition and Fees at www.hood.edu/admin/accounting

Tuition Payment Methods

Payment of tuition, fees and other charges is due at the time of registration. Any unpaid balance remaining after classes begin for the semester will be subject to a late fee.

Family Tuition Plan

Please see page 76 for information on the Family Tuition Plan.

Financial Aid

Information regarding student loans is available from the Office of Financial Aid, located in Apple Academic Resource Center; telephone (301) 696-3411. In order to be eligible for federal loans, a student must be accepted for enrollment in a degree program, take a

minimum of 3 credits each semester and be making normal progress toward a degree from Hood as described below. To apply for a federal loan, a student must complete both a Free Application for Federal Student Aid (FAFSA) and the Hood Graduate Financial Aid Application.

International students, although not eligible for federal loans, may apply for loan assistance from private educational loan programs if they have a credit-worthy cosigner who is a U.S. citizen or permanent resident. Additional information can be obtained by contacting the Office of Financial Aid.

Some programs have contract funding to support graduate students. Students should inquire about this possibility with the Director of the program.

Students are expected to maintain a record of achievement that will enable them to complete a degree in a reasonable time period. Federal regulations require that students who are recipients of financial aid through federal Stafford Loans continue to make satisfactory progress toward degree requirements according to the standards set forth by the College.

Graduate programs range from 30 to 36 credits with most begin 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 schedule outlined below.

YEAR COMPLETED	CREDITS EARNED	CUMULATIVE G.P.A.
Year One	12	2.75
Year Two	24	3.00
Year Three	36	3.00

Some students may not complete the degree in three calendar years, but the number of credits earned determine the year of standing. Also, these standards may not coincide exactly with the Graduate School and registrar's standards. The time-frame allowed for the completion of a degree can be much longer, but it is divided into academic year increments for financial aid according to the schedule above.

Veterans' Educational Benefits

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

GRADUATE RESOURCES

Beneficial-Hodson Library and Information Technology Center

Please see page 12 for information on the Beneficial-Hodson Library and Information Technology Center.

Academic Computing

Please see page 12 for information on Academic Computing.

Bookstore

Please see the Whitaker Campus Center on page 13 for information on the Bookstore.

Career Center

Graduate students are welcomed and encouraged to utilize the wide range of free services and resources available in the Catherine Filene Shouse Career Center.

The Center offers evening hours, individual career counseling, computer stations, workshops, a large career library, job fairs, networking events and numerous resources on career-related topics. Contact the Career Center at (301) 696-3583 or careers@hood.edu for more information.

Extracurricular Activities

In addition to the academic facilities, graduate students also have access during their enrollment to the dining hall, Whitaker Campus Center and recreation facilities that include the Huntsinger Aquatic Center Outdoor Pool, a weight room, an aerobics room, a dance studio, a gymnasium, tennis courts, a volleyball court and a one-mile parcourse exercise track that circles the campus. A current student ID may be required for some of these activities.

Hood College sponsors a number of cultural events, speakers and other activities. Graduate students are encouraged to take advantage of these extracurricular activities.

Whitaker Campus Center

Please see page 13 for information on the Whitaker Campus Center.

GRADUATE ACADEMIC POLICIES

Policies and procedures for graduate studies at Hood College are intended to safeguard the integrity of the degree granted, to facilitate the student's progress toward the degree, and to prevent delays and misunderstandings.

The student is responsible for being thoroughly familiar with all policies and procedures as well as the requirements of the degree program. This catalog should be consulted regularly. Students who have questions about requirements or procedures should consult their adviser or the Dean of the Graduate School.

Academic Standards

Academic Conduct

The Graduate School strives to maintain and enforce the highest standards of academic integrity. Accordingly, plagiarism and other forms of academic dishonesty are unacceptable and will result in disciplinary action. By accepting admission to the Graduate School, a student has also accepted to be governed by the stated regulations of academic conduct, and indicates a willingness to accept disciplinary action, if behavior is deemed to be in violation of those rules or in some way unacceptable or detrimental to Hood College. At the time of admission to graduate study, each student must sign a statement indicating his or her understanding of these regulations. Professed ignorance of what constitutes academic dishonesty does not excuse violations of these regulations.

All Hood College graduate students are expected to comply with the following rules of academic conduct.

- **Examinations, Tests and Quizzes.** During examinations, tests, quizzes, comprehensive examinations or other classroom work, no student shall give or receive aid in any way or form not authorized by the instructor.

- **Papers, Essays, Oral Presentations and Theses.** Presenting oral or written work that is not the student's own (except as the instructor specifically approves) is dishonest. Any direct statement taken from other sources must be documented. Sources of information and of ideas or opinions not the student's own must be clearly indicated. Instructors may prescribe limitations on the sources to be used.

- **Projects and Reports.** Unless otherwise directed, each student must do her or his own work, experiments, drawings and so forth, from her or his own observations. Students may work together provided that each member of the group understands the work being done, and provided that the instructor does not prohibit group work.

Violations of Academic Conduct

When an instructor has evidence that a graduate student is not in compliance with these expectations, it is the obligation of the instructor to bring it to the attention of the student and to evaluate the specific work as a zero. That zero is to be calculated into the final course grade. Instructors also reserve the right to assign a final course grade of "F" to a student for cases of academic dishonesty.

Students may appeal the action of the instructor by written petition to the Graduate Council through the Dean of the Graduate School. The Graduate Council will investigate the appeal and render a decision, though this decision may be appealed to the Dean of the Graduate School.

In perceived cases of extreme academic dishonesty, an instructor or program director may request a review by the Graduate Council. The Graduate Council will hear statements from the instructor and/or program director, and then from the student under review. If, after hearing both sides of the case, the Graduate Council finds the student to be in extreme violation of the Academic Conduct code, they will recommend dismissal from the program. The final decision will rest with the Graduate Council, though the student may appeal the decision to the Dean of the Graduate School.

Academic Dismissal

A student whose cumulative average is below B (3.0) after the completion of 15 credit hours within their degree program at Hood College will be dismissed for academic reasons. For academic eligibility, if a course is repeated the initial grade is not included in the calculation. However, all courses are included in the cumulative grade point average.

A student who has been found by the Graduate Council to be in extreme violation of the Graduate School's regulations of academic conduct will also be dismissed from the program (see above).

Academic Warning

A student whose cumulative average is below B (3.0) after taking 9 credits within their degree program will be sent appropriate warning notices to alert them to their low grade average. For academic eligibility, if a course is repeated the initial grade is not included in the calculation. However, all grades are included in the cumulative grade point average.

Degree Candidacy

Admission to Degree Candidacy

Upon successful completion of 12 graduate credits that meet departmental requirements in a degree program at Hood with a cumulative average of B (3.0) or higher, the student is formally recognized as a degree candidate. At that time, the student must complete and submit the Master's Degree Candidacy Form (DCF) for

approval. Degree candidacy forms are mailed to the student. Students who have not submitted a degree candidacy form in accordance with the time limits specified in their degree candidacy notification letter will not be permitted to register. The form must be submitted to the Graduate School Office according to the established time limits.

It is the student's responsibility to obtain signatures of the adviser and department chair or program director before the form is submitted to the Graduate School for approval of the Dean.

Students who have received approval for transfer credit must complete the appropriate section on the degree candidacy form.

Students who take courses after completing 12 graduate credits meeting departmental requirements, and who do not complete the Master's Degree Candidacy Form, cannot be certain that such courses will meet or be accepted as degree requirements.

Once a Master's Degree Candidacy Form has been signed it may be changed only upon written request of the student, with the approval of the adviser, department chair or program director and the Dean of the Graduate School. Forms for changing the Master's Degree Candidacy Form are available in the Graduate School Office.

Changes in degree candidacy must be filed with the Graduate School Office prior to the semester in which the student plans to take the proposed new course.

The grade point average for degree candidacy is based on all courses in the degree program, all courses in the major discipline and all other graduate courses recognized as meeting the program requirements. A student with a cumulative average below B (3.0) after completion of 12 graduate credits at Hood is not in good standing and is not classified as a candidate for a graduate degree.

Changing from Non-Degree to Degree Status

A student who wishes to change from non-degree status to a degree program must inform the Graduate School Office, in writing, of this intent. A maximum of 12 credits taken by a non-degree student may apply to a degree program.

Changing from One Degree Program to Another

A student who, after completing a degree candidacy form, has been admitted to a master's degree program at Hood College and who wishes to transfer to another degree program at Hood, or to change the concentration or major, must submit a written petition to the Dean of the Graduate School containing the reasons for the proposed transfer. The Dean will consult with the appropriate department(s) before rendering any decisions. Credits earned in the original program may apply to the new program if, in the opinion of the Dean, they are appropriate to the new degree. Academic performance in any and all graduate coursework will be considered in appeals to transfer between degree programs. Students who have failed to earn a degree after attempting a comprehensive examination twice—or after failing to complete satisfactorily a field work project, software project or thesis—may not transfer credits earned in that program to another degree program.

Second Master's Degree

A student who has earned one master's degree from Hood College may earn a second master's degree upon satisfactory completion of the program requirements in a second graduate degree program. Up to six hours of graduate credit may be applied from the first master's degree program to the second one. The seven-year limitation and all other academic requirements will apply to the second program except that the second major or concentration must be different from the first major or concentration. Students planning to pursue a second degree must notify the Graduate School in writing of their intent.

Enrollment in Two Master's Degree Programs

Graduate students may enroll in and pursue two master's degree programs simultaneously. In order to apply to a second degree program, the student must submit a request in writing to the Graduate School indicating his/her desire to pursue a second master's degree. A cumulative graduate G.P.A. of 3.0 in the first degree program is required for any student requesting to pursue a second degree program. Also, a graduate student must successfully complete a minimum of 9 credits in his/her first degree program before requesting acceptance into a second master's degree program. Upon receipt of the request, the Graduate School will assemble a review packet for the program director of the second degree program. The review packet will contain copies of the student's request, undergraduate and graduate transcripts and the letter of acceptance to the graduate school. The program director can recommend acceptance, provisional acceptance or denial as a result of the review. The Graduate School will also contact the program director of the student's first degree program who, in conjunction with the student's adviser, will determine if there are any mitigating circumstances that the Graduate School should consider related to the student's request to pursue two graduate degrees simultaneously. The final decision of acceptance or denial resides with the Dean of the Graduate School.

The following guidelines apply to students pursuing two master's degree programs simultaneously:

- The student must maintain a cumulative graduate G.P.A. of 3.0 in each degree program. Dismissal from one degree program does not necessarily result in dismissal from the second degree program.
- The student must successfully complete a minimum of 9 credits in his/her first degree program before requesting acceptance into a second master's degree program.
- Courses for one degree program cannot count toward the second degree program. If programs share course requirements, the student may be waived from completing the course in the second degree program but will have to replace the course with an appropriate course subject to the approval of the student's adviser and program director.
- Degree completion will be calculated and handled separately for each degree program. All processes must be addressed separately for each program. This includes time limits, degree candidacy forms and petitions to graduate.
- Pursuit of two master's degree programs will not be considered a justifiable excuse for requesting an extension of the time limit for degree completion in any one program.
- The student's transcript will note both degree programs.
- Academic and financial holds apply to the student and not the degree program. For example, a financial hold placed on a student's records as a result of a payment issue for a course in one degree program can prevent the student from pursuing courses in the second degree program.
- A student may not pursue more than two graduate degree programs simultaneously

Degree Requirements

Faculty advisers, the Dean of the Graduate School and the staff are available to assist students. Procedures have been set up to check progress toward the degree. It is the student's responsibility, however, to know the requirements for her or his degree and to fulfill them. It is the student's responsibility to be thoroughly familiar with the academic policies and procedures, as outlined in this catalog.

Academic Advisement

Each degree-seeking student is assigned to an adviser who 1) evaluates any coursework taken elsewhere and proposed for transfer to a Hood graduate program 2) assists the

student in developing a concentration 3) presents the student's application for candidacy to the Dean of the Graduate School and 4) in some instances, supervises thesis or field work if such an option is selected.

Comprehensive Examinations

Comprehensive examinations are built upon the content of the graduate courses taken as components of a graduate program and upon courses for which a waiver or exemption has been granted. A student may not be examined in an area where transfer credit has been awarded. While many or most of the examination questions may deal with specific subject content, some may require the student to draw together several concepts in order to demonstrate an understanding of interrelated ideas. The Notification of Intent to take the Comprehensive Examination is mailed to degree candidates in applicable degree programs in August and February and includes the upcoming fall and spring examination dates. Only students who are in good standing (maintaining a 3.0 cumulative grade point average) and whose Master's Degree Candidacy Forms are on file in the Graduate School Office may take the comprehensive examination. Specific instructions and deadlines are included in a letter from the Dean. It is the students' responsibility to communicate with their advisers and to notify the Graduate School of their intent to participate by the published deadlines. The completed Petition form, signed by the adviser, should be returned to the Graduate School Office. Students should confirm receipt by the required deadline if mailing forms.

The following procedures apply to the comprehensive examination:

- Notification of Intention. The student must complete the form entitled Notification of Intent to Take the Comprehensive Examination, secure the signature of the adviser and submit the form to the Graduate School, in accordance with the published deadline. No examination will be assembled unless the form is on file with the Graduate School.
- Students who require special services, equipment or seating arrangements because of a disability or pregnancy, need to contact the Graduate School Office at (301) 696-3600 or via e-mail at hoodgrad@hood.edu. Accommodations will be made for persons having documented disabilities by the Disability Services Coordinator.
- The Questions. Comprehensive examination questions are written by the instructor of each course.
- Assembling the Examination. In consultation with the student, the adviser, the department chair or program director prepares the comprehensive examination. Ordinarily, the test questions are drawn from one department. Occasionally, questions are drawn from several departments and appropriate department chairs are expected to assist the advisers in obtaining questions. Only one question may come from a basic human sciences course. The examination is presented to the Graduate School at least two weeks in advance of the scheduled examination. Comprehensive examination envelopes are assembled for each student. Identifying information and general instructions are on the envelope. The questions, specific directions and blue examination booklets are placed in each envelope.
- Administration of the Examination. Comprehensive examinations are administered four times each year. Ordinarily, the examinations are scheduled during the spring and fall semesters. The exact dates of the examinations are published in the College calendar for each year. The place of administration of the comprehensive examination will be announced.

The examination is administered and proctored by the staff of the Graduate School. The comprehensive exam is given in two parts, from 9 a.m. to noon and 1 p.m. to 4 p.m. The

examinations begin at 9 a.m. promptly. All papers must be completed by 4 p.m. Students are expected to comply with the rules of academic conduct found under the Academic Standards section of the catalog.

Students who are unable to take a comprehensive examination on the scheduled date because of hardship may petition the adviser for a substitute date. If the adviser approves the petition, the student must contact the Graduate School to make arrangements for the administration of the examination and the substitute date. In all cases, the substitute date must be within 30 days prior to the scheduled examination date.

The Graduate School must be informed of any alternate plans.

■ **Grading of the Examination and Reporting the Results.** The adviser or the department chair, with the assistance of the departmental instructors, arranges for grading of the examination. Where possible, the original writer of an examination question is called upon to grade that question. Questions are graded on a pass-fail basis. The adviser collects all the graded examination questions and, using departmental guidelines, grades the total examination as either pass or fail. Usually a student's total examination is graded pass when four of five questions are graded pass. However, different departments have different standards for rating the total examination. Frequently two or three faculty members are called upon to read and assist with the evaluation.

Once the total examination is evaluated, it is the responsibility of the adviser to notify the student and the Dean of the Graduate School regarding the results of the comprehensive examination. This notification must be in writing.

The process of examination evaluation and notification must be completed within 30 days following the administration of the examination.

■ **Options for Students Who Have Failed the Comprehensive Examination.** Only one re-examination may be arranged. Re-examination occurs during the next semester following the initial comprehensive examination, excluding summer session. The student must file another Petition to Take the Comprehensive Examination. The student also confers with her or his adviser six weeks in advance of the re-examination. The student who has failed both the comprehensive examination and re-examination is not eligible for the master's degree, and has no further degree options.

If a student fails the comprehensive examination, the only option available to that student is re-examination. The thesis, field work or project option is not available to students who fail a comprehensive examination.

Field Work Project

A student must have a completed Master's Degree Candidacy Form on file in the Graduate School before the student will be permitted to register for a field work project. Registration must be completed during the regular registration period.

The field work project is a culminating activity and therefore should follow all necessary work to assure adequate content and methodology. It is required in some degree programs and may be optional in others. Students may elect to do either a 3-credit or a 6-credit field work project. Students who elect to do a field work project must complete a "Permission to Enroll" form for course number 585, Master's Field Work Project, and submit a written proposal to be approved by the field work adviser/instructor, program director or department chair and the Dean of the Graduate School. The 6-credit field work project is similar to a master's thesis in structure, complexity, depth of study and rigor.

The 3-credit field work project is a disciplined application of theories and techniques learned during the master's study and applied in a field work setting with clearly-defined learning objectives. It is graded Satisfactory (S) or Unsatisfactory (U). The grade is awarded by the field work adviser/instructor. (The Dean of the Graduate School will review the report and verify the approval of the Reading Committee.)

The student is responsible for initiating either a 3- or 6-credit field work project proposal and for securing a field work adviser/instructor for the project, 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 field work project. The procedure for a well-structured independent study should be followed for the 3-credit field work project.

The final typed or printed copy of the field work project, with the signatures of the Reading Committee, must be delivered to the Graduate School by the student in accordance with the published calendar. The Reading Committee will have reviewed the report for correctness of format, for content, for bibliography, etc. The final report associated with the 3-credit field work project, while meeting the requirements of quality and rigor expected at the master's level, is not required to be as extensive in bibliography citations and structure as the 6-credit field work report.

The title of the report will also be noted in the student's file. The report will then be forwarded to the appropriate department chair or program director. By arrangement with the library, copies of the report from the 6-credit field work project may be bound.

A comprehensive examination or thesis option is not available to students who do not satisfactorily complete a field work project.

Master's Thesis

A student must have a completed Master's Degree Candidacy Form on file in the Graduate School before the student will be permitted to register for thesis preparation. Registration must be completed during the regular registration period.

A thesis is required in some degree programs and is an option in others. Before registering for course number 580, Master's Thesis Preparation, a preliminary thesis title and a written proposal must be completed. The proposal with the title page signed by the thesis adviser, department chair and Dean of the Graduate School must be submitted with the registration form. The thesis preparation course is a 6-credit course and is graded Satisfactory (S) or Unsatisfactory (U). The grade is awarded by the thesis adviser. Final approval of the Dean of the Graduate School is required for completion of the thesis project.

A detailed statement of regulations and guidelines concerning the master's thesis is available from the Graduate School and should be consulted before a student enrolls for Master's Thesis Preparation.

A thesis is a 6-credit course; the charge for Master's Thesis Preparation is in accordance with the per credit tuition as indicated in the Graduate Tuition and Financial Arrangements section of this catalog.

A comprehensive examination/non-thesis option is not available to students who fail a thesis defense.

Time Limits

All requirements for the degree at Hood must be met within seven years following the date of first enrollment. In the case of students offering transfer credits from other

institutions, the seven-year period begins from the date of original recording of the earliest credit accepted for transfer.

If you started during	Your time expires end of	If you started during	Your time expires end of
Spring 2000	Fall 2006	Fall 2004	Spring 2011
Fall 2000	Spring 2007	Spring 2005	Fall 2011
Spring 2001	Fall 2007	Fall 2005	Spring 2012
Fall 2001	Spring 2008	Spring 2006	Fall 2012
Spring 2002	Fall 2008	Fall 2006	Spring 2013
Fall 2002	Spring 2009	Spring 2007	Fall 2013
Spring 2003	Fall 2009	Fall 2007	Spring 2014
Fall 2003	Spring 2010	Spring 2008	Fall 2014
Spring 2004	Fall 2010		

A summer session may be added to the start or to the end without time penalty.

Transfer of Credit

If a student wishes to have credit for prior graduate coursework taken at another accredited institution transferred toward the Hood College degree, she or he must submit a formal written request prior to the completion of the Degree Candidacy Form. A catalog from the former institution with the course description circled, a photocopy of the appropriate page(s) or a course syllabus and an official copy of the graduate transcript must be sent to the Graduate School Office. The burden of proof for the eligibility of graduate transfer credit is on the student. The procedure for submitting transcripts described in the section, Procedure for Applying, must be followed in order to have the transcript accepted. Students who are enrolled in the Educational Leadership Master of Science or certification preparation programs are not eligible to transfer credits.

Transfer credit must be of good quality and relevant to the student's proposed program. A grade of B (3.0) or better has been used as a standard for the definition of good quality. A faculty adviser and the Dean of the Graduate School will rule on transfer credit. Students seeking transfer credit should also read the section entitled Time Limits. The seven-year time limit begins with the date of the earliest registration for credit accepted for transfer.

Under certain circumstances, transfer credit for work completed elsewhere after enrollment at Hood College may be accepted. This transfer credit will not be allowed for work equivalent to courses offered at Hood. Students who take courses before receiving official approval do so at their own risk. Students should submit the course description and transfer request to their adviser for approval. Once approved, the student may enroll in the course. Upon completion, the student should have official transcripts sent to the Graduate School office so that the credits may be applied to their Graduate transcript at Hood.

No transfer of credit will be permitted for individual courses carrying fewer than two semester hours of credit. Credits earned on a pass/fail basis will not be accepted for transfer to Hood College graduate programs. A maximum of 6 credits of work appropriate to the program will be permitted in transfer. Transfer credit does not apply toward the grade point average.

Conferring of Degrees

Degrees are formally conferred only at the commencement exercises in May, but for all practical purposes the student has the degree as of the date requirements are completed. Students may petition for graduation three times during the academic year. Degrees are conferred in September, January and May. Commencement ceremonies are only held in May. A statement to that effect may be requested from the Dean of the Graduate School. All graduating students who have petitioned to graduate with the Graduate School Office will receive full information about commencement early in May. Attendance is not required of master's candidates, but all are encouraged to participate. For further information, see the section on Graduation in this chapter.

Graduation

Students must complete and submit to the Graduate School Office the Petition to Graduate form at least three months prior to graduation. To receive the Petition, students must have their signed Master's Degree Candidacy Form on file in the Graduate School Office and have completed a minimum of 18 graduate credits toward their program requirements. The Petition form includes information for those planning to complete their degree requirements within a year's time.

Students must submit their completed Petition forms to the Graduate School Office within the deadlines outlined in the Petition memo. A list of potential graduates for master's degrees is submitted for faculty and Trustee approval during their scheduled meetings. If a student petitions the Graduate School Office but does not complete the degree requirements on schedule, the student must re-submit the petition.

The College celebrates graduation in formal ceremonies in May. Along with the May graduates, students who receive their degrees in September and in the following January may participate in commencement exercises in May of the following year.

General Policies and Operating Procedures

Campus Safety

The Office of Campus Safety is located on the mezzanine of the Apple Academic Resource Center, (301) 696-3569. To locate an officer on campus when the Security Office is closed, dial 0 for the College switchboard.

Emergency Canceling of Classes

Many radio and television stations will announce the emergency canceling of Hood College classes. Closing will be announced in Frederick as well as in Hagerstown, Montgomery County, and other locations. During inclement weather a recorded message may be heard by calling the College switchboard at (301) 663-3131, option 9.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974 (PL. 93-380) extends to students the right of access to their education records maintained at the College. The Provost, the Dean of the Graduate School and the Registrar maintain these records for enrolled and former students. Information and notification as to the type of record; the accessibility of and policies for maintaining, reviewing and expunging the record; and the procedures for inspecting, reviewing, obtaining copies of or challenging the record, are established by the appropriate offices.

Financial Obligations and Future Registrations

Grades, transcripts, future registrations and diplomas will be withheld and the student will not be graduated, until all tuition, fees and other bills incurred at the College have been paid, and all library books returned.

Interrupted Studies

Students who are away from the College for less than two years will be considered active students and will be maintained on mailing lists, etc. Students whose graduate studies are interrupted or discontinued for two or more years will be classified as inactive students; they will not be maintained on mailing lists. Inactive students may return to active status by registering for a graduate course. This policy does not alter the seven-year time limit required for the completion of a graduate degree at Hood College. All requirements for the degree at Hood must be met within seven years following the date of first enrollment.

Parking

Except where marked to the contrary, parking is permitted on a first-come, first-served basis on most lots on the campus. Parking permits are required for cars parked on campus. Vehicle registration forms are available in the Office of Campus Safety.

Religious Observance

Hood College recognizes individual student choice in observing religious holidays that occur during regularly scheduled classes. Students are responsible for work missed.

Students with Disabilities

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

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

Transcripts

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

Use of Facilities

Graduate students may use the academic facilities of the College in a manner consistent with the requirements of the courses in which they are enrolled and only during hours when the academic phase of the College is in operation. Graduate students may use their Graduate Student Identification Cards to gain admission to the outdoor pool.

Grading System

Instructors in graduate programs are required to use the following uniform criteria in assigning grades to students:

Grade	Meaning
A	Excellent mastery of course content and excellent ability to apply course content concepts. The work displays initiative, independence and application. In some courses, originality may be required.
B	Good mastery of course content and ability to apply course content concepts. Work shows good grasp of the significance, interrelatedness and uses of the material covered.
C	Minimal understanding and knowledge of course concepts.

F	Unsatisfactory understanding of basic facts and principles which constitute the course content. Work receives no academic credit.
S	Satisfactory performance on thesis, field work or software engineering projects.
U	Unsatisfactory performance on thesis or field work. Work receives no academic credit.
W	Withdrawal. This grade is assigned to students who withdraw after the drop/add period and according to withdrawal policy.
INC	Incomplete work
IP	In Progress
AU	This grade is assigned to students who audit courses.

Plus and Minus Grades

Instructors may use plus (+) and minus (-) signs with grades to provide differentiation among students.

Grade Points and Grade Point Averages

Each grade has a grade point value. A grade point average (G.P.A.) of 3.0 is required for graduation and for status as a degree candidate. Only prerequisite and required courses count in the G.P.A. requirement for graduation. A student whose G.P.A. is below 3.0 after attempting 15 credits is dismissed for academic reasons.

Grade	Point Value	Grade	Point Value
A	4	C+	2.33
A-	3.67	C	2
B+	3.33	C-	1.67
B	3	F	0
B-	2.67	U	0

Grades of W and INC carry no point value and are not considered when calculating the G.P.A.

Incompletes

A substantial portion of a course must be completed before an incomplete is awarded. A grade of “INC” (incomplete) will be assigned when illness, emergency or unusual circumstances beyond the student’s control prevent the student from completing the assigned coursework and/or examination(s) by the end of the semester or session.

A student who wishes to apply for a grade of “INC” must secure and complete, with the instructor, the Application for Incomplete Grade form. This form is available from the Graduate School Office. The course instructor will identify the conditions under which the grade of “INC” will be removed and the consequences for failure to meet those conditions. Both the instructor and the student must sign the Application for Incomplete Grade form. The completed Application for Incomplete Grade form must be submitted to the Graduate School Office at the time of the agreement.

Any “INC” must be removed by the last day of the next calendar semester unless otherwise extended by written permission of the instructor.

Any “INC” not removed or officially extended will become an F.

Registration and Enrollment

A student must be officially admitted and registered prior to attending any class session of any course.

Academic Semesters and Sessions

The academic year at Hood contains a fall semester, a spring semester, a January term and summer sessions. A calendar published in this catalog gives significant dates within the semesters and sessions.

Auditing

A student must register for the course to be audited. A student will not receive a grade for an audited course and it will not affect the grade point average; however, the audit does appear on the transcript. New students who would like to audit a course(s) must complete the application process.

Most lecture courses can be audited and are available as space permits. There is no limit on the number of courses a student may audit during a semester. A course that was previously audited may be taken for credit at a later time. Once the course begins, students who register to audit may not change their registration status to credit; however, they may withdraw.

Students who register to receive credit for a course may change to audit only during the first three weeks of the semester or the first week of the summer session, and only upon written petition for cause submitted to the Dean of the Graduate School.

Course Cancellation

The Graduate School reserves the right during the fall and spring semesters to cancel courses in which fewer than eight students are enrolled. In the event that a course is cancelled, full tuition will be reimbursed.

Double-Numbered Courses

Certain courses have been designated as appropriate for both graduate students and undergraduates. These “double-numbered courses” are identified by numbers in both the 400 and 500 range. Undergraduate students enroll in the 400-level course and receive undergraduate credit. Graduate students enroll in the 500-level course and receive graduate credit. Graduate students may have different performance standards from the undergraduates that relate to the quality and/or quantity of work required, and may also involve measures of grading at the discretion of individual faculty members. Final examinations for graduate students are normally administered at a regularly scheduled class meeting. Undergraduates may take their final examinations during undergraduate self-scheduled exam periods.

Examination of Admissions Folders

After the applicant has enrolled at Hood College, she or he may examine the contents of her or his admissions folder in the presence of a College officer at a time and date arranged with the Graduate School.

This policy is in conformity with the amended Family Educational Rights and Privacy Act of 1974, known as the Buckley Amendment.

Exemption from Courses

A student may request an exemption from taking any course offered. Exemptions are granted by the department that teaches the course for which an exemption is sought. To request an exemption, the student must present a written petition to the chair of the department/program director that offers courses in the field where the exemption is being sought. The petition should include the course number and title for which an exemption is being requested and the justification for the request. The action of the department regarding the request will be forwarded to the Graduate School, which will notify the student regarding the disposition of the request and make the necessary notations in the student’s record.

Exemption does not constitute credit toward the degree. The total number of credits required for the degree program must be completed in order for the student to qualify for the degree.

Independent Study/Research

All departments offer a course entitled Independent Study and numbered 575. These courses offer students an opportunity to undertake an individual project supervised by a faculty member. To be eligible for independent study, the student must identify a faculty member who is willing to supervise the independent study project. The College cannot guarantee that all students will be able to undertake an independent study.

To register for an independent study, the student must submit to the Graduate School a completed Permission to Enroll Form. The form requires a written proposal and signatures of the instructor, chairperson of the department or program director and Dean of the Graduate School. Registration must be completed during the regular registration period.

The student and instructor must arrange a regular schedule for conferences and submission of work throughout the semester, including the date when the final paper is due.

A student may register for no more than 6 credits of independent study and/or independent research in any degree program. A student may register for 1, 2 or 3 credits of independent study during any semester or during the summer session.

Registration

Courses and schedules of classes are announced well in advance of the beginning of each semester and summer session. Dates and hours when students may register and instructions for registering are included with the schedules. Students may register by mail, telephone, fax, online registration through IQWeb, submit registration via secured e-mail or in person. Students in the Biomedical Science, Computer Science, Humanities, Management of Information Technology and Computer and Information Sciences programs must have their registration forms signed by their adviser prior to submitting them to the Graduate School.

Students are responsible for seeing that they have met all appropriate prerequisites before registering for courses. Failure to meet course prerequisites places the student at risk and will not be considered as cause for a refund of tuition. Students who have not met prerequisites may not be eligible to register. Because some courses may be closed due to heavy student enrollment, students are encouraged to register early. Students nearing the completion of their programs should register as early as possible to avoid facing closed classes. The regular registration period continues through the end of the first day of classes. The Academic Calendar lists the first day of classes for each semester.

Repeating Courses

There are limited circumstances under which a graduate student may retake a course. A graduate student may retake a course if more than seven years have lapsed or the course content is considered outdated. Students who have failed a course and students in the 30-credit computer and information sciences option who have received less than a B- in a required course may repeat the course once.

All grades earned for a course will remain on the academic record and be computed in the grade point average. Credit will be awarded only once. Students must notify the Graduate School when they register for a repeat course.

Schedule Changes

Students may substitute or add courses through the Graduate School only during the first week of classes in the fall and spring semesters. During the summer sessions, the

substitution or addition of courses is limited to the first two days of classes. All schedule changes must be submitted in writing.

Student Course Load

To be considered full time, a graduate student must pursue 9 hours of credit each semester. During the six-week summer session, all graduate students are limited to a maximum of 6 credit hours, except with permission of the adviser and the Dean of the Graduate School.

In gauging the amount of time required for study in preparation for classes, the Graduate Council recommends that three or more hours of study be reserved for each hour of class. This is a general recommendation and may vary depending upon the course and individual differences in each student's background.

Withdrawal from Classes and Refunds

Notification of withdrawal must be in writing and must indicate the course number, course title and the name of the instructor. If faxing or e-mailing a withdrawal, it is the student's responsibility to call to ensure receipt. Refunds will be given on the basis of the date and time notification is received in the Graduate School Office. Please refer to the refund schedule in the Academic Calendar. Tuition refunds are based on the full tuition charge for the course. A grade of W (indicating withdrawal) will be noted on the student's transcript for withdraws 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. The Registrar's Office will notify the instructor when a student withdraws officially.

A graduate student may withdraw from a course up to the last three weeks of classes. During the last three weeks of classes, a student may not withdraw from a course.

It is the responsibility of the student to notify the Graduate School Office in writing that she or he is withdrawing.

The Office of Financial Aid is required to recalculate federal financial aid eligibility for students who withdraw. Up through 60 percent of the semester, a pro rata schedule is used to determine how much federal aid a student has earned at the time of withdrawal. The portion of unearned aid must be returned to the federal programs. When unearned aid is returned, a student may owe the College additional funds.

Failure to begin or ceasing to attend classes does not constitute official notice of withdrawal. It is the responsibility of the student to notify the Graduate School Office in writing of the student's desire to withdraw from a class.

Exceptions to Academic Policies, Regulations or Requirements

Exceptions to academic policies, regulations or requirements as stated in this catalog or elsewhere are rarely made. A student who believes an exception is justified may petition the Graduate Council. The petition should be addressed to the Council, in care of the Dean of the Graduate School, and should state exactly what exception is being requested and the reasons for it. The degree-seeking student's faculty adviser must indicate her or his recommendation in writing; non-degree students should petition through the Dean of the Graduate School. A student who is dismissed for academic reasons may petition the Graduate Council for re-admission. A student may not petition for re-admission more than twice.

Petitions are to be processed according to the following procedure:

- The petition must be forwarded by the petitioner to her or his academic adviser for review and written recommendation.
- In cases involving a thesis, computer project or field work project, the academic adviser will forward the petition to the thesis or project adviser
- The reviewed petition will be forwarded by the adviser and/or thesis or project adviser to the program director with the recommendation.
- The program director will forward the signed and reviewed petition with the recommendation(s) to the Dean of the Graduate School.

The student's petition should include the following information:

- 1) The specific exception being requested and the reason(s) for the request;
- 2) The expected date of graduation;
- 3) Include any other pertinent information, such as transfer credits, thesis abstract, etc.;
- 4) All required signatures. Petitions are considered by the Graduate Council's Subcommittee on Student Petitions at regularly scheduled meetings. Petitions should be submitted well in advance of the scheduled meeting date.

Grade Appeal

Grade appeals of the final course grade must be filed in a timely manner. Students should contact the faculty member involved within the first week of the semester following the filing of the disputed grade. If the issue is not satisfactorily resolved, the Program Director must be contacted within thirty days. If still not satisfied, the student may appeal to the Dean of the Graduate School. In such cases, the Dean must be contacted prior to the end of the semester immediately following the semester the grade was posted. Failure to follow this timeline provides sufficient grounds for dismissing an appeal.

If a student received a final grade in a course that she/he believes is incorrect or unfair, the student should first contact the faculty member involved. The grade appeal request to the faculty member must be in writing. The student must prepare a confidential written grade appeal request, outlining the specific grievances about the grading procedure, grounds for appeal and attach relevant documentation (syllabus, guidelines for papers or presentations, etc.) If, after hearing the professor's explanation, the student still wishes to appeal the grade, she/he should present the grade appeal to the Program Director. If talks with the faculty member and program director have not resolved the matter, the student may file the appeal to the Dean of the Graduate School. The last resort of appeal resides with the Provost of the College. In each stage of the appeal process the student will receive a letter in writing of the reviewer's recommendation within 30 days of initiation.

All parties to the grade appeal (student, instructor, program director, etc.) are to maintain strict confidentiality until the matter is resolved.

GRADUATE COURSE OFFERINGS

500-599 Courses numbered in this way designate graduate courses.

The discipline to which the credits listed below are assigned will depend upon the field that the student selects as the area of concentration:

570 Seminar See individual department listings for descriptions. (3 to 6 credits)

575 Independent Study Reading and/or research in a selected field. An approved title for the independent study must be submitted with the registration forms. Prerequisite: permission of the chair of the department. A maximum of 6 credits may be applied to a degree program. (1 to 6 credits)

579 Independent Research Project

580 Master's Thesis Preparation Supervision of the master's thesis. Required of all degree candidates who select the thesis option. (6 credits)

585 Master's Field Work Project Supervision of the master's field work project. Required of all degree candidates who select the field work project option. (6 credits)

Optional 3-Credit Field Work Project An optional 3-credit field work project is available for students who want to apply theories and techniques learned during their master's study in a field work setting.

598 Special Topics (Reserved for double-numbered courses.) See individual departmental listings in current class schedule.

599 Special Topics A special topics course may be offered either within a single department or on an interdepartmental basis. The content and methods of such courses depend upon the interests of the faculty and students. (1 to 6 credits)

M.S. IN BIOMEDICAL SCIENCE

Honorary Adjunct Faculty Larry Arthur, President, SAIC-NCI-FCRDC; Robert Buckheit, Therimmune Research Corporation; Peter Canonico, Director, Frederick Research Center (Ret.); Mary Carrington, Senior Scientist, Laboratory of Genomic Diversity; Neal Copeland, Director, Mammalian Genetics Laboratory, ABL-Basic Research Program, NCI-FCRDC; Michael Dean, Chief, Human Genetics Section, Laboratory of Genomic Diversity, NCI-FCRDC; Harvey Gralnick, Chief, Hematology Service, CPD, National Institutes of Health; Mary Kate Hart, Microbiologist, Division of Virology, USAMRIID; Louis Henderson, Supervisor, Protein Chemistry Laboratory, NCI-FCRDC; William Murphy, Head, Transplantation Biology Laboratory, SAIC-NCI-FCRDC; Dr. Douglas Kuhns, Head, Neutrophil Monitoring Laboratory, NIAID, NIH; Peter Nara, Director of Research and Development, Biological Mimetics, Inc.; Stephen O'Brien, Chief, Laboratory of Genomic Diversity, NCI-FCRDC; Stephen Oroszlan, Laboratory of Molecular Virology and Carcinogenesis, NCI-FCRDC; Joseph Rosebrock, President, ImmTech, Inc.; Michael Turrell, Epidemiologist, USAMRIID; Bert Zbar, Chief, Laboratory of Immunology, NCI-FCRDC.

The Master of Science degree in Biomedical Science is a 33-credit program of graduate research and academic study developed for:

- Persons holding a bachelor's degree and currently employed in a biomedical or biotechnological research establishment who are seeking additional academic background as part of a career and professional growth program;
- Teachers and other professionals with interests in biomedical science who wish to obtain a graduate degree; and
- Professionals already holding advanced degrees who desire to update or extend their previous academic experiences in biomedical or biotechnological sciences.

The courses are taught in the evenings, thus, the program offers an alternative to conventional graduate education for those who work full time.

Applicants will be accepted into the program based on selection criteria that include undergraduate coursework, grade point average, area of research interest and

experience. In addition, an essay is required that discusses the student's matriculation intent and desire to complete the M.S. degree in Biomedical Science as well as the relatedness of her/his work experience and future goals.

The program in biomedical science is administered within the Department of Biology by the Director of the Biomedical Science Program, assisted by an Advisory Council and Administrative Committee for Biomedical Science.

Placement Examination: Applicants may be required to take a preliminary written examination in basic cell biology and biochemistry to enable both the applicant and the faculty to determine whether the individual's current knowledge is adequate for successful completion of the degree requirements. Results of this examination will enable the faculty to advise the applicant regarding course selection. The preliminary examination will be administered during the first semester of study or, in some cases, before graduate study commences.

Prerequisites for Degree Candidacy: In addition to completing 12 hours of graduate study at Hood, applicants for degree candidacy must have achieved at least a B average in their graduate work.

Thesis Track Requirements

Four core courses — 12 credits

Four elective courses — 12 credits

BMS 570 Research Seminar — 3 credits

BMS 580 Laboratory-based research thesis, under the direction of a thesis adviser and a reading committee — 6 credits

An oral defense of the thesis is required.

Non-Thesis Track Requirements

Four core courses — 12 credits)

Six elective courses, three of which must be laboratory/lecture courses — 18 credits

BMS 571 Biomedical Science Seminar — 3 credits. This includes the preparation and oral defense of a mock grant proposal.

Comprehensive examination covering material from the core courses

Core Courses (all concentrations)

BMS 511 Protein Biochemistry — 3 credits

BMS 512 Biochemistry of Intermediary Metabolism — 3 credits

BMS 523 Cell Structure and Function — 3 credits

BMS 524 Molecular Biology of Eukaryotic Cells — 3 credits

Total credits (12)

Curricular Concentrations

Students are encouraged to select elective courses within a concentration. The curricular concentrations are the faculty's suggestions to help ensure a cohesive program of coursework. However, students, in consultation with their academic advisers, may select a combination of elective courses individualized to their own needs and interests. Only students who declare the concentration in Regulatory Compliance may take the Regulatory Compliance courses to fulfill their elective requirements.

Concentration in Biotechnology/Molecular Biology

BMS 520 Protein Purification and Characterization — 3 credits

BMS 525 Virology — 3 credits

BMS 526 Developmental Mechanisms — 3 credits

BMS 528 Immunology — 3 credits

BMS 531 Prokaryotic Genetics — 3 credits

BMS 534 Basic Principles and Methods of Molecular Genetics (Lab, 3 credits)

BMS 535 Advanced Topics in Recombinant DNA Technology: Gene Transfer, Expression, and Detection — Lab, 3 credits)

BMS 537 Introduction to Bioinformatics — Lab, 3 credits

BMS 538 General Pharmacology — 3 credits

BMS 539 Molecular Immunology — Lab, 3 credits

BMS 540 Advanced Topics in Recombinant DNA Technology: Genome Analysis and Mapping — Lab, 3 credits

BMS 541 Advanced Topics in Recombinant DNA Technology: Gene Structure and Function — Lab, 3 credits

BMS 590 Advanced Topics in Biomedical Techniques — Some sections have a lab, 3 credits

Concentration in Microbiology/Immunology/Virology

BMS 525 Virology — 3 credits

BMS 526 Developmental Mechanisms — 3 credits

BMS 527 Pathogenic Microbiology — Lab, 3 credits

BMS 528 Immunology — 3 credits

BMS 531 Prokaryotic Genetics — 3 credits

BMS 533 Medical Virology — 3 credits

BMS 537 Introduction to Bioinformatics — 3 credits

BMS 538 General Pharmacology — 3 credits

BMS 539 Molecular Immunology — Lab, 3 credits

BMS 543 Advanced Immunology — 3 credits

BMS 590 Advanced Topics in Biomedical Techniques — Some sections have a lab, 3 credits

Concentration in Regulatory Compliance

Students in other concentrations in the M.S. in Biomedical Science may not register for Regulatory Compliance courses as electives for degree completion except by permission of the instructor and their academic advisers.

Regulatory Compliance Core Courses - 9 credits

BMS 545 Product Development

BMS 546 Good Manufacturing Practice

BMS 548 Good Clinical Practice

Regulatory Compliance Electives — 6 credits

Two courses from below

BMS	544	Good Laboratory Practices
BMS	547	Development of Pharmaceuticals and Regulatory Environment
BMS	549	Regulation of Medical Devices
BMS	550	Food and Drug Law

Regulatory Compliance Research Option

- Biomedical Sciences core courses — 12 credits
- Regulatory Compliance Core courses — 9 credits
- Regulatory Compliance elective courses — 6 credits

BMS	570	Research Seminar — 3 credits
BMS	585	Master's Field Work Project (with presentation) — 3 credits

Regulatory Compliance Non-Research Option

- Biomedical Sciences core courses — 12 credits
- Regulatory Compliance Core courses — 9 credits
- Regulatory Compliance elective courses — 6 credits, Required course — 3 credits

BMS	571	Biomedical Science Seminar — 3 credits. This includes the preparation and oral defense of a mock proposal.
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- Comprehensive examination (covering material from the core and Regulatory Compliance courses and an elective)
- One elective course — 3 credits

Suggested Electives:

BMS	537	Introduction to Bioinformatics
BMS	538	General Pharmacology
BMS	542	Ethics in Science
BMS	544	Good Laboratory Practices
BMS	547	Development of Pharmaceuticals and Regulatory Environment
BMS	549	Regulation of Medical Devices
BMS	550	Food and Drug Law

Certificate in Regulatory Compliance

This certificate program is designed to train scientists interested in developing regulatory expertise necessary for a career in regulatory affairs, pharmaceutical or healthcare industries. The five courses in this certificate will provide the foundation needed to prepare for the Regulatory Affairs Certification examination sponsored by the Regulatory Affairs Professional Society.

Candidates must have a science background and be eligible for admission to the Graduate School. The courses to be completed for the certificate program are:

Regulatory Compliance Core Courses - 9 credits

BMS	545	Product Development
BMS	546	Good Manufacturing Practice
BMS	548	Good Clinical Practice

Regulatory Compliance Electives - 6 credits

Two courses from below

BMS	544	Good Laboratory Practices
BMS	547	Development of Pharmaceuticals and Regulatory Environment
BMS	549	Regulation of Medical Devices
BMS	550	Food and Drug Law

Courses

BMS 511/BIOL 411 Protein Biochemistry

Prerequisites: Two semesters of organic chemistry. (First semester/3 credits)

A study of the structure and function of biological macromolecules, particularly proteins. Topics include acid-base equilibria, protein folding, enzyme catalysis, allosterism and protein engineering.

BMS 512/BIOL 412 Biochemistry of Intermediary Metabolism

Prerequisite: Two semesters of organic chemistry. (Second semester/3 credits)

A study of the generation and storage of metabolic energy and of the structure, biosynthesis and function of nucleic acids.

BMS 520 Protein Purification and Characterization

Prerequisite: BMS 511. (Summer/3 credits/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.

BMS 523 Cell Structure and Function

Prerequisites: Organic Chemistry and Cell Biology. (First semester/3 credits)

A study of the structure of cellular organelles and the biochemistry of cellular events, including signal transduction, transport, protein synthesis, respiration, secretion and tissue organizations. Emphasis is given to experimental designs used in analyzing cellular structures and/or functions.

BMS 524/BIOL 424 Molecular Biology of Eukaryotic Cells

Prerequisite: BMS 523 or equivalent. (Second semester/3 credits)

The molecular biology of gene expression in eukaryotic cells. Topics include gene mapping, diagnostic screening for genetic anomalies, molecular cloning and genetic regulatory mechanisms. Emphasis on current experimental techniques used to map genes and understand gene expression.

BMS 525/BIOL 425 Virology

Prerequisites: BMS 523 and BMS 524. (First semester/3 credits)

An introduction to animal viruses with emphasis on classification, structure, the molecular biology of replication and biological activity within eukaryotic cells.

BMS 526 Developmental Mechanisms

Prerequisites: BMS 523 and BMS 524. (Offered as needed/3 credits)

A study of developmental mechanisms including determination, differentiation, induction, pattern formation and morphogenesis in the context of model organisms.

BMS 527 Pathogenic Microbiology (Laboratory-Lecture course)

(First semester/3 credits/lab fee)

The biology of microorganisms including morphological, biochemical, genetic, pathogenic and antigenic attributes, with special emphasis on experimental and theoretical aspects of the mechanisms of pathogenicity and virulence.

BMS 528/BIOL 428 Immunology

Prerequisite: BMS 523. (First semester/3 credits)

Theories and mechanism of the immune response, including structure and function of immunoglobulins, antigen-antibody reactions, immunobiology, immunogenetics, immunologic enhancement, immunologic protection, immunologic injury, humoral and cell mediated immunity and experimental methods of analysis of antigen-antibody reactions.

BMS 531 Prokaryotic Genetics

Prerequisites: BMS 511 and BMS 512, or BMS 523, or permission of the instructor.

(Offered as needed/3 credits)

A study of selected topics in genetic regulation, replication, recombination and repair of bacteria. An examination of research that uses genetic approaches to investigate biological systems at the molecular level.

BMS 533 Medical Virology

Prerequisite: BMS 525. (Offered as needed/3 credits)

The role of viruses in human infectious diseases and tumor formation; the host response to viral infection and the epidemiology of viral diseases.

BMS 534/BIOL 434 Basic Principles and Methods of Molecular Genetics

(Laboratory–Lecture course)

Prerequisite: BMS 512 or BMS 524. (First semester/3 credits/lab fee)

Techniques for the isolation of nucleic acids, restriction enzymes and restriction mapping, vectors for molecular cloning, in vitro packaging of lambda DNA, techniques for screening recombinant clones, cloning of cDNA, expression of cloned genes, expression vector design, characterization of clones, in vitro manipulation of cloned sequences, eukaryotic host-vector systems, problems in protein processing and production of cloned gene products, ethical questions.

BMS 535 Advanced Topics in Recombinant DNA Technology: Gene Transfer, Expression, and Detection (Laboratory–Lecture course)

Prerequisite: BMS 534 or permission of the instructor. (Alternate summers/3 credits/lab fee)

A study of the theory and techniques for the introduction, expression and detection of macromolecules in eukaryotic cells. The topics to be covered include the introduction of recombinant genes in eukaryotic hosts by transfection, lipofection and microinjection. Methodologies to produce transgenic animals will be discussed. Analysis of eukaryotic gene expression and detection of activity, northern and western analysis and fluorescent in situ hybridization to chromosomes.

BMS 537 Introduction to Bioinformatics (Laboratory-Lecture course)

Prerequisites: An introductory computer science course or the equivalent, BMS 523 and BMS 524. (Offered as needed/3 credits/lab fee).

Sequence data on numerous organisms is accumulating at staggering rates, raising important questions about how to handle and interpret the data. This hands-on, applied course will introduce students to the use of computer software and Web servers in the analysis of biological sequence data (DNA and protein). Topics include: Pairwise and multiple sequence alignment, BLAST, scoring matrices, phylogenetic analysis, gene identification, DNA sequence analysis and prediction of 2-D and 3-D molecular structures.

BMS 538 General Pharmacology

Prerequisites: BMS 511, BMS 512 and BMS 523, or permission of the instructor. (Offered as needed/3 credits)

An introduction into the properties of therapeutic drugs used to treat disease. Topics include receptors, pharmacokinetics, therapeutic properties, toxicities, indications for use, drug development and testing. The course will emphasize general principles and specific, selected therapeutic classes of drugs.

BMS 539 Molecular Immunology (Laboratory–Lecture course)

Prerequisite: BMS 528. (Offered as needed/3 credits/lab fee)

This combined lecture and laboratory course is designed to introduce modern molecular concepts and techniques used in immunology. The lecture includes discussions of Ig gene assembly, rearrangements, regulation and expression; T-cell receptors; molecular mechanisms of antigen processing; and advances in antibody engineering. The laboratory exercises cover basic immunological techniques such as ELISA, immunoblot, hybridoma preparation and evaluation, immunoaffinity chromatography and phage display of antibody fragments.

BMS 540 Advanced Topics in Recombinant DNA Technology: Genome Analysis and Mapping (Laboratory–Lecture course)

Prerequisite: BMS 534 or permission of the instructor. (Second semester-Alternate years/3 credits/lab fee)

A study of the techniques used in the cloning, analysis and mapping of genomic DNA. Topics include cloning with cosmid, P1 and YAC vectors, techniques used in linkage analysis and the direct detection of genomic polymorphisms, and strategies to prepare genetic and physical maps. The impact of the combined use of genetic and physical maps in biomedicine will be discussed.

BMS 541 Advanced Topics in Recombinant DNA Technology: Gene Structure and Function (Laboratory–Lecture course)

Prerequisite: BMS 534 or permission of the instructor. (As needed/3 credits/lab fee)

A study of advanced topics in recombinant DNA technology including high resolution mapping of RNA, nucleic acid-protein interactions, current methodologies for DNA sequence analysis and mutagenesis strategies. The impact of these recombinant DNA techniques on developments in biomedicine will be discussed.

BMS 542 Ethics in Science

(Summer/3 credits)

The course is intended to bring attention to the many ethical dilemmas one could face in a career in science, including how the information gained in the research lab is conveyed to the wider scientific audience and how society at large benefits from the knowledge. Topics included are the peer review process, the patent process, the Recombinant DNA Advisory Committee, the FDA's role in drug approval and clinical trial assessments, the funding of research in the private and public sector and the national research prioritization process. Each topic will be discussed using current key articles as an illustration of each concept.

BMS 543 Advanced Immunology

Prerequisite: BMS 528 or permission of the instructor. (Second semester/3 credits)

A seminar course offering an in-depth investigation of a prescribed area of immunology. Past topics have dealt with AIDS/HIV, cancer and intracellular signaling, all emphasizing the role of the immune response. The format includes invited experts as well as oral and written student presentations. Emphasis is placed on the use of current literature to develop a thorough understanding of recent advances. The course is intended not only for graduate students, but also for investigators wishing to become current in the area addressed.

BMS 544 Good Laboratory Practices: A Practical Approach

Prerequisites: Completion of BMS 511, 512, 523 or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (First semester/3 credits)

The course is designed to provide a practical knowledge and understanding of Good Laboratory Practice (GLP) regulations with examples useful to laboratory workers, study directors and management. The course will address the current interpretation of the code of federal regulations (21CFR58) and the International Committee on Harmonization (ICH).

BMS 545 Product Development

Prerequisites: Completion of BMS 511, 512, 523 or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (First semester/3 credits)

The course provides an overview of the regulatory process for new biologics, drug and device development. Emphasis is on a strategic development approach and good science standards to ensure safe and effective new therapies for prevention and treatment of disease.

BMS 546 Good Manufacturing Practice

Prerequisites: Completion of BMS 511, 512, 523 or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (Second semester/3 credits)

This course will provide students with an in-depth review of current good manufacturing practice regulations promulgated by the Food and Drug Administration (FDA) in their regulation of the drug and device industries. Recent FDA regulatory compliance experience regarding the application of the GMP regulations, including areas where industry has failed to correctly apply or interpret current GMPs will also be examined.

BMS 547 Development of Pharmaceuticals and the Regulatory Environment

Prerequisites: Completion of BMS 511, 512, 523 or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (Summer/3 credits)

The development of pharmaceutical products is under strict regulatory control. This course examines the interaction of the scientific and regulatory environment required to assure the safety and efficacy of pharmaceutical products for human and veterinary use. The process for development of pharmaceutical products is discussed relative to issues of ethics, environmental protection, validation, audits and business decisions which accompany the development of ethical drugs. The regulatory approval processes for new drugs in developed countries are contrasted to those of developing nations. Course grades are determined by evaluation of mid-term and final exam.

BMS 548 Good Clinical Practice

Prerequisites: Completion of BMS 511, 512, 523 or 524, and declared concentration in Regulatory Compliance, or permission of the instructor. (Second semester/3 credits)

This course provides a detailed explanation of the guidelines that should be followed when generating clinical data that are intended to be submitted to the Food and Drug Administration in support of a product license. The principles of clinical trial conduct and design can be applied to any investigation involving human subjects.

BMS 549 Regulation of Medical Devices

Prerequisites: BMS 545 and BMS 547. (Second semester/3 credits)

This course offers an overview of the historical development as well as the current status of the laws, regulations and guidelines governing medical devices. The course focuses on key aspects of gaining regulatory approval for all classes of medical devices using various submission processes including the 510(k) Premarket Notification, the Premarket Approval Application (PMA) and the Product Development Protocol (PDP).

BMS 550 Food and Drug Law

Prerequisites: BMS 545, BMS 548 and one of BMS 544, BMS 546 or BMS 547. (First semester/3 credits)

This course examines the federal food, drug, biologic, cosmetic and medical device laws and their impact upon research, development, manufacturing and marketing of products. Other topics such as business policy, pharmacoeconomics and quality of life will also be discussed.

BMS 570 Research Seminar

Prerequisite: Completion of 24 credits of coursework in the BMS program with a B average, or permission of the instructor. (First semester/3 credits)

A comprehensive review of literature pertinent to the individual student's thesis will be presented orally and in written format. Thesis proposals will be discussed and critiqued,

and data will be evaluated and interpreted by all students. In addition, the guidelines to writing the thesis and the preparation of the oral defense will be examined. This course is graded on a satisfactory/unsatisfactory basis.

BMS 571 Biomedical Science Seminar

Prerequisite: Completion of 30 credits of coursework in the BMS program with a B average, or permission of the instructor. (First semester/3 credits)

A review of current literature in selected areas of molecular and cellular biology, immunology and microbiology. Students will make oral presentations of the data from published research. In addition, students will choose a specific research problem to address in a grant proposal-like paper. The scientific merit of the proposal will be defended before a faculty reading committee. This course is graded on a satisfactory/unsatisfactory basis.

BMS 580 Master's Thesis Preparation

(6 credits)

Supervision of the master's thesis. Required of all degree candidates who select the thesis option.

BMS 585 Master's Field Work Project

(3 credits)

Supervision of the master's field work project. Required of all degree candidates who select the field work project option.

BMS 590 Advanced Topics in Biomedical Techniques

Prerequisite: Permission of the instructor. (May require a lab fee/3 credits)

A practical course in newer methods and instrumentation used in biomedical research. Theory is discussed but emphasis is on the actual performance of procedures and interpretation of results. The course is intended not only for graduate students but also for investigators who are interested in learning procedures used in disciplines other than their own field that can be useful in their research.

MASTER OF BUSINESS ADMINISTRATION

The goal of the M.B.A. curriculum is to provide students with a broad professional education that prepares them for responsible leadership and management positions in business and public service. Students integrate business theory and practical application in taking a creative, innovative approach to solving complex problems in today's global business environment. The importance of making both socially and ethically responsible decisions in today's business world is stressed.

The program is designed for part-time students who wish to complete their M.B.A. by taking classes in the evening. Students who majored in business administration at the undergraduate level may complete the program in as few as 36 credit hours. Teaching methods used include lectures, discussions and case studies. Strong faculty and student involvement and interaction in and out of the classroom are designed to improve students' communication, presentation, leadership, and team-building skills.

Foundation Courses

Six foundation courses (18 credit hours) are designed to provide a background for students who did not take courses in business administration at the undergraduate level. Students who have completed appropriate undergraduate coursework may be exempted from foundation courses. It is expected that students meet the foundation requirements before they enroll in core requirements. Any exceptions to this must be approved by the M.B.A. director.

ECON 551 Foundations of Economics — 3 credits

MGMT 551 Management Theory — 3 credits

MGMT 552	Quantitative Methods for Managers — 3 credits
MGMT 553	Foundations of Accounting — 3 credits
MGMT 554	Legal Environment of Business — 3 credits
MATH 500	Statistics — 3 credits

Core Requirements

Ten core courses (30 credit hours) provide a common body of knowledge and are required of all students in the M.B.A. program. These courses provide a solid foundation in management, economics, accounting, finance and marketing. Included in the core is a capstone course, MGMT 590 Management Policy, which is taken by M.B.A. students in their final semester of study after all other core courses have been completed. Students must meet the prerequisite requirements before enrolling in a class. Any exceptions to this policy must be approved by the M.B.A. director.

ECON 560	Managerial Economics — 3 credits
MGMT 560	Organizational Behavior — 3 credits
MGMT 561	Financial Management — 3 credits
MGMT 562	Financial and Managerial Accounting — 3 credits
MGMT 563	Marketing Management — 3 credits
MGMT 564	Production and Operations Management — 3 credits
MGMT 565	International Management — 3 credits
MGMT 566	Management Information Systems — 3 credits
MGMT 567	Social and Ethical Issues of Business — 3 credits
MGMT 590	Management Policy — 3 credits

Concentration Courses

Students are required to complete two courses from the following list. Students may elect to take courses in one concentration (accounting, finance, human resource management, information systems, marketing or public management) or in two different concentrations. No substitutions are allowed with regard to any concentration courses.

Accounting Concentration

MGMT 580	Strategic Cost Management — 3 credits
MGMT 581	Financial Statement Analysis — 3 credits

Finance Concentration

MGMT 576	Advanced Financial Management — 3 credits
MGMT 577	Portfolio and Investment Management — 3 credits
ECMG 578	International Financial Management — 3 credits
MGMT 581	Financial Statement Analysis — 3 credits

Human Resource Management Concentration

MGMT 582	Negotiation and Conflict Resolution — 3 credits
MGMT 584	Leadership and Supervision — 3 credits
MGMT 585	Human Resource Management — 3 credits

Information Systems Concentration

Students may select courses in Information Systems by selecting two graduate Computer Science courses with the consent of their adviser and the director of the computer science program.

Marketing Concentration

MGMT 570	Marketing Research — 3 credits
MGMT 571	Advertising Management — 3 credits

Public Management Concentration

MGMT 585	Human Resource Management — 3 credits
MGMT 587	Public Administration — 3 credits

Focus Area

Regulatory Compliance

BMS 545	Product Development — 3 credits
BMS 547	Development of Pharmaceuticals and the Regulatory Environment — 3 credits
BMS 549	Regulation of Medical Devices — 3 credits
BMS 550	Food and Drug Law — 3 credits

Please contact the M.B.A. Director for additional information about this focus area.

Courses

Economics

ECON 500 Economic Aspects of Contemporary National Issues

(3 credits)

The application of economic analysis (macro and micro) to current economic issues. Some attention will be given to the political and institutional framework within which economic activity takes place. A basic human sciences course.

ECON 551 Foundations of Economics

(First semester/3 credits)

Introduction to the basic tools of economic analysis that are employed to examine the environment of a firm at both the microeconomic and macroeconomic levels. The micro portion focuses upon the behavior of consumers and firms in the product and resource markets. The macro portion examines the domestic and international factors that influence the aggregate level of economic activity, and the role of monetary and fiscal policies in promoting full employment, price stability and economic growth.

ECON 560 Managerial Economics

Prerequisites: MGMT 552, MATH 500 and ECON 551, or their equivalents. (Either semester/3 credits)

This course involves the application of microeconomic theory to the business enterprise and the managerial decision-making process. Topics include goals of a firm, decision criteria, analysis and estimation of demand, production and costs and pricing to achieve the firm's objectives under various market conditions.

ECMG 578/478 International Financial Management

(Either semester/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

Management

ITMG 527 Management Issues in Information Systems

Prerequisite: CSCI 514 for CS/IT majors or MGMT 566 for MBA majors, or permission of the instructor. (Second semester—every other year/3 credits)

An examination and critical assessment of real-life management issues surrounding information systems in application environments. These issues involve the management of information, project management and information resources and systems within the organization.

ITMG 533 Managing Technical Project Teams

Prerequisite: ITMG 527. (First semester—Odd years/3 credits)

This course investigates the process of managing a computer-related project. It includes scheduling techniques and automated tools such as scheduling packages. Focus will be on the team environment conducive to successful project completion.

MGMT 551 Management Theory

(First semester/3 credits)

Introduction to the structures and processes of organizations, major organizational subsystems and environments with an emphasis on organizational design and the management of change processes. Includes the study of the organization as a bureaucratic, political, cultural, social and decision-making system.

MGMT 552 Quantitative Methods for Managers

(Second semester/3 credits)

This course provides a brief review of algebra and also covers basic calculus, differentiation, vectors and matrices, linear programming, optimization techniques and budget allocation. Personal computer applications as they apply to the managerial decision-making process are stressed throughout the course.

MGMT 553 Foundations of Accounting

(Second semester/3 credits)

An intensive study of the fundamentals of accounting with five primary learning objectives: 1) to understand the economic events that do and do not enter the accounting process 2) to understand the basic accounting cycle 3) to prepare and analyze the four primary financial statements—the statement of operations, the statement of retained earnings, the statement of financial position and the statement of cash flows 4) to provide an introduction to managerial accounting topics, including cost accumulation systems and planning and control systems and 5) to understand how accounting information is used in managerial decision making.

MGMT 554/454 Legal Environment of Business

(First semester/3 credits)

The purpose of this course is to provide an overview of the contemporary legal and regulatory environment of business. Specifically, it relates various laws and regulations to the major business functions such as employment, production, marketing, finance and international operations. The course also provides a brief overview of U.S. political and constitutional systems that are the building blocks of our regulatory environment.

MGMT 560 Organizational Behavior

Prerequisite: MGMT 551 or its equivalent. (Either semester/3 credits)

Study of the behavior of individuals, small groups and their leaders in organizations. Among the topics addressed are motivation, learning, perception, job satisfaction, communication and individual and group change.

MGMT 561 Financial Management

Prerequisites: MGMT 553 and MGMT 552, or their equivalents. (Either semester/3 credits)

This course introduces the fundamental concepts of financial management. Emphasis is placed on the valuation, investment, financing and dividend decisions of a firm. The basic concept of risk and its relation to value is used to explore these areas. Specific topics include capital budgeting, cost of capital, risk and return, capital structure and dividends, working capital management and international financial management.

MGMT 562 Financial and Managerial Accounting

Prerequisite: MGMT 553 or its equivalent. (First semester/3 credits)

This course extensively examines the use of accounting information for decision-making. Descriptions and cases of actual financial and managerial accounting practices in real-world business, governmental and not-for-profit organizations will introduce students to traditional and emerging practices in accounting. Students will also evaluate the impact that various accounting methods have on the financial statements of an entity.

MGMT 563 Marketing Management

(Either semester/3 credits)

This course is directed toward providing the students with an understanding of marketing and its relationship with various functions within an organization. The course addresses different marketing variables that managers face in today's business environment. It provides an overview of topics like the relationship of marketing to other factors, the forces in a firm's external environment, advertising, segmentation, positioning, consumer behavior, marketing research, product planning, pricing strategies, physical distribution and competitive strategies. The course covers advanced concepts in addition to some fundamentals. The primary objective is to develop the student's ability to better manage marketing as a core function in a firm.

MGMT 564 Production and Operations Management

Prerequisites: MGMT 552 and MATH 500, or their equivalents. (Either semester/3 credits)

This course covers the planning and control functions for manufacturing and service operations. Topics include total quality management, operations analysis, inventory control, linear programming, simulation and project planning.

MGMT 565 International Management

Prerequisites: MGMT 561 and MGMT 551, or their equivalents, and ECON 551 or its equivalent. (Second semester/3 credits)

This course examines multinational corporations as economic, political and social institutions. Topics covered include ownership and financial strategies of multinationals, international public institutions, political risk, foreign exchange risk, comparative management and future of multinationals.

MGMT 566 Management Information Systems

Prerequisite: MGMT 552 or its equivalent. (Second semester/3 credits)

This course provides an overview of the management of information systems. The course covers decision-making framework, types of information systems, needs assessment, selection and evaluation, implementation, social and policy issues. Computer applications and exercises, cases and readings are emphasized.

MGMT 567 Social and Ethical Issues of Business

Prerequisites: Completion of 12 hours of core courses including MGMT 560. (Either semester/3 credits)

Introduces principles of ethical thinking and applies them to situations and models for business decision making. Explores and analyzes business ethics issues relating to the interaction between the organization and society. Provides a conceptual and systematic study of business ethics to develop consistent criteria for business ethics decision making.

MGMT 570 Marketing Research

Prerequisites: MGMT 563, MATH 500 and MGMT 552, or their equivalents. (Second semester/3 credits)

The goal of this course is to provide an overall, managerial command of marketing research. After completing the course, the student should understand the characteristics and uses of good marketing research, be aware of the alternative sources and approaches that are available for conducting it, be able to work in a group setting for marketing research decisions, be able to design and implement a marketing research project and be proficient in critically evaluating research conducted by others. The discussion focuses both on the viewpoints of researchers as well as the managers who use the information obtained by this research. This course requires a working knowledge of statistics and ability to use a statistical analysis package.

MGMT 571 Advertising Management

Prerequisite: MGMT 563. (First semester/3 credits)

This course is designed to give students an understanding of the advertising process and how to manage it. It covers the components of a successful advertising campaign and helps students develop an appreciation of the issues involved in advertising planning and decision making. Students also learn how the recent social science findings, developments and theories can facilitate advertising management.

MGMT 576 Advanced Financial Management

Prerequisite: MGMT 561. (Second semester/3 credits)

Considers advanced topics in corporate financial management including domestic and international capital budgeting, working capital, financing and dividend policy, hedging financial risk, mergers and acquisitions and international financial management.

MGMT 577 Portfolio and Investment Management

Prerequisite: MGMT 561. (Offered once a year/First semester or summer/3 credits)

Covers characteristics and valuation of corporate securities, measurement of returns, market performance and efficiency, options and futures, bond portfolio strategies, duration and immunization and portfolio management theory and techniques.

ECMG 578/478 International Financial Management

(Either semester/3 credits)

This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

MGMT 580 Strategic Cost Management

Prerequisite: MGMT 562. (Second semester/3 credits)

This course will select advanced topics in emerging areas of cost management practice for in-depth study. Extensive readings from the practitioner and research literature; cases from real-world manufacturing, service and governmental/non-profit organizations; and roundtable forums will familiarize the graduate business students with some of the issues and trends in current cost management practice. The case analysis focuses on the strategic management implications of contemporary cost analysis.

MGMT 581 Financial Statement Analysis

Prerequisites: MGMT 561 and 562. (Offered once a year/Second semester or summer/3 credits)

This course examines the accounting principles and procedures underlying a firm's financial statements. The objective of the course is to assess the success of a firm's strategies as measured by profitability, liquidity, solvency and asset management relative to the level of risk incurred by the firm.

MGMT 582 Negotiation and Conflict Resolution

(Summer/3 credits)

This course will explore the dynamics of negotiation and conflict. Students will learn effective negotiation techniques and how to manage agreement. This course also examines how to make conflict a creative rather than a negative experience. Negotiation and conflict resolution skills will be analyzed and practiced.

MGMT 584 Leadership and Supervision

(3 credits)

Leadership theory and styles; processes of leadership in goal setting, motivation and evaluation; and personnel development related to educational, business and agency settings.

MGMT 585 Human Resource Management

Prerequisite: MGMT 560. (First semester/3 credits)

This course is designed to provide an understanding of modern human resource management. Principle areas will include employee influence, human resource flow, work systems and rewards. Cases and group exercises are included to examine job analysis, selection standards, performance evaluation, training and development and job evaluation.

MGMT 587 Public Administration

Prerequisite: MGMT 551. (Second semester or summer/3 credits)

A study of the principles of public administration in the United States with special attention to organization and management. Topics include fiscal, personnel, planning and public relations practices.

MGMT 590 Management Policy

Prerequisites: All other core courses and the two concentration courses; thus, this capstone course must be taken in the last semester. (Either semester/3 credits)

The management policy course serves to integrate the disciplines of the various areas covered by the core courses. Using the case method, students are challenged to solve comprehensive management problems at the strategic, policy-making level of the organization including ethical and international implications.

MGMT 595 Independent Research Project

Prerequisites: Permission of the instructor and enrollment in the concentration. (3 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed "Permission to Enroll" form must be submitted to the Graduate School at the time of registration.

MASTER OF FINE ARTS IN CERAMIC ARTS

The Master of Fine Arts in Ceramic Arts offers comprehensive research in the ceramic arts, providing academic preparation for matriculating students pursuing professional careers in personal artistic exploration, arts instruction, community arts and museum positions. Creation of ceramic art is a multidisciplinary confluence of science and art. The creation of three-dimensional works of art in the ceramic medium is a continuing exercise in critically assessing the results of a complex series of deliberate experiments

culminating in an aesthetic judgment and documentation. The M.F.A. degree program will ground students in the scientific requirements of ceramic arts and develop critical understanding of the aesthetics involved in exploring the third dimension. Innovative experiential process is the basis of the Hood College ceramics program history and the major thrust behind the curriculum.

Objectives of the program:

The Master of Fine Arts in Ceramic Arts at Hood College will provide academic preparation for candidates pursuing professional careers in the visual arts, teaching and museum positions. The degree will also develop a critical understanding of art, aesthetics and cultural education. Students will gain broad based knowledge and skills in the following:

- A. Forms and aesthetics in ceramic arts media
- B. Understanding of movements and concepts in art
- C. An ability to analyze formal issues and apply accurate terminology to that analysis
- D. Abilities to communicate aesthetic intentions verbally and in written form
- E. Skills necessary to organize an exhibition of personal works of art to meet M.F.A. criteria.

Description

The Master of Fine Arts in Ceramic Arts offers academic training in the science, technology, aesthetics and management of a career in the ceramic arts. Lectures and critiques provide students with understanding of the history of ceramics and the issues and ideas that underpin contemporary work in all aspects of the medium, as well as a firm grounding in the science of glaze formulation, clay development and firing theory. Practical application of the science and technology of the ceramics arts will combine with individual research and skill building, culminating in exhibition quality work demonstrating personal aesthetic expression.

Application Procedures

Candidates for the M.F.A. program must have obtained a prior baccalaureate degree or equivalent training in ceramics. The program allows students to pursue a terminal degree for an artist, the Master of Fine Arts in Ceramics.

To be considered for admission to the M.F.A. program, students must submit a completed and signed application to the Hood College Graduate School, along with official undergraduate transcripts from every college and university attended. Applicants must also submit a portfolio to the director of the ceramics program for review.

The application will include the following: a portfolio of 20-35mm slides with slide index and written objectives, official transcripts from ALL colleges and universities, two letters of recommendation from individuals familiar with the applicant's recent work and a formal essay of no more than 500 words discussing how the M.F.A. relates to their previous academic experience and to their occupational or personal goals.

Students with an undergraduate degree in an area other than ceramics, who have considerable life experience and skill in the ceramic arts, may apply with the permission of the program director. Students with strong current skills will be encouraged to select courses that will expand their knowledge of the ceramic arts.

Admission Requirements

Students who wish to pursue the Master of Fine Arts in Ceramic Arts must meet the general requirements for admission to the Hood College graduate program and must demonstrate a basic level of competency in the ceramic arts through the portfolio review.

Degree Requirements

The Master of Fine Arts in Ceramic Arts requires candidates to complete a studio emphasis in ceramics with a G.P.A. of 3.0 or greater.

60 credits are required for graduation

22 credits of core requirements

17 credits of required research

15 credits of general electives

6 credits of art history

Students studying full time will normally spend three years earning the degree. Part of the requirements may be fulfilled by completing the Graduate Certificate in Ceramic Arts. Successful completion of ARTS 570 and a 3.0 grade point average will serve as an interim evaluation for continuing studies. Strong candidate for the M.F.A. will have earned a grade of A- (3.5) or higher in ARTS 570. Students may transfer nine (9) credits earned from an accredited program to their course requirements for the M.F.A..

Core Courses (22 Credits Required)

ARTS	501	Glaze Application First Semester — 1 credit
ARTS	502	Eastern Coil First Semester — 1 credit
ARTS	504	Ceramic Decoration Third Semester — 3 credits
ARTS	505	Master's Throwing Second Semester — 2 credits
ARTS	508	Ceramic Sculpture Third Semester — 3 credits
ARTS	511	Properties of Clay — 1 credit
ARTS	521	Properties of Glaze — 2 credits
ARTS	530	Kiln Technology and Firing Theory — 3 credits
ARTS	540	Clay and Glaze Chemistry, Theory and Practice — 3 credits
ARTS	543	History of Ceramics — 3 credits

Research Courses (17 Credits Required)

ARTS	570	Graduate Seminar in Personal Studio Research — 4 credits
ARTS	576	Thesis Preparation — 3 credits
ARTS	580	M.F.A. Thesis Research — 6 credits
ARTS	595	M.F.A. Thesis Exhibition — 4 credits

Elective Courses (15 Credits Required)

Wheel

ARTS	503	Intensive Wheel — 3 credits
ARTS	506	Master's Throwing II — 2 credits
ARTS	507	Plates and Platters — 1 credit
ARTS	509	Throwing Large Forms — 2 credits
ARTS	517	Dynamic and Asymmetrical Wheel — 3 credits

Handbuilding and Sculpture

ARTS	500	Handbuilding First Semester — 3 credits
ARTS	542	Modeling the Figure — 3 credits
ARTS	545	Composite Sculpture — 3 credits

Kiln Technology

ARTS	531	Wood Firing Theory — 1 credit
ARTS	532	Hikarigama Firing — 2 credits
ARTS	552	Kiln Design and Construction — 3 credits

Surface Design and Decoration

ARTS	510	Brushmaking — 1 credit
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Special Topics Courses

ARTS	547	Porcelain — 3 credits
ARTS	599	Visiting Artist Special Topics — 1-3 credits

Independent Study

ARTS	575	Independent Study — 1-6 credits
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Business

ARTS	520	Photographing Ceramics — 1 credit
ARTS	560	Arts Management and Marketing — 3 credits

Humanities

ARTS	564	Aesthetics and Criticism — 3 credits
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Education

EDUC	581	Education Psychology — 3 credits
EDUC	583	Principles of Curriculum Development and Appraisal — 3 credits

Art History (6 Credits Required)

AR/EN	508	Dante and Giotto — 3 credits
ART	540	Art of Prehistory — 3 credits
ART	549	Art of Egypt and Mesopotamia — 3 credits
ART	550	Art of the Classical World — 3 credits
ART	551	Medieval Art — 3 credits
ART	552	Northern Renaissance Art — 3 credits
ART	553	Early Renaissance Art — 3 credits
ART	558	Baroque Art — 3 credits
ART	560	19th Century Art — 3 credits
ART	561	20th Century Art — 3 credits

Additional graduate level humanities courses may serve as elective credit with approval of the program director.

CERTIFICATE IN CERAMIC ARTS

The Hood College Graduate Certificate Program in the Ceramic Arts is a post-baccalaureate program providing an advanced studio experience to assist students in achieving a professional level of proficiency in the ceramic arts. With attention to the application of universal design principles and the unique requirements for teaching the ceramic arts at a variety of institutional levels, the program has been designed to assist students in the development of technical proficiency, refinement of personal aesthetic expression and production of a comprehensive body of work. The course work in ceramics will provide an intensive experience in planned and structured curriculum based on aesthetics, technical and experiential learning and skill development. Through

study, studio production and objective-subjective analysis of creative work, the program will prepare the student for the challenges, demands and opportunities of careers in ceramics and related art fields. Certificate awarded but does not lead to certification.

Required

ARTS	501	Glaze Application — 1 credit
ARTS	502	Eastern Coil — 1 credit
ARTS	505	Master's Throwing — 2 credits
ARTS	508	Ceramic Sculpture — 3 credits
ARTS	511	Properties of Clay — 1 credit
ARTS	521	Properties of Glaze — 2 credits
ARTS	570	Graduate Seminar in Personal Studio Research — 4 credits

Optional

ARTS	500	Ceramics:Sculpture/Handbuilding — 3 credits
ARTS	503	Intensive Throwing — 3 credits
ARTS	504	Ceramic Decoration — 3 credits
ARTS	506	Master's Throwing II — 2 credits
ARTS	507	Plates and Platters — 1 credit
ARTS	509	Throwing Large Forms — 2 credits
ARTS	510	Brushmaking — 1 credit
ARTS	520	Photographing Ceramics — 1 credit
ARTS	525	Electric Kilns — 1 credit
ARTS	530	Kiln Technology — 2 credits
ARTS	531	Wood Firing — 2 credits
ARTS	532	Hikarigama Wood Firing — 2 credits
ARTS	599	Special Topics Graduate Courses — 1 to 3 credits)

The 18 credits required to earn the Graduate Certificate in Ceramic Arts can be completed in one year; but up to seven years are allowed to finish the program.

Art Courses

ARTS 500 Ceramic Handbuilding/Sculpture

(Lab fee/3 credits)

An in-depth study of materials, skills and procedures relating to a variety of handbuilding techniques in clay. Through studio work and correlation of intuitive and intellectual approaches, an emphasis will be placed on the understanding and development of aesthetics in the ceramic form. Aspects of slab construction, coil building, modeling and joining of techniques will be covered with emphasis on form, surface, transitions and terminations. Considerations for finishing and firing handbuilt and sculptural forms will be covered. Individual sketches, projects, and critiques, will serve to aid in the development of exhibition criteria.

ARTS 501 Glaze Application

(Lab fee/1 credit)

A study of basic and advanced information and techniques for successful glazing of the ceramic form. A combination of lecture, demonstration and hands-on exercises designed to build skills, refine techniques, increase efficiency and solve problems in glazing functional and non-functional pottery and ceramic sculpture. Students will learn to

analyze the bisque to make appropriate finishing choices that will balance or strengthen the composition, learn techniques that will facilitate the glazing process and discuss procedures to standardize to achieve consistent results.

ARTS 502 Eastern Coil

(Lab fee/1 credit)

The Eastern Asian Wedged Coil Technique is one of the most valuable methods for the construction of asymmetrical work. A master potters' tradition, Eastern coil combines coil technique with wheel concepts providing the greatest wet structural strength for clay sculpture. The course will include lecture, demonstration and hands-on exercises to teach advanced coil making and building, as well as advanced techniques of coil riveting, ribbing, bridging, boating and bracing for large and/or sculptural forms in clay.

ARTS 503 Ceramic Wheel: Intensive Throwing

(Lab fee/3 credits)

An advanced study of the production of ceramic ware using the potter's wheel as a primary tool. Through a progression of experiences, personal research and practice, the student will create open and vertical forms at the potter's wheel, understand the basic nature of clay, the techniques necessary for throwing and trimming and produce finished, glazed pieces for critique. Students completing this course will acquire a knowledge of advanced methods used to create wheel-thrown pottery, the characteristics of clay, the process of firing and an understanding of ceramic composition.

ARTS 504 Ceramic Decoration

(Lab fee/3 credits)

A study of a variety of materials and techniques suitable for the enrichment of clay and glaze surfaces, including decoration in the forming process, carved, impressed and added decoration, and various methods of using slips, underglaze and overglaze colors. This course is an in-depth, experiential study of the essential quality and appropriateness to the form and firing process, ceramic technology and three dimensional design concepts that evoke appropriate decorative treatments for works in clay.

ARTS 505 Ceramic Wheel: Master's Concepts

(Lab fee/2 credits)

An in-depth study of advanced throwing concepts, designed to assist the student to cognitively understand the essence of clay, the broadcast potential of the medium and learn to respond to the movement and the forces affecting the clay during the throwing process in a synthesis of skill, knowledge and artistic expression. Students will build skills, refine technique and increase efficiency in the use of the potter's wheel, through an exploration of structural strength concepts for wheel-thrown forms, correlation of knowledge of the nature of clay and the forces affecting the movement of the clay on the spinning wheel and exercises designed to train students to feel and direct the movement of the clay in order to increase efficiency.

ARTS 506 Ceramic Wheel: Master's Throwing II

Prerequisite: Arts 503 or 505. (Lab fee/2 credits)

A concentration on advanced throwing skills, to develop the confidence and strength which frees the student to move toward individual aesthetic expression, the course provides a more in-depth coverage of specific concepts with focus on individual needs for building skill, efficiency and personal direction. Students will refine technique and increase efficiency in the use of the potter's wheel through continued study of methods of building and maintaining structural integrity in the wheel-thrown form, and the acquisition of psychomotor skills through exercises that are not product oriented.

ARTS 507 Plates and Platters

(Lab fee/1 credit)

An in-depth study of the throwing and finishing plates and large platters, including structural strength concepts for low open forms, methods for centering, a variety of throwing techniques, information on finishing, firing and composition.

ARTS 508 Ceramic Sculpture

Prerequisite: ARTS 502. (Lab fee/3 credits)

Applied three-dimensional ceramic design and construction covering a variety of methods of hand-forming with clay to take a sculptural direction. Techniques include eastern coil, slab construction, modeling the figure, the portrait bust, structural strength concepts for sculpture and firing considerations for sculptural forms. Individual sketches and projects, including critiques, serve to aid in the development of exhibition criteria with emphasis on technique, finishing and firing choices.

ARTS 509 Throwing Large Forms

Prerequisites: ARTS 505. (Lab fee/2 credits)

The workshop will focus on the techniques and aesthetic perspective employed to produce large-scale pots. Participants will develop alternate methods to throw and center large pots. Throwing large allows a more elastic understanding of the relationship between object and the space it occupies.

ARTS 510 Brushmaking

(Lab fee/1 credit)

The brushmaking techniques taught in this course have been adapted from traditional methods used by Japanese potters to take advantage of glues, threads, hair, fibers and other materials that are currently available. While these brushes were originally developed for use in ceramic decoration, they may also be used in a variety of painting applications such as water color and tempera.

ARTS 511 Properties of Clay

(Lab fee/1 credit)

A study of the properties of clay and clay bodies desired by the studio potter. Testing and correction of body formulae for throwing or hand-building clays in stoneware and porcelain. Formulation, testing and correction of slips, terra sigillata and glaze base for specific clay bodies.

ARTS 517 Dynamic and Asymmetrical Wheel

Prerequisite: ARTS 505 (Lab fee/3 credits)

The course will provide the student with experience in the dynamic use of the wheel in combination with sculptural/handbuilding techniques. The following shapes and procedures form the basic directions for this course: oval, almond dart, paddling, faceting and fluting, juxtaposition of thrown forms—pilgrim bottle, added coils for continued throwing, combined throwing and handbuilding procedures and porcelain wet design.

ARTS 520 Photographing Ceramics

(Lab fee/1 credit)

The study of aesthetic considerations in photographing ceramic art. Composition of the object as it relates to the camera frame. Students will evolve a personal portfolio and slide library of individual works and images.

ARTS 521 Properties of Glaze

Prerequisite: ARTS 501. (Lab fee/2 credits)

A study of the properties of glazes and the materials used to develop original glazes and adjust existing glazes for stoneware and porcelain. The course will include directed study research and laboratory testing with selected topics in glaze composition, clay/glaze relationship, color, texture and materials.

ARTS 525 Electric Kilns (Lab fee/1 credit)

An in-depth study of all aspects of modern electric kilns used for ceramics, including design, construction and materials, related supplies and equipment, loading procedures, operation, unloading, routine maintenance, diagnosis of common problems and repair, safety and selection criteria for choosing the appropriate kiln for different applications.

ARTS 530 Kiln Technology

(Lab fee/2 credits)

A study in kiln stacking and firing procedures with concentration on reduction atmosphere firings; notes on types of kilns and basic kiln construction, oxidation firing, kiln maintenance and repair, kiln furniture, heat measuring devices and safety equipment.

ARTS 531 Wood Firing

(Lab fee/2 credits)

A study in wood firing, with information on loading and stacking procedures, stoking patterns, heat rise and firing theory. Demonstration and understanding of wadding composition and placement, loading, types of woods, stoking patterns; the effects of oxidation/reduction cycles will be covered. Information on types of kilns and basic kiln construction, kiln maintenance, kiln furniture, heat measuring devices and safety issues will also be covered.

ARTS 532 Hikarigama Woodfiring

Prerequisite: ARTS 531. (Lab fee/2 credits)

A study in the theory, techniques and aesthetics of the long hikarigama wood firing. In depth information covering all aspects of firing the hikarigama kiln, including practical experience at each stage of the process. Lectures and demonstrations will include characteristics of work for the wood kiln; decorating with slip and glazing techniques, loading and stacking procedures, wadding composition and placement on pots, tumble stacking and shelf setting, types of woods, the stoking of kiln chambers, analysis of stoking patterns, draft controls, the characteristics of combustion cycles and firing theory. Analysis of the firing will occur during the unloading. Information on types of kilns and basic kiln construction, kiln maintenance, kiln furniture, heat measuring devices and safety issues will also be covered.

ARTS 540 Clay and Glaze Chemistry, Theory and Practice

Prerequisite: ARTS 511 and ARTS 521(Lab fee/3 credits)

Directed study research and laboratory testing with selected topics in clay and glaze composition, clay/glaze relationship, color, texture and new materials. A continuing study of clay bodies, the properties desired by the studio potter and testing and correction of body formulas such as stoneware, porcelain, flamework, throwing and handbuilding, plus slips, terra sigillata and glaze base.

ARTS 542 Modeling the Figure

Prerequisite: ARTS 508. (Lab fee/3 credits)

The human figure is ubiquitous in all forms of art. The study of structure, proportion and movement as seen in the human figure is key to the understanding and appreciation of balance, design and the interaction of objects within nature. An in-depth study of the figure in clay, including anatomy and articulation using the life and costumed model. Figurative abstraction, casting the figure and considerations for finishing and firing figurative work will be covered. Individual sketches, projects and critiques will serve to aid in the development of exhibition criteria.

ART 543 History of Ceramics

(3 credits)

A study of the history of ceramic arts from its beginning through the present time. Special emphasis is placed on broadening the knowledge and the experience of the student through personal involvement in encountering and researching historic work.

The course will examine a number of ceramic traditions, combining the work of the art historian with that of the archeologist. The history of ceramics in the context of the history of the people who made and used the wares. The work from each of the major periods will be discussed. In addition, the ways that these examples were made and their place in the history of ceramic technology will be stressed. Each week during the course of the semester, discussion will focus on a different aspect of ceramic history. Although most of the class period will be devoted to lecture and slides, time will be allowed for class participation.

ARTS 545 Composite Sculpture

Prerequisite: ARTS 508. (Lab fee/3 credits)

Directed study in design, construction and finishing of composite and architectural ceramics with emphasis on choice of materials, space and equipment limitations, as well as specific engineering requirements for construction, shrinkage, drying and firing. Topics will include construction methods for slab, coil, composite, mural and architectural projects.

ARTS 547 Creating with Porcelain

Prerequisite: ARTS 506. (Lab fee/3 credits)

An in-depth study of the characteristics and techniques for working with porcelain, including exploration of classical porcelain, low open forms, plates and platters, horizontal throwing and advanced glazing procedures for translucent and opaque porcelain effects.

ARTS 552 Kiln Design and Construction

Prerequisite: ARTS 530. (Lab fee/3 credits)

Directed study in kiln design and construction, providing an experience in kiln construction.

ARTS 564 Aesthetics and Criticism

(3 credits)

The freedom of personal aesthetic expression is the goal of most artists. Art criticism, spoken or written, conveys a power to build or destroy. The course will explore the languages of aesthetics and criticism to bring the student to the creation and interpretation of beauty and meaning in his artistic statement.

ARTS 570 Seminar in Personal Studio Research

(Lab fee/4 credits) One weekend per month for four months.

Individual research and personal career development are the focus of the course designed to assist the student in developing a personal artistic statement, setting goals and creating a cohesive body of work. Through a study of gallery installation, studio organization and marketing, students will prepare for and present a professional exhibition of their work. Class time will be devoted to presentation of work and group critique, individual problem solving, aesthetic discussions, and information about professional development, studio organization, gallery installation, marketing, legal and ethical issues.

ARTS 571 Arts Management and Marketing

Prerequisite: ARTS 570. (3 credits)

In our society, an artist functions as sole proprietor of a small business which markets personal art work. Financial survival for the artist depends on the ability to manage the business and market the art work. The course will provide an artist with the management and marketing skills essential to start and operate the business.

ARTS 576 Thesis Preparation

Prerequisite: ARTS 570 and 48 required M.F.A. course credits. (Lab fee/3 credits)

The master's thesis should exhibit those qualities which are associated with genuine research: scholarship, logical consistency, creativity and comprehensiveness. Thesis preparation will facilitate organization of time, approach and content of the Masters of

Fine Arts Thesis. The procedures in planning, writing the abstract and proposal forms of the thesis, selection of the active thesis committee and presentation of the thesis are included. The student should submit a tentative thesis proposal, in writing, after appropriate extensive reading. The proposal must contain a clear definition of the query, a justification of the research, a review of previous research, a proposed method of investigation and a tentative bibliography. When the thesis proposal has been approved by a committee composed of the student's adviser and two other members of the department faculty, the student must submit a signed cover sheet to the Graduate School Office.

ARTS 580 M.F.A. Thesis Research

Prerequisite: ARTS 576. (Lab fee/6 credits)

Thesis Research is a continuation of the work begun in ARTS 576 based on the work sequence planned. After official approval of the thesis proposal, the student will be registered in ARTS 580 and may begin work on the thesis research. The thesis work proceeds with frequent consultation of the Committee chair. Studio or laboratory work, photographic documentation and writing proceed as scheduled. It is expected that the thesis will be completed and judged satisfactory as a partial fulfillment of the requirements for the master's degree. The final report must meet the APA guidelines for research papers.

ARTS 595 M.F.A. Thesis Exhibition

Prerequisite: ARTS 580. (Lab fee/4 credits)

Thesis Exhibition provides for the application of knowledge gained during the thesis research. The M.F.A. Thesis in Ceramic Arts requires a public exhibition of work based on the results of the thesis research. All planning, preparation and implementation of the thesis exhibition will be the responsibility of the M.F.A. candidate.

ARTS 599 Special Topics in Ceramics Arts

(Lab fee/1 to 3 credits)

Selected topics courses, 1-3 credits, offer an opportunity for students to study specific ceramic art topics not included in the regular course offerings. Usually taught by guest artists, the selected topics courses provide a variety of directions and voices beyond the basic curriculum.

Recent Special Topics Courses

Sculptural Explorations of Form Space and Line Altering large wheel thrown forms to abstract sculptures with handbuilding techniques.

Slips, Glazes and Terra Sig An in-depth investigation of glazes, slips and terra sigillata covering theoretical, practical and aesthetic properties of surface and surface manipulation.

Out of the Heart, Into the Kiln: Throwing Large Forms Focusing on the skills necessary to survive in the world of clay, a series of large forms will be thrown to illustrate the evolution of an idea from initial execution to its final resolution.

Art History Courses

AREN 508 Dante and Giotto

(3 credits)

An exploration of the culture of late medieval Florence, addressing such topics as the physical environment of the city, the Florentine historical perspective, spiritual and aesthetic sensibilities. The course will focus on two of the greatest artists of the period: Dante Alighieri and Giotto. (In May, after final exams, students will be offered the opportunity to travel to Italy—Florence, Siena, Padua, and Assisi— as a group.)

ART 540 Art of Prehistory

(3 credits)

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

ART 549 Art of Egypt and Mesopotamia

(3 credits)

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

ART 550 Art of the Classical World

(3 credits)

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

ART 551 Medieval Art

(3 credits)

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

ART 552 Northern Renaissance Art

(3 credits)

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

ART 553 Early Renaissance Art

(3 credits)

Painting, sculpture and architecture in Italy, especially Tuscany, from the early 13th century until the late 15th century. Topics include civic, religious and private patronage; the changing status of the artist; and humanism and the arts. Field trips to the Walters Art Gallery and the National Gallery of Art.

ART 558 Baroque Art

(3 credits)

European art and architecture of the 17th and 18th centuries. Selected treatment of style, subject matter, medium and context of an art in the age of kings, courts, academies and emergent nations. Slide lectures and discussion, with a field trip to the National Gallery of Art.

ART 560 19th Century Art

(3 credits)

Art and society in Europe and America during the 19th century. Topics include the development of a "modern" visual idiom, rise in status of the artist, the emergence of museums and galleries, invention and role of photography and new building technologies.

ART 561 20th Century Art

(3 credits)

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

Education Courses

EDUC 581 Research-Based Teaching, Learning and Assessment

Prerequisite: A course in child development or educational psychology at the graduate or undergraduate level. (Either semester/3 credits)

This course extends students' knowledge, understanding and application of theories of child development and the teaching-learning-assessment process and offers the student the opportunity to carefully consider and apply the findings of educational, psychological and brain-based research and theory. A semester-long case study of one subject of the student's choice helps the student to thoughtfully apply the results of the research to his/her teaching practice, collect data to document change in the subject's academic or social behavior, and skillfully analyze and reflect on the outcomes of the case study. (Students enrolled in the M.S. Degree Programs in Educational Leadership and Curriculum and Instruction are required to complete this course within the first twelve credits)

EDUC 583 Principles of Curriculum Development and Appraisal

Prerequisite: EDUC 577 or concurrent enrollment in EDUC 577. (Either semester/3 credits)

This course examines various approaches to curriculum development and evaluation. Curriculum theories, processes; and roles and data used in curriculum planning; and defining curricular goals and objectives are all addressed in the course.

M.S. IN COMPUTER AND INFORMATION SCIENCES WITH A CONCENTRATION IN INFORMATION TECHNOLOGY

The Master of Science degree in Computer and Information Sciences with a concentration in Information Technology is a 30- to 42-credit program of graduate study for professional development. It is intended for:

- Persons holding bachelor's degrees in computer science or a related field who will enter the program at an advanced level;
- Persons already employed in applied computing and data processing who are seeking additional academic background as part of a career and professional growth program; **and**
- Persons holding bachelor's degrees in a discipline other than computer or information science who are seeking preparation for careers in these fields.

The program is open to qualified applicants to the Graduate School. It is designed to enable students with varying entering levels of competency to meet their individual educational needs. An undergraduate major in mathematics or computer science is not required.

The program is intended for people who will be managing or integrating information technology in a variety of environments such as business, government, education and medicine. The objective is to provide the concepts, framework and techniques needed to optimize the use of information technology resources within these environments.

Foundation Courses

The Master of Science in Computer and Information Sciences with a concentration in Information Technology requires completion of foundation courses designed to provide the appropriate prerequisite background. Students with undergraduate degrees in computer science or a related field may apply for exemptions from some or all of these foundation courses. A minimum grade of B- must be earned in a foundation course before it can be used as a prerequisite for another course. A student failing to earn a B- in a foundation course may repeat it once. The foundation courses are:

MATH	505	Discrete Mathematics — 3 credits
CS	503	Algorithms and Programming I — 3 credits
CS	504	Algorithms and Programming II — 3 credits
CS	508	Computer Organization and Design — 3 credits

Information on exemption from the foundation courses may be obtained from the Department of Computer Science.

Core Requirements

IT	514	Contemporary Issues in Information Technology — 3 credits
IT	515	Object Oriented Methods — 3 credits
IT	518	Systems Engineering and Integration — 3 credits
CSIT	530	Applied Database Concepts — 3 credits
IT	548	Telecommunications and Networking for the Information Age — 3 credits
CSIT	555	Information Systems Security — 3 credits

Electives

The remaining courses used to complete the student's program are elective courses that are selected in consultation with the adviser. At least two courses must be selected from the list of designated information technology electives. Other elective courses are selected freely from the department's computer science and information technology offerings.

ITMG	527	Management Issues in Information Systems
ITMG	533	Managing Technical Project Teams
CSIT	540	Human Computer Interaction
IT	581	Practicum in Web Development
CSIT	583	World Wide Web Programming

Grade Requirements

A minimum cumulative grade average of 3.0 must be obtained in courses beyond the foundation courses as well as overall. In addition, a minimum grade of B- must be earned in each course which is counted toward the degree.

Program Options

There are two options for the program. The first requires that the student complete 30 credits of graduate coursework beyond the foundation courses. The second requires that the student complete at least 24 credits of graduate coursework beyond the foundation courses, plus complete 6 credits of one of the following: thesis (CS 580) or fieldwork project (CS 585). Students must get permission from the department and their adviser before enrolling in any of these 6-credit options.

M.S. IN COMPUTER SCIENCE

The Master of Science in Computer Science is a 33-credit degree program for persons seeking to enhance their professional qualifications and stature through graduate study in computer science. Individuals who graduate from the program will acquire knowledge and develop problem-solving skills that prepare them to hold a variety of scientific and technical positions in the area of computing applications. Graduates will also be prepared for further work at the doctoral level.

Entrance Requirements

The program is designed primarily for students holding an undergraduate B.S. degree in computer science. Students whose undergraduate degree is not computer science are required to complete or exempt five prerequisite courses. A student entering the program must meet all admission requirements of the Hood College Graduate School. In addition, the student must have completed undergraduate courses (or their equivalent) in differential and integral calculus.

Prerequisite Courses

The prerequisite courses represent background knowledge and skills necessary for successful completion of degree requirements. Some or all of the prerequisite courses may be waived by the program director, based upon an analysis of the student's previous work. A student holding a baccalaureate degree in computer science will normally be granted exemption from, but not graduate credit for, all prerequisite courses. Additional graduate coursework needed to complete the prerequisite course requirements will not be counted in the 33 credits needed for the degree.

MATH	505	Discrete Mathematics — 3 credits
CS	503	Programming and Algorithms I — 3 credits
CS	504	Programming and Algorithms II — 3 credits
CS	508	Computer Organization and Design — 3 credits
CS	519	Advanced Data Structures — 3 credits

Degree Requirements

A student must complete 33 credits beyond prerequisite courses, including 18 credits of Core Requirements. The Core courses represent the general body of knowledge and skills that all students in the program are expected to master.

Core Requirements:

CS	520	Algorithm Analysis — 3 credits
CS	524	Principles of Software Engineering — 3 credits
CS	564	Operating Systems — 3 credits
CS	571	Programming Languages — 3 credits
CS	567	Distributed Computing — 3 credits

One of the following courses:

CS	565	Database System Concepts — 3 credits
CS	572	Compiler Construction — 3 credits

The program offers several options for completing the remaining 15 credits. A student may take all 15 credits as elective work, or may take 9 credits within a Specialty Track and 6 credits of elective work. The choice of which option and which elective work best suit the student's goals should be made in consultation with a faculty adviser. The department currently offers a Specialty Track in Artificial Intelligence and a Specialty Track in Networks and Distributed Computing.

Requirements for Specialty Track in Artificial Intelligence

CS	528	Artificial Intelligence — 3 credits
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Two of the following courses:

CS	542	Perception in Artificial Intelligence — 3 credits
CS	543	Machine Learning — 3 credits
CS	544	Knowledge Representation and Reasoning — 3 credits

Requirements for Specialty Track in Networks and Distributed Computing

Three of the following courses:

CS	536	Web Services — 3 credits
CS	553	Data Communication and Network Architectures — 3 credits
CS	573	Selected Topics in Distributed Computing — 3 credits
CS	576	Concurrent Algorithms — 3 credits

Regardless of which option is chosen as part of the required elective work, a student may, with permission of the department, elect to do a 6 credit thesis (CS 580), a 3 or 6 credit field work project (CS 585) or a 6 credit Software Engineering Project (CS 595).

Courses

Computer Science

CS 503 Algorithms and Programming I

Prerequisites: Either a minimum grade of B- in MATH 505 or concurrent enrollment in MATH 505, or permission of the instructor. Previous experience with a high-level programming language such as Ada, BASIC, C, C++, Fortran or Pascal is recommended. (Either semester/3 credits)

Introduction to the basic techniques of program development including input, output, assignment, control structures, simple and aggregate data types and subprograms. All phases of the course will focus on problem-solving strategies, modular design and debugging techniques. Students will also learn a specific high-level programming language, which will be used to implement programming concepts and do programming assignments.

CS 504 Algorithms and Programming II

Prerequisites: A minimum grade of B- in both CS 503 and MATH 505, or permission of the instructor. (Either semester/3 credits)

A study of abstract data types and data structures such as stacks, queues, linked lists, trees, graphs and their implementations. Topics also include algorithms for hashing, sorting, searching and analysis of algorithm efficiency. Students will be required to use a high-level programming language at an advanced level in programming assignments.

CS 508 Computer Organization and Design

Prerequisites: A minimum grade of B- in both MATH 505 and CS 503, or permission of the instructor. (Either semester/3 credits)

A comprehensive introduction to the general organization, architecture and functional characteristics of computer systems. Topics include machine level representation of data, assembly level machine organization, memory system organization and architecture, alternative architectures and device interfaces.

CS 519/419 Advanced Data Structures

Prerequisite: CS 504. (Either semester/3 credits)

An intensive introduction to object-oriented programming and advanced data structures. Topics will include such data structures as heaps, priority queues, hash tables, advanced

tree structures including B+ or B* trees and graphs. The course will emphasize the relative advantages and disadvantages of various design and implementation choices, and the way these choices affect software quality. Integration of component-based methodologies into their software designs will be discussed. Instruction will be in the C++ programming language, including the C++ Standard Library.

CS 520/420 Algorithm Analysis

Prerequisite: MATH 505, Calculus and CS 519. (First semester/3 credits)

An introduction to the analysis and design of algorithms. Topics include: sorting and searching, review of data structures, advanced tree structures, graph algorithms, network flow problems, amortized analysis, conquer-and-divide, greedy algorithms and dynamic programming. Additional topics may include: combinatorial search algorithms, computational geometry, string algorithms, distributed algorithms, parallel algorithms and NP-Completeness.

CS 524/424 Principles of Software Engineering

Prerequisite: A minimum of B- in CS 504, or permission of the instructor. (Both semesters/3 credits)

This course will examine and discuss the life cycle of computer software. The major issues addressed are: analysis of the project, requirements specification, design, coding, testing and reliability and maintenance.

CS 525 Software Testing and Quality Assurance

Prerequisite: a minimum grade of B- in CS 524 or permission of the instructor. (3 credits)

This course examines the theory and practice behind software testing and quality assurance. Emphasis is placed on understanding the software testing process, planning, strategy, criteria and testing methods, as well as software quality assurance concepts and control process. Topics will include test models, test design techniques (black box and white-box testing), integration, regression, measurement, unit testing, slicing and debugging, inspection and software metrics. Emerging concepts and their impact on testing will also be examined. This is both a theoretical and hands-on course. Multiple software testing suites will be used during the semester to enforce student mastery of the material.

CS 528 Artificial Intelligence and Expert Systems

Prerequisite: A minimum grade of B- in CS 504, or permission of the instructor. (First semester—every other year/3 credits)

An introduction to the fundamental principles, techniques and tools of artificial intelligence, including significant past developments, current applications and future directions. In particular, expert systems will be studied as an example of a successful mainstream application of AI. Other topics will be chosen, as time permits, from among the following: state-space searching, knowledge representation, logic and deduction, LISP as a programming language for AI, natural language processing, neural networks, learning, vision, robotics and cognitive science. Topics will be treated at a level of depth and detail appropriate for a first course in AI.

CSIT 530/430 Applied Database Concepts

Prerequisite: A minimum grade of B- in CS 504, or permission of the instructor. (Either semester/3 credits)

A study of the design and implementation of databases from a real world applications point of view. The course includes a review of database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory and data protection issues. The course will also address topics such as assessing end-user needs, developing specifications, designing functionally equivalent solutions and evaluating commercial database packages.

CS 536 Web Services

Prerequisites: A minimum grade of B- in CS 519 and knowledge of HTML. (Second semester—Even years/3 credits)

An introduction to the creation and use of Web Services. Students will learn how Web Services are used in systems integration and in facilitating B2B communication. Topics include: creating and consuming Web services, a study of the four pillars of Web Services (i.e., XML, SOAP, UDDI and WSDL), security; maintaining application and session state, alternative middleware technologies and business/management considerations when implementing Web Services.

CSIT 540 Human-Computer Interaction

Prerequisite: CS 504 or permission of the instructor. (Second semester—Even years/3 credits)

Topics covered will be chosen from the relationships between people and computers and the role of human factors and psychology in those relationships; usability; interaction and interface design issues; command languages, menus, error messages and response time; physical interaction, I/O devices and interaction style and techniques; the design process and user models; interface evaluation, rapid prototyping and interactive refinement; natural language; integration of user interfaces with software engineering.

CS 542 Perception in Artificial Intelligence

Prerequisites: CS 504 and CS 528. (First semester-Even years/3 credits)

This course deals with the simulation of human perception. Specific topics investigated include methods for pattern recognition and employing neural networks in perceptual tasks.

CS 543 Machine Learning

Prerequisites: CS 504 and CS 528. (Second semester—Odd years/3 credits)

This course provides introduction into the field of modeling learning with computers. Topics included are explorations of inductive learning, learning decision trees, ensemble learning, computational learning theory and statistical learning methods.

CS 544 Knowledge Representation and Reasoning

Prerequisites: CS 504 and CS 528. (First semester—Odd years/3 credits)

This course provides a comprehensive examination of current approaches to knowledge representation. Topics covered will include first order logic, ontological engineering, reasoning systems and dealing with uncertainty.

CS 545 Robotics and Intelligent Systems

Prerequisites: A minimum grade of B- in CS 528, or permission of the instructor (Second semester—Odd years/3 credits)

This course examines the fundamental theory and methods behind robot-building and the deployment of intelligent systems. Topics are divided between robot architectures and cognitive robotics (intelligent systems). Robot architecture topics include control paradigms, kinematics, sensors, actuators and navigation. Cognitive robotics topics include: learning, decision-making, coordination and cooperation. This is both a theoretical and hands-on course. Software simulation environments and physical robots will be extensively used during the semester as experimentation platforms to enforce student mastery of the material.

CS 550/450 Digital Logic and Switching Theory

Prerequisite: A minimum grade of B- in MATH 505, or permission of the instructor. (3 credits)

Introduction to combinatorial and sequential circuit design. Topics include arithmetic circuits, decoders, flip-flops, counters, registers, memory systems and analog-to-digital conversion. Students will use integrated circuits to construct the circuits designed.

CS 553/453 Data Communications and Network Architectures

Prerequisites: A minimum grade of B- in both CS 504 and CS 508, or permission of the instructor. Not open to students who have completed IT 548. (First semester/3 credits)

A study of data communications and computer networks from the programmer's point of view. Topics include direct link networks, such as Ethernet, token ring and wireless networks; packet switching, internetworking and routing, with an emphasis on the Internet Protocol; end-to-end communications, emphasizing UDP, TCP and RPC; congestion control; data compression; network security; and applications. Students will write programs that use the TCP/IP protocol stack via the UNIX or Java socket interfaces.

CSIT 555 Information Systems Security

Prerequisites: CSIT 530 and either IT 548 or CS 553, or permission of the instructor. (Second semester/3 credits)

This course considers technical, operational and managerial issues of computer systems security in an operational environment. The course will address the threats to computer security including schemes for breaking security, and techniques for detecting and preventing security violations. Emphasis will be on instituting safeguards, examining the different types of security systems and applying the appropriate level of security for perceived risks.

CS 557 UNIX System Programming

Prerequisite: A minimum grade of B- in CS 519, or permission of the instructor. (Offered as needed/3 credits)

This course will focus on the UNIX operating system and system level programming in the UNIX environment. Course includes an in-depth study of UNIX file handling, process structure, process control, process scheduling, memory management and interprocess communication. Other topics include shell programming, the system call interface to the UNIX kernel, use of system calls in the C language and an introduction to X Windows programming.

CS 561/461 Computer Architecture

Prerequisites: A minimum grade of B- in both CS 508 and CS 519, or permission of the instructor. (First semester—Odd years/3 credits)

An in-depth study of architectural concepts and principles including performance-based design tradeoffs. Topics to be covered include: instruction set design, arithmetic algorithms, hardwired and microprogrammed control, memory hierarchy design, input/output, pipelines, RISC, CISC, vector processors, parallel processors and superscalar machines.

CS 564/464 Operating Systems

Prerequisites: A minimum grade of B- in both CS 508 and CS 519, or permission of the instructor. (Second semester/3 credits)

A comprehensive introduction to the fundamental principles of operating systems illustrated by examples from contemporary systems. This course emphasizes the design tradeoffs involved in operating system design. Topics include: process management; concurrency; deadlock; cpu scheduling; memory management; disk management; files systems; security; and distributed, real-time and multiprocessor operating systems.

CS 565 Database System Concepts

Prerequisites: CS 519, CSIT 530 and CS 564, or permission of the instructor. (Second semester—Even years/3 credits)

This course covers a range of database system concepts such as transaction processing, serializability, locking and timestamping protocols, logging techniques, implementation of backup and recovery, indexing, query processing and optimization and various additional implementation techniques. These concepts are illustrated by examining the implementation and application of object-oriented, parallel and distributed database systems.

CS 566 Parallel Computing

Prerequisites: A minimum grade of B- in each of the courses MATH 505, CS 504 and CS 508, or permission of the instructor. (Offered as needed/3 credits)

A comprehensive introduction to both the principles and the practice of parallel computing. Topics to be covered include: programming and architectural models, parallel algorithms and parallelizing compilers.

CS 567 Distributed Computing

Prerequisite: A minimum grade of B- in CS 564. (First semester/3 credits)

An introduction to distributed systems and distributed operating systems. Topics will include interprocess communication, safety, liveness, remote procedure call, file and name services, distributed notions of time, shared data and concurrency control and distributed shared memory.

CS 571/471 Programming Languages: Their Design and Compilation

Prerequisites: A minimum grade of B- in both CS 508 and CS 519, or permission of the instructor. (First semester/3 credits)

A survey of the major programming paradigms and their related languages, including procedural, functional, logic and object-oriented programming. Topics include: binding, exception handling, data sharing, scope, parameter passing, type checking, runtime storage management, lexical analysis, syntactic analysis, parsing, code generation and optimization.

CS 572 Compiler Construction

Prerequisite: A minimum grade of B- in CS 571. (Second semester/Odd years/3 credits)

Principles and tools for the construction of translators for programming languages. Topics include lexical analysis, block structure, grammars, parsing, error recovery, program representation, run-time organization and code generation. Object-oriented methods will be used throughout.

CS 573 Selected Topics in Distributed Computing

Prerequisite: A minimum grade of B- in CS 567. (Second semester/Odd years/3 credits)

An advanced study of special topics in and related to distributed and networked computing.

CS 576 Concurrent Algorithms

Prerequisites: A minimum grade of B- in CS 520 and CS 567. (Second semester/Odd years/3 credits)

An introduction to the theory of concurrent and distributed algorithms, with an emphasis on formal analysis. The course will cover both synchronous and asynchronous algorithms. Topics may include problems in: resource allocation, communication, consensus among distributed processes, data consistency, deadlock detection and leader election.

CSIT 583/483 World Wide Web Programming

Prerequisites: IT 581 and CS 504, or permission of instructor. (Second semester—Odd years/3 credits)

Examination of issues and techniques in programming for World Wide Web applications. Topics include HTML and the HyperText Transfer Protocol, The Common Gateway Interface (CGI); Multipurpose Internet Mail Extensions (MIME); programming language options; CGI scripting (designing, building, testing and installing CGI applications); file and database access; and security issues. Perl will be used as the primary scripting language for the course. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working application as part of the course work.

CS 595 Software Engineering Project

Prerequisites: CS 524 and 18 credits of CS coursework beyond foundation level, and permission of department. (6 credits)

Design, creation and documentation of an applications program. Required of all degree candidates who have requested and been accepted for the software engineering project option.

Information Technology

IT 514 Contemporary Issues in Information Technology

Prerequisite: A minimum grade of B- in CS 503 or concurrent enrollment in CS 503, or permission of the instructor. (First semester/3 credits)

This course addresses the current issues that surround the use of information technology (IT) and the development of IT-based solutions. Using an overview of the IT components utilized in the areas of computer hardware and software, information processing and telecommunications as a foundation, this course explores the current issues and trends which challenge IT professionals. The primary purpose of this course is to teach students how to approach, investigate, consider, analyze, use and apply information technology in order to address specific information-based needs. The course is intended to serve as a foundation for more advanced work in the Information Technology concentration.

IT 515 Object Oriented Methods

Prerequisite: A minimum grade of B- in IT 514. (Second semester/3 credits)

This course provides a detailed exploration of several object-oriented methods including object-oriented analysis and design, object-oriented programming languages, distributed and client-server computing and object-oriented databases. The course will draw distinctions between traditional data analysis and structured programming techniques and object-oriented approaches. Students will be required to demonstrate these techniques through various case studies, mini-projects and exercises.

IT 518 Systems Engineering and Integration

Prerequisite: IT 514 or permission of the instructor. (Second semester/3 credits)

A comprehensive review of the procedures, tools and standards that comprise the field of systems engineering and integration. This course provides a detailed examination of the systematic application of proven procedures, tools and standards to information-oriented problems for the purpose of defining, designing, managing and implementing effective information technology solutions.

ITMG 527 Management Issues in Information Systems

Prerequisite: IT 514 for CS/IT majors or MGMT 566 for MBA majors, or permission of the instructor. (First semester—Even years/3 credits)

An examination and critical assessment of real-life management issues surrounding information systems in application environments. These issues involve the management of information, project management and information resources and systems within the organization.

CSIT 530/430 Applied Database Concepts

Prerequisite: A minimum grade of B- in CS 504, or permission of the instructor. (Either semester/3 credits)

A study of the design and implementation of databases from a real world applications point of view. The course includes a review of database concepts such as basic architectural issues, the relational model, query processing, logical database design and normalization theory and data protection issues. The course will also address topics such as assessing end-user needs, developing specifications, designing functionally equivalent solutions and evaluating commercial database packages.

ITMG 533 Managing Technical Project Teams

Prerequisite: ITMG 527. (Second semester—Odd years/3 credits)

This course investigates the process of managing a computer-related project. It includes scheduling techniques and automated tools such as scheduling packages. Focus will be on the team environment conducive to successful project completion.

CSIT 540 Human-Computer Interaction

Prerequisite: CS 504 or permission of the instructor. (First semester—Even years/3 credits)

Topics covered will be chosen from the relationships between people and computers and the role of human factors and psychology in those relationships; usability; interaction and interface design issues; command languages, menus, error messages, and response time; physical interaction, I/O devices and interaction style and techniques; the design process and user models; interface evaluation, rapid prototyping and interactive refinement; natural language; integration of user interfaces with software engineering.

IT 548 Telecommunications and Networking for the Information Age

Prerequisites: A minimum grade of B- in IT 514 and CS 508, or permission of the instructor. Not open to students who have completed CS 553. (First semester/3 credits)

This course is designed to provide computer professionals with a working knowledge of data communications, computer networks and open systems. The course includes an in-depth review of basic terminology and concepts in data communications, telecommunication protocols, transmission techniques and computer network architecture alternatives. Additional topics include internetworking, circuit and packet switching and telecommunication solutions such as xDSL, ATM and Frame Relay.

CSIT 555 Information Systems Security

Prerequisites: CSIT 530 and either IT 548 or CS 553, or permission of the instructor. (Second semester/3 credits)

This course considers technical, operational and managerial issues of computer systems security in an operational environment. The course will address the threats to computer security including schemes for breaking security and techniques for detecting and preventing security violations. Emphasis will be on instituting safeguards, examining the different types of security systems and applying the appropriate level of security for perceived risks.

IT 581 Practicum in Web Development

Prerequisite: A minimum of B- in CS 503, or permission of the instructor. (Summer/3 credits)

The technologies and issues associated with developing World Wide Web information sites, with an emphasis on accessibility and usability. Topics include authoring techniques, site conception, site structure and navigational design, graphics and multimedia issues, server-side and client-side programming options, portability and maintenance issues, security. Student teams will develop a working site as part of the course work.

CSIT 583/483 World Wide Web Programming

Prerequisites: IT 581 and CS 504, or permission of instructor. (Second semester—Odd years/3 credits)

Examination of issues and techniques in programming for World Wide Web applications. Topics include HTML and the HyperText Transfer Protocol, The Common Gateway Interface (CGI); Multipurpose Internet Mail Extensions (MIME); programming language options; CGI scripting (designing, building, testing and installing CGI applications); file and database access; and security issues. Perl will be used as the primary scripting language for the course. Class sessions will emphasize interactive exploration and discussion. Student teams will develop a working application as part of the course work.

The department also regularly offers special topics courses in various areas of computer science and information technology. Such offerings will be listed in the class schedule for a given semester.

Mathematics

MATH 505 Discrete Mathematics

Prerequisite: MATH 120 or equivalent. (Either semester/3 credits)

Introduction to the basic mathematical structures and methods used to solve problems that are inherently finite in nature. Topics include logic, Boolean algebra, sets, relations, functions, matrices, induction and elementary recursion and introductory treatments of combinatorics and graph theory.

EDUCATION

The Hood College Education Department offers a variety of graduate degree and initial teaching certification (for post-baccalaureate students) programs, and one certificate program. For specific information regarding advanced certification program completers, refer to www.msde.state.md.us for Hood College's Institutional Report or to the Title II Institutional Report attachment in this catalog.

Graduate Program Overview

Candidates completing the graduate and post-baccalaureate programs will gain the requisite knowledge, skills and dispositions to meet national, professional, state and institutional standards. As part of on-going work to achieve national accreditation, the Department is guided by a Conceptual Framework that includes the following vision and mission statements and institutional outcomes.

Our Vision as a department ...

The Education Department believes that well-educated and prepared teachers and educational leaders have a sense of self-satisfaction in both intellectual pursuits and pedagogical applications. The Department believes that the discipline of education is a scholarly pursuit, a science, an art and a profession. We believe that the Education Department must provide candidates with a theoretical knowledge base, technological tools and support to become competent professionals of the art of education and guidance to operate within an ethical profession in a diverse society.

Mission Statement

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

Institutional Department Outcomes

We believe that Education Department at Hood College prepares educators who ...

- Demonstrate the subject matter content, pedagogical knowledge, teaching skills and professional dispositions necessary to ensure that all of their students and clients learn. (CONTENT KNOWLEDGE and SKILLS)
- Use their knowledge of diversity to create learning environments that support the belief that all students can learn. (DIVERSITY)
- Have attained the necessary skills to use assessment data to guide practices that support the belief that all students can learn. (ASSESSMENT)

- Have attained the necessary skills to use technology to enhance learning. (TECHNOLOGY)
- Communicate effectively with students, parents, and colleagues in order to facilitate learning. (COMMUNICATION)
- Reflect on their practice and are committed to continued professional growth. (REFLECTIVE PRACTICE)

Admission to any of the graduate programs requires a 2.5 overall grade point average from an accredited 4-year institution, successful completion of an interview with the program director and a written essay on the program's core beliefs. All the Graduate Programs in Education consist of three phases and candidates must meet program requirements at each phase before advancing to the next phase of the program.

Phase I - Advancement to Full Candidacy

- Complete 12 credits of coursework as specified in each program of study with a cumulative 3.0 grade point average.
- Complete performance assessments in required Phase I courses at acceptable level.
- Complete acceptable Written Candidate Dispositional Assessment #1 on the Dispositions from our Institutional Outcomes.
- Submit completed Degree Candidacy Form signed by Program Director and Chair of the Education Department.

Phase II - Midpoint Transition (Preparation for Intensive Collaborative Practice)

- Complete required Phase II courses with an overall 3.0 grade point average.
- Complete performance assessments in required Phase II courses at an acceptable level.
- Complete acceptable Written Candidate Dispositional Assessment #2 on the Dispositions From our Institutional Outcomes.
- Complete program specific requirements to judge readiness for Intensive Collaborative Practice in Phase III.

Phase III - Intensive Collaborative Practice

- Maintain overall 3.0 grade point average in program coursework.
- Complete performance assessments in required Phase III courses at an acceptable level.
- Complete intensive collaborative practice (Clinical experience in Reading, Internship in Educational Leadership or Action Research Project in Curriculum and Instruction).
- Complete Written Candidate Dispositional Assessment #3 on the Dispositions from our Institutional Outcomes at an acceptable level.

Program Completion

- Complete appropriate program specific requirements for each program of study for program completion.
- Complete program surveys and activities at the completion of the program that provide data for program improvement.

Candidates enrolling in the Education graduate program are assessed on the six Institutional Outcomes (IOs) and their core (dispositional) beliefs (commitment to continuous content knowledge and skills development; all students can learn: consistent

and purposeful assessment guides practice and instruction; effective and ethical use of technology will enhance learning; effective communication with all stakeholders will facilitate learning; and reflective practice to inform and promote professional growth) as part of program expectations. The Education Department assesses these professional dispositions through written candidate assessments, through course expectations and collaborative practice experiences and can issue a dispositional alert if candidates fail to meet these professional dispositions. Faculty members and/or the program director may fill out a dispositional alert form with a remediation action plan to notify the candidate of such concerns. Failure to complete the action plan may lead to program dismissal.

All graduate programs require the candidates who intend to be program completers to use the Chalk and Wire e-Portfolio system to create a program portfolio with specified performance assessments and activities. Candidates entering the Educational Leadership and Reading Specialists M.S. Degree Programs must enroll in EDUC 590 as their first course and receive training on creating their program portfolio. Candidates enrolling in the M.S. in Curriculum and Instruction must enroll in EDUC 502 as the first course in order to begin developing their program e-portfolio.

Programs leading to the graduate degrees include the Master of Science degree in Curriculum and Instruction with concentration areas in:

- Early Childhood Education
- Elementary Education
- Elementary School Science and Mathematics
- Secondary Education
- Special Education, with specializations in
- Elementary/Middle School Special Education
- Secondary Special Education
- Early Childhood Special Education

Educational Leadership

These programs lead to the M.S. degree. They do not lead to initial teaching certification.

Reading Specialization

This program leads to the M.S. Degree. It does not lead to initial teaching certification.

Initial Teaching Certification Programs

Graduates of accredited institutions may apply for entry into the initial teaching certification program. For these post-baccalaureate students the program results in eligibility for the initial teaching certificate, but not a graduate degree.

Program options available to post-baccalaureate students are:

Early Childhood Education (leads to initial teaching certification for children aged 3 years to grade 3)

Special Education (leads to initial teaching certification in grades 1-8)

Secondary Education (leads to initial teaching certification in middle school and high school). Students opt for a secondary education program in one of the following content areas:

- Biology
- English
- History
- Spanish
- Chemistry
- French
- Mathematics

Students enrolled in the initial teaching certification program may elect to apply for entry into a master's degree program.

M.S. IN CURRICULUM AND INSTRUCTION

The Master of Science in Curriculum and Instruction is designed primarily for certificated classroom teachers who want to enrich their professional knowledge and skills. The program draws from the National Professional Board Teacher Standards (NPBTS) 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 six areas of education: early childhood education, elementary education, elementary school science and mathematics, secondary education and special education. Special education offers the choice of three areas of specialization: early childhood special education, elementary/middle special education and secondary/adult special education. This 36-credit program does not lead to initial teacher certification. Graduate students enrolled in this program are required to annually purchase a packet to submit their required performance activities as e-portfolio products in The Chalk and Wire web-based assignment sections. Graduate students taking courses on a non-degree basis and not enrolled in the M.S. in Curriculum and Instruction program are also required to purchase the Chalk and Wire Web-based packet.

Requirements for all Education Concentrations in Curriculum and Instruction

Six professional education core courses are central to all concentrations in Curriculum and Instruction:

EDUC 502	Using Technology to Design, Manage and Assess Learning* — 3 credits
EDUC 577	Introduction to Educational Research — 3 credits**
EDUC 581	Research-Based Teaching, Learning, and Assessment** — 3 credits
EDUC 582	Educational Philosophy in a Diverse Society** — 3 credits
EDUC 583	Principles of Curriculum Development and Appraisal — 3 credits
EDUC 597	Action Research/Special Project(Capstone Course)— 3 credits***

**Must be taken as the first course in the program*

***Along with EDUC 502, must be completed in the first 12 credits, before candidate can advance to full candidacy*

****This course begins in the Fall and is a year-long course*

Unit Assessment Organization

In compliance with the National Council for Accreditation of Teacher Education (NCATE) requirements, the M.S. in Curriculum and Instruction is divided into three phases for the purpose of uniform data collection for Unit Assessment and continuous program improvement.

Admission to the Graduate Division of the College

To be considered for admission for graduate study, the applicant must meet the following requirements:

1. Hold a bachelor's degree from a regionally accredited college or university with at least a 2.5 cumulative grade point average.
2. Have a successful interview with the Program Director of Curriculum Instruction or the Program Coordinator in the Concentration area. This interview is based on core beliefs and Dispositions from the Six Institutional Outcomes (program expectations and requirements are explained to the applicant at this time).
3. Produce an acceptable writing sample on curriculum and instruction.

The applicant will be admitted for graduate study based on the following decisions: full acceptance or conditional acceptance. Applicants not meeting the three criteria listed above will not be admitted into the program.

All Curriculum and Instruction Candidates will need to complete each program's phase requirements before advancing to the next level in the program. Candidates will work with a program adviser to ensure completion of degree requirements at an acceptable level.

Phase I - Advancement to Full Candidacy

Candidates enrolled in the M.S. Degree Program in Curriculum and Instruction will be advanced to full candidacy based on the successful completion of the following:

1. Maintain a 3.0 cumulative grade point average in the following first four required courses:

EDUC	502	Using Technology to Design, Manage and Assess Learning (3 credits) (Taken as first course in the M.S. in Curriculum and Instruction Program)
EDUC	577	Introduction to Educational Research (3 credits)
EDUC	581	Research-based Teaching, Learning and Assessment (3 credits)
EDUC	582	Educational Philosophy in a Diverse Society (3 credits)

2. Complete performance activities in these four courses at an acceptable level.
3. Submit an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Candidate Dispositional Assessment #1).
4. Submit completed Degree Candidacy Form signed by Program Director and Chair of the Education Department.

Based on the successful completion of the above requirements, candidates in the M.S. Degree Program in Curriculum and Instruction are advanced to full candidacy and may continue to Phase II after receiving the following decisions: advance to candidacy; advance to candidacy on a conditional basis pending Alert forms review and an overall review by the Curriculum and Instruction Advisory Council. Candidates not meeting the above requirements will be denied advancement to candidacy based on review by the Curriculum and Instruction Advisory Council.

Phase II - Midpoint Transition

Candidates enrolled in the M.S. Degree Program in Curriculum and Instruction will be advanced to Phase III (Intensive Collaborative Practice) based on the successful completion of the following Phase II requirements:

1. Complete EDUC 583 Principles of Curriculum Development and Appraisal, part of the Professional education core requirements and submit acceptable performance assessment.
2. Maintain a 3.0 cumulative grade point average in the required foundation and content courses identified in each concentration area and submit acceptable performance activities in these courses
3. Submit an acceptable written philosophical reflection on the Dispositions from the Institutional Outcomes (Written Candidate Dispositional Assessment #2).

Members of the Curriculum and Instruction Advisory Council will review the above requirements in Phase II and any Alert Forms and advance the candidate to Phase III with one of the following decisions: Advancement to Phase III, Conditional Advancement to Phase III. Candidates not completing Phase II requirements may be denied Advancement to Phase III.

Phase III - Intensive Collaborative Practice

Candidates enrolled in the M.S. Degree Program in Curriculum and Instruction in Phase III must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the capstone course: EDUC 597 Action Research.
2. Complete acceptable performance activities as part of the collaborative practice component in EDUC 597.
3. Complete résumé, candidate profile and educational philosophy as part of EDUC 597.
4. Successful evaluation of a year-long action research project.
5. Complete an Exit Folio to demonstrate content knowledge at an acceptable level.
6. Submit as part of the Exit Folio an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Candidate Dispositional Assessment #3).

Program Completion

Candidates in the M.S. In Curriculum and Instruction must develop and submit an electronic Exit Folio with selected artifacts to demonstrate content knowledge in each concentration area.

Program Follow Up

Program completers in the Curriculum and Instruction program will complete the following activities:

1. Program Evaluation Survey at the completion of the action research course.
2. Program Survey one year after program completion.
3. Program Survey three years after program completion.
4. Program Survey five years after program completion.

Early Childhood Education Concentration

This 36-credit hour program is designed primarily for classroom teachers in early childhood or elementary education who wish to gain additional knowledge and skills. Content focuses upon the areas of curriculum and advanced methodology as well as theory and support courses. This program does not lead to initial teaching certification.

Requirements

- Foundation Courses (three) In addition to the six professional education courses for the M.S. degree, students must complete three ECE foundation courses (9 credits)

EDUC	533	Effective Home-School Interaction: Research and Practice
EDUC	534	Current Issues in Early Childhood and Elementary Education
EDUC	561	Teaching Diverse Learners in an Inclusive Setting: Early Childhood and Elementary Education

- Content Electives (three): In addition to the professional education core and foundation courses, the candidate must select three elective courses from different curriculum areas, one must be taken in reading (9 credits).

Reading - Select one course

EDUC	511	Children's Literature
EDUC	517	Materials for Teaching Reading: Instruction and Methods
EDUC	518	Reading Instruction: Elementary

EDUC 535 Integrating the Early Childhood Curriculum through Language Arts

Mathematics

EDUC 545 Modern Mathematics Methods

Special Education

EDUC 574A Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies

or

EDUC 576A Curriculum and Methods in Early Childhood Special Education: Mathematics and Science

Elementary Education Concentration

This 36-credit hour program is designed primarily for classroom teachers in early childhood or elementary education who want to gain additional knowledge and skills. Content focuses upon the areas of curriculum and advanced methodology, as well as theory and support courses. This program does not lead to initial teaching certification.

Requirements

■ Foundation Courses (three): In addition to the six professional education core courses for the M.S. degree, students must complete three elementary education foundation courses (9 credits):

EDUC 533 Effective Home-School Interaction: Research and Practice

EDUC 534 Current Issues in Early Childhood and Elementary Education

EDUC 561 Teaching Diverse Learners in an Inclusive Setting: Early Childhood and Elementary Education

■ Content Electives (three:.) In addition to the professional education core and foundation courses, the candidate must select three elective courses from different curriculum areas, one must be taken in reading (9 credits).

Reading

EDUC 515 Processes and Acquisition of Reading

EDUC 517 Materials for Teaching Reading: Instruction and Methods

or

EDUC 518 Reading Instruction: Elementary Mathematics

Mathematics

EDUC 545 Modern Mathematics Methods

EDUC 546 Topics in Elementary School Mathematics

Special Education

EDUC 574A Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies

or

EDUC 576A Curriculum and Methods in Special Education: Mathematics and Science

Elementary School Science and Mathematics Concentration

The purpose of this 36-credit hour program is to provide teachers with current, innovative and accurate elementary science and mathematics methods and topics. Emphasis is placed upon the understanding, development and application of constructivist curricula, materials, methods and activities that are applicable within the elementary classroom. This program does not lead to initial teaching certification.

Requirements

EDUC 540 Modern Science Methods

EDUC 545 Modern Mathematics Methods

EDUC 576A Curriculum and Methods in Special Education: Mathematics and Science

■ Content Elective Courses (three): In addition to the professional education and foundation courses, the candidate must select three courses from different content and topic areas, either from the science or mathematics disciplines with the approval of the adviser, or from the following education courses:

EDUC 542 Topics in Elementary School Physical Science

EDUC 543 Topics in Elementary and Middle School Field Biology

EDUC 544 Topics in Elementary School Biological Science

EDUC 546 Topics in Elementary School Mathematics

EDUC 548 Topics in Elementary and Middle School Earth Science

Secondary Education Concentration

This 36-credit program is intended for students who currently hold certification within a secondary teaching area. It is also intended as a master's degree option for individuals in the post-baccalaureate secondary education certification program. This program may provide courses toward the advanced professional certificate but does not lead to certification in other areas. This program does not lead to initial teaching certification.

Requirements

■ Foundation Courses(two): In addition to the six professional education core courses for the M.S. degree, students must complete two secondary foundation courses (6 credits):

EDUC 584 Systemic Change Processes for School Improvement

EDUC 569 Teaching Diverse Learners in an Inclusive Setting: Secondary Education

■ Content Courses (three): In addition to the professional education and foundation courses, candidate must select three courses from professional and content areas that form a coherent unit of study within the secondary teaching areas. These courses may be selected from offerings by the various departments at Hood including the Education Department and must be approved by the adviser. Students may select from the following listing of content areas provided that they have met course prerequisites and any subject matter departmental requirements. Check with your adviser for course availability and additional courses that may become available:

■ Art (see courses listed under M.A. in the Humanities and Certificate in Ceramic Arts)

■ Biomedical Science (see BMS 511, 512, 523 and 524 listed under M.S. in Biomedical Sciences)

- Chemistry (see courses listed under Additional Courses and M.S. in Environmental Biology)
- Computer Science (see courses listed under M.S. in Computer and Information Sciences and M.S. in Computer Science)
- Economics (see courses listed under M.S. in Human Sciences and Masters in Business Administration)
- Education (numerous offerings listed under M.S. in Curriculum and Instruction, M.S. in Reading Specialization and special education and M.S. in Educational Leadership)
- English (see courses listed under M.A. in the Humanities)
- Environmental Biology (see ENV 501, 502, 503 and 507 listed under M.S. in Environmental Biology)
- French (see courses listed under M.A. in the Humanities and Certificate of Proficiency in Foreign Languages)
- German (see courses listed under M.A. in the Humanities)
- History (see courses listed under M.A. in the Humanities)
- Mathematics (500, 501, 505, 507, 509, 546) 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 594, 595, 596)
- Political Science (see courses listed under Additional Courses, M.A. in the Humanities and M.A. in Human Sciences)
- Psychology (see courses listed under M.A. in Human Science)
- Sociology (see course listed under M.A. in the Humanities)
- Spanish (see courses listed under M.A. in the Humanities and Certificate of Proficiency in Foreign Languages)
- One elective may be chosen from among many graduate courses including those listed above (3 credits).

Special Education Concentration

This program is designed primarily for special education, early childhood, elementary or secondary education classroom teachers. It seeks to prepare them to deal with students with disabilities in general or special education classrooms. Emphasis is placed on providing a balance of theoretical background and methodology appropriate for the needs of exceptional children and youth. This program does not lead to initial teaching certification.

The special education program reflects State of Maryland education certification areas: generic (mild and moderate disabilities), non-categorical education for students with disabilities at a designated age-grade level. Three areas of specialization are offered. Students without any teacher certification who are seeking initial certification in Special Education (Grades 1-8) are referred to page 317 Teaching Certification, Post-Baccalaureate Option. Hood does not offer an approved program for currently-certified teachers who wish to obtain additional certification in special education. However, Hood does offer courses and a six-hour practicum that may satisfy some of the requirements for the Maryland State Department of Education's credit-count certification procedure in early childhood, elementary/middle school or secondary special education. Students who seek additional certification in this manner should see an adviser and request a transcript evaluation from MSDE or local personnel departments. Individuals required to

take a six-hour practicum will take EDUC 550 Internship in Special Education. The internship is not part of the master's program and must be approved by the department. It is also taken in addition to the 36 required credit hours for students seeking the master's degree.

Requirements

Content Courses (three): In addition to the initial five professional education core courses and the final capstone course for the M.S. degree, all candidates in the Special Education Concentration must complete three courses in Special Education Content Coursework for 9 credits:

EDUC 565	Classroom Organization and Management in Special Education (3 credits)
EDUC 571	Historical, Philosophical and Legal Foundations of Special Education (3 credits) (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. Secondary teachers who are certified in Maryland are exempt from taking EDUC 569 and must take EDUC 571 instead).

Assessment Course:

Choose one:

EDUC 573A	Assessment, Diagnosis and Prescription in Special Education: Elementary/Middle School (3 credits)
EDUC 573B	Assessment, Diagnosis and Prescription in Special Education: Secondary/Adult (3 credits)
EDUC 591	Assessment, Diagnosis and Prescription for Children with Disabilities: Early Childhood (3 credits)

Specialization in Early Childhood Special Education

This 36-credit program is intended for individuals who already have initial teaching certification in general elementary/early childhood education or special education at the elementary/middle age-grade level. This concentration includes courses that may lead to certification in special education at the early childhood level, ages 3-8.

Requirements

■ Foundation Courses-Early Childhood Special Education (three): In addition to the professional education core and special education content courses, the candidate must complete three early childhood special education foundation courses (9 credits):

EDUC 592	Curriculum Methods in Early Childhood Special Education (3 credits)
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Reading

Any two graduate reading courses for 6 credits:

EDUC 511	Children's Literature
EDUC 515	Processes and Acquisition of Reading
EDUC 517	Materials for Teaching Reading: Instruction and Methods
EDUC 518	Reading Instruction: Elementary

EDUC 520*	Reading Diagnosis
EDUC 521*	Contemporary Issues in the Teaching of Reading
EDUC 535	Integrating the Early Childhood Curriculum through Language Arts

*Must meet pre-requisite requirements

Specialization in Elementary/Middle School Special Education

This 36-credit hour program is designed primarily for certified classroom teachers in early childhood or elementary education who want to gain additional knowledge and skills. Content focuses upon the areas of curriculum and advanced methodology, as well as theory and support courses. This program does not lead to initial teaching certification.

Requirement

■ Foundation Courses-Elementary/Middle Special Education (three): In addition to the six professional education courses for the M.S. degree, and the Special Education content course, the candidate must complete three Elementary/Middle Special Education content courses (9 credits):

EDUC 574A	Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies
EDUC 576A	Curriculum and Methods in Special Education: Mathematics and Science

Reading

Any one graduate reading courses for 3 credits:

EDUC 511	Children's Literature
EDUC 515	Processes and Acquisition of Reading
EDUC 517	Materials for Teaching Reading: Instruction and Methods
EDUC 518	Reading Instruction: Elementary
EDUC 520*	Reading Diagnosis
EDUC 521*	Contemporary Issues in the Teaching of Reading
EDUC 535	Integrating the Early Childhood Curriculum through Language Arts
EDUC 515	Processes and Acquisition of Reading
EDUC 517	Materials for Teaching Reading: Instruction and Methods
EDUC 518	Reading Instruction: Elementary

*Must meet pre-requisite requirements

**Certified special education teachers who teach in the middle school who have had a reading course to meet certification requirements may take a graduate course in the content area that they teach instead of a reading course.

Specialization in Secondary Special Education

This 36-credit program is intended for individuals already having initial teaching certification in general elementary or secondary education. This concentration includes courses that may lead to certification in special education at the secondary/adult age-grade level.

Requirements

■ Foundation Courses-Secondary Special Education (three): In addition to the six professional education core courses and Special Education Content Courses, the candidate must complete three Secondary Special Education Foundation Courses (9 credits):

EDUC 574B	Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies (3 credits)
EDUC 576B	Curriculum and Methods in Special Education: Mathematics and Science (3 credits)

Reading Any one graduate reading courses for 3 credits:

EDUC 515	Processes and Acquisition of Reading
EDUC 517	Materials for Teaching Reading: Instruction and Methods
EDUC 519	Reading Instruction: Secondary
EDUC 520*	Reading Diagnosis
EDUC 521*	Contemporary Issues in the Teaching of Reading

*Must meet prerequisites for these courses prior to enrollment.

**Certified special education teachers who teach in the secondary school who have had a reading course to meet certification requirements may take a graduate course in the content area that they teach instead of a reading course.

M.S. IN EDUCATIONAL LEADERSHIP

The Master of Science in Educational Leadership provides students with a comprehensive foundation in the principles and practices of school administration and supervision. This program is approved by the Maryland State Department of Education for Administrator I certification. The program is designed for:

- Teachers who wish to have a master's degree and be certified in administration and supervision.
- Persons holding a bachelor's degree in education who seek a graduate degree to enhance their opportunity to work in the fields of administration and supervision.
- Teachers who want a graduate degree with depth in the fields of administration and supervision

Requirements for the Program

The M.S. Degree Program in Educational Leadership allows graduate students to complete their Administrative I and II certifications by selecting one of the following two approaches:

1. M.S. Degree Program in Educational Leadership

Students enrolled in this track must complete 36 credit hours of required courses and pass a comprehensive examination from the Educational Testing Service (ETS), "The School Leaders Licensure Assessment (SLLA)." Students enrolled in this program are not eligible to transfer in any credits.

2. Eighteen-Credit Certification Preparation Program

Students enrolled in this track who have a master's degree in a related education field must complete 18 credit hours in six required courses and successfully pass the SLLA. Students enrolled in this program are not eligible to transfer in any credits. Students enrolled in this program are strongly encouraged to take EDUC 590 (Technology in Educational Leadership and Reading Specialization) as the first course prior to taking any of the 18 credit hours in the six required courses.

In order to obtain the Administrator I Certificate endorsement in Maryland, the student must qualify for a Maryland State Advanced Professional Certificate in an educationally related field and have completed three years of successful teaching in addition to the M.S. in Educational Leadership. The Eighteen-Credit Preparation Program and the M.S. in Educational Leadership lead to the Administrator II Certificate endorsement because of the SLLA requirement. Graduate students enrolled in both of these programs are required to annually purchase a packet to submit their required performance activities as e-portfolio products in the Chalk and Wire web-based assignment sections. Each course in both programs will require at least one Educational Leadership Constituent Council (ELCC) performance activity or one bridge performance activity. Graduate students taking courses on a non-degree/non-program completer basis and not enrolled in either the M. S. Degree Program or the Eighteen-Credit Certification Preparation Program are also required to purchase the Chalk and Wire e-Portfolio packet.

Required Courses

EDUC 513	School Law*
EDUC 514	Administration of Pupil Services
EDUC 577	Introduction to Educational Research
EDUC 578	Educational Leadership and Group Dynamics*
EDUC 581	Research-based Teaching, Learning and Assessment
EDUC 582	Educational Philosophy in a Diverse Society
EDUC 583	Principles of Curriculum Development and Appraisal*
EDUC 584	Systemic Change Process for School Improvement
EDUC 586	Principles of Educational Supervision*
EDUC 587	Elementary School Administration* or EDUC 588 Secondary School Administration*
EDUC 589	School Business and Personnel Administration*
EDUC 590	Technology in Educational Leadership and Reading Specialization

Students enrolled in the M.S. Degree Program in Educational Leadership are required to complete the following four courses in the first 12 credits in preparation for Full Advancement to Candidacy:

1. EDUC 590 Technology in Educational Leadership and Reading Specialization (must be taken as the first course in the M.S. Degree Program in Educational Leadership)
2. EDUC 581 Research-Based Teaching, Learning and Assessment
3. EDUC 582 Educational Philosophy in a Diverse Society
4. EDUC 577 Introduction to Educational Research

**Educators who already have a master's degree in a related educational field can take 18 credit hours of courses, noted by an asterisk (*), from this program to qualify for a Maryland Administrator I Certificate through the Eighteen-Credit Certification Preparation Program. Students in this program are not required to take EDUC 577 as a prerequisite for EDUC 583.*

Unit Assessment Organization

In compliance with the National Council for Accreditation of Teacher Education (NCATE) requirements, both programs are organized into three phases for the purpose of uniform performance data collection for Unit Assessment and the eventual improvement of both programs.

Admission to the Graduate Division of the College

To be considered for admission for graduate study, the applicant must meet the following requirements:

1. Hold a bachelor's degree from a regionally accredited college or university with at least a 2.5 cumulative grade point average.
2. Have a successful interview with the Program Director of Educational Leadership based on Dispositions of the Six Institutional Outcomes (program expectations and requirements are explained to the applicant at this time).
3. Produce an acceptable writing sample on educational leadership.

The applicant will be admitted for graduate study based on the following decisions: full acceptance or conditional acceptance. An applicant could also be rejected for acceptance. In addition, applicants will be admitted on a program completer basis in either the M.S. Degree Program or the Eighteen-Credit Certification Preparation Program or on a non-program completer basis in either a non-degree category or an audit category.

Phase I - Advancement to Full Candidacy

Candidates enrolled in the M.S. Degree Program in Educational Leadership will be advanced to full candidacy based on the successful completion of the following:

1. Maintain a 3.0 cumulative grade point average in the following first four required courses: EDUC 590 (first required course in which the candidate profile is completed); EDUC 577; EDUC 581; and EDUC 582 (the candidate's educational philosophy is completed in this course). Acceptable Bridge performance activities will be submitted in these four courses.
2. Submit an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Candidate Dispositional Assessment no.1).
3. Submit completed Degree Candidacy Form signed by Program Director and Chair of the Education Department.

Based on the successful completion of the above requirements, candidates in the M.S. Degree Program in Educational Leadership are advanced to full candidacy and may continue to Phase II after receiving the following decisions: advance to candidacy; or advance to candidacy on a conditional basis pending Alert forms review and an overall review by the Educational Leadership Advisory Council. Candidates not meeting Phase I requirements are denied advancement to candidacy based on review by the Educational Leadership Advisory Council and Program Director.

Candidates enrolled in the Eighteen-Credit Preparation Program are exempted from this phase based on the possession of their earned Master's Degree in a related education field.

Phase II - Midpoint Transition

Candidates enrolled in the M.S. Degree Program in Educational Leadership will be advanced to Phase III (Intensive Clinical Practice) based on the successful completion of the following Phase II requirements:

1. Maintain a 3.0 cumulative grade point average on the following seven courses in this midpoint transition phase: EDUC 513; EDUC 514; EDUC 578; EDUC 583; EDUC 584; EDUC 586; and EDUC 589 (the candidate's professional development plan is completed in this course). Acceptable SPA or Bridge performance activities will be included in these seven courses.
2. Submit an acceptable Developmental Folio.
3. Submit as part of the Developmental Folio an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Candidate Dispositional Assessment no.2).

Candidates enrolled in the Eighteen-Credit Preparation Program will be advanced to Phase III (Intensive Clinical Practice) based on the successful completion of the following Phase II requirements:

1. Maintain a 3.0 cumulative grade point average on the following five courses: EDUC 513; EDUC 578; EDUC 583; EDUC 586; and EDUC 589 (the candidate's professional development plan is completed in this course).
2. Submit an acceptable Developmental Folio.
3. Submit as part of the Developmental Folio an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Candidate Dispositional Assessment no.2).

Members of the Educational Leadership Program Advisory Council will review the above requirements in Phase II and any Alert Forms and advance the candidate to Phase III with one of the following decisions: Advancement to Phase III, Conditional Advancement to Phase III or Denial of Advancement to Phase III.

Phase III - Intensive Collaborative Practice

Interns in both programs in Phase III must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the internship course: EDUC 587(Elementary) or EDUC 588(Secondary). Acceptable SPA performance activities will be required in the internship. Interns in the Eighteen-Credit Preparation Program complete their candidate profile, résumé and educational philosophy in the internship while interns in the M.S. Degree Program in Educational Leadership complete their résumé in the internship.
2. Successful evaluation (at a competent, thoroughly competent or exceedingly competent rating) from the mentor.
3. Successful evaluation (at a competent, thoroughly competent or exceedingly competent rating) from the college supervisor.
4. Submit as part of the Internship Folio an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Intern Dispositional Assessment no.3).

Program Completion

Interns in both programs are required to pass the School Leaders Licensure Assessment (SLLA) in order to complete the requirements for the M.S. Degree Program in Educational Leadership or the Eighteen-Credit Preparation Program.

Program Follow Up

Program completers in both programs will complete the following activities:

1. Program Evaluation Survey in last class of the internship.
2. Program Survey six months after program completion.
3. Program Survey three years after program completion.
4. Program Survey five years after program completion.

M.S. IN READING SPECIALIZATION

The Master of Science in Reading Specialization provides the understanding and competencies necessary for the reading specialist certificate. Open to certificated teachers who will have three or more years of teaching experience by the time the master's degree is conferred, it is directed to the reading needs of all school children

(K-12). A supervised experience in a reading clinic is the capstone to a course sequence that provides both breadth and depth in reading specialization. Graduation from this program leads to Maryland certification as a reading specialist. Graduate students enrolled in this program are required to annually purchase a packet to submit their required performance activities as e-portfolio products in the Chalk and Wire web-based assignment sections. Each course will require at least one International Reading Association (IRA) performance activity or one bridge performance activity. Graduate students taking courses on a non-degree basis and not enrolled in the M.S. in Reading Specialization are also required to purchase the Chalk and Wire packet.

Students MUST enroll in EDUC 590 as the first course in the program:

EDUC 590 Technology in Educational Leadership and Reading Specialization

Students enroll in EDUC 577 and/or EDUC 582 as the second or third courses in the program:

EDUC 577 Introduction to Educational Research (3 credits)

EDUC 582 Educational Philosophy in a Diverse Society* (3 credits)

Students MUST complete a Processes and Acquisition of Reading course before enrolling in the required reading courses:

EDUC 515 Processes and Acquisition of Reading*

**May be waived if student presents documentation that the course was taken in an undergraduate program or for MSDE credit*

Required courses (27 credits):

EDUC 517 Materials for Teaching Reading: Instruction and Methods

EDUC 518 Reading Instruction: Elementary

EDUC 519 Reading Instruction: Secondary

EDUC 520 Reading Diagnosis

EDUC 521 Contemporary Issues in the Teaching of Reading

EDUC 523 Reading Diagnosis and Prescription: Clinical

EDUC 524 Advanced Clinical Reading Experiences: Elementary

EDUC 525 Advanced Clinical Reading Experiences: Secondary

EDUC 529 Literacy Leadership

■ An exit folio is required.

Students enrolled in the M.S. Degree Program in Reading Specialization are required to complete the following courses in the first 12 credits in preparation for full Advancement to Candidacy:

■ EDUC 590 Technology in Educational Leadership and Reading Specialization (must be taken as the first course in the M.S. Degree Program in Reading Specialization)

■ EDUC 582 Educational Philosophy in a Diverse Society

■ EDUC 577 Introduction to Educational Research

Unit Assessment Organization

In compliance with the National Council of Accreditation of Teacher Education (NCATE) requirements, the M.S. in Reading Specialization is organized into three phases for the purpose of uniform performance data collection for Unit Assessment and the eventual improvement of the program.

Admission to the Graduate Division of the College

To be considered for admission for graduate study, the applicant must meet the following requirements:

1. Hold a bachelor's degree from a regionally accredited college or university with at least a 2.5 cumulative grade point average.
2. Have a successful interview with the Program Director of the M.S. in Reading Specialization program based on Dispositions of the Six Institutional Outcomes (program expectations and requirements are explained to the applicant at this time).
3. Produce an acceptable writing sample.

The applicant will be admitted for graduate study based on the following decisions: full acceptance or conditional acceptance. An applicant could also be rejected for acceptance. In addition, applicants will be admitted on a degree, non-degree or audit basis.

Phase I: Advancement to Full Candidacy

Candidates enrolled in the M.S. Degree Program in Reading Specialization will be advanced to full candidacy based on the successful completion of the following:

1. Maintain a 3.0 cumulative grade point average in the following three required courses (and one reading course): EDUC 590 (first required course in which the candidate profile is completed), EDUC 577 and EDUC 582 (the candidate's educational philosophy is completed in this course). Acceptable Bridge or SPA performance activities will be submitted in these three classes.
2. Enroll in EDUC 515 or show evidence of taking a Processes and Acquisition of Reading course as an undergraduate or through an in-service course (before enrolling in reading courses).
3. Submit an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Candidate Dispositional Assessment no.1).
4. Submit completed Degree Candidacy Form signed by Program Director and Chair of the Education Department.

Based on the successful completion of the above requirements, candidates in the M.S. Degree Program in Reading Specialization are advanced to full candidacy and may continue to Phase II after receiving the following decisions: advance to candidacy; advance to candidacy on a conditional basis pending Alert forms review and an overall review by the Reading Specialization Advisory Council; and denial of advancement to candidacy based on review by the Reading Specialization Advisory Council.

Phase II: Midpoint Transition

Candidates enrolled in the M.S. Degree Program in Reading Specialization will be advanced to Phase III (Intensive Collaborative Practice) based on the successful completion of the following Phase II requirements:

1. Maintain a 3.0 cumulative grade point average in the following courses (one was taken in Phase I): EDUC 517, EDUC 518, EDUC 519, EDUC 520, EDUC 523 and EDUC 529. Acceptable Bridge or SPA performance activities will be required in these courses.
2. Pass comprehensive examination (EDUC 523).
3. Submit as part of the comprehensive examination an acceptable written philosophical reflection on the Dispositions from the six Institutional Outcomes (Written Candidate Dispositional Assessment no.2).

Members of the Reading Specialization Program Advisory Council will review the above requirements in Phase II and any Alert Forms and advance the candidate to Phase III with one of the following decisions: Advancement to Phase III, Conditional Advancement to Phase III or Denial of Advancement to Phase III.

Phase III: Intensive Collaborative Practice

Interns must successfully meet the following requirements:

1. Maintain a 3.0 cumulative grade point average in the practicum courses: EDUC 524 (Elementary) and EDUC 525 (Secondary) and in EDUC 521. Acceptable SPA performance activities will be required in these courses. Interns complete their résumés and educational philosophies in the practicum course.
2. Successful evaluation from the lead teachers and director of the practicum courses.

Program Completion

1. Receive a distinguished, proficient or basic rating on the exit folio.
2. Submit as part of the exit folio an acceptable written philosophical reflection on the dispositions of the six Institutional Outcomes (Written Candidate Dispositional Assessment no.3).
3. Exit interview with program director (program survey is turned in to the director).
4. Program survey three years after program completion.
5. Program survey five years after program completion.

Education Courses

EDUC 502 Using Technology to Design, Manage and Assess Learning

Prerequisite: This course has no prerequisite but students are expected to have some familiarity with personal computer operating procedures including using Windows and a word processor. (3 credits)

An introductory course that emphasizes using technology in order to plan instruction, to interact and communicate information and to manage and assess data to design opportunities to promote student learning. The course will explore the legal, social and ethical issues educators face today in the use of technology and how to address those issues. Students are required to take this as the first course in the Curriculum and Instruction program.

EDUC 503 Foundations for Teaching the Struggling Reader

(3 credits)

An introductory reading course emphasizing cultural, linguistic, academic and physical characteristics of struggling readers. Strategies for identifying struggling readers and a variety of instructional programs will be explored.

EDUC 504 Phonics Basics for Teaching Reading and Spelling

(3 credits)

Participants will gain an understanding of the rules and conventions of English print as they relate to the teaching of reading and spelling. This course will review the phonology of English and its relationship to literacy acquisition. This course is required for the Struggling Reader Certificate and a prerequisite for several courses within the program.

EDUC 505 Struggling Reader Case Studies

Prerequisites: EDUC 503 and EDUC 504. (First semester/3 credits)

This is the capstone course in the Struggling Reader Certificate Program. Participants will diagnose strengths and needs and prescribe and implement instruction for specific struggling readers based on formal and informal assessments, work samples, teacher observations and other relevant information.

EDUC 509 Teaching Reading in Content Areas: Part I

(3 credits)

A study of the principles and methods of teaching reading in middle, junior and senior high schools. Emphasis on the implementation of reading techniques and strategies appropriate to the content areas. In-school experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students.

EDUC 511 Children's Literature

(3 credits)

A survey of children's literature and enrichment materials and the criteria for evaluating and selecting such materials as they relate to the needs, interests and capabilities of children and young people.

EDUC 512 Teaching Reading in Content Areas: Part II

(3 credits)

The appropriate match of students to reading materials and teaching strategies at the middle school, junior high and senior high levels. Content area needs, study skills, assessment and appropriate skill remediation and refinement will be explored.

EDUC 513 School Law

(Either semester/3 credits)

This course examines current legal issues facing educational leaders. Specific areas studied include constitutional rights of students, legal aspects of discipline, tort liability, and special education law. Constitutional, federal and state law will be examined within each topic area.

EDUC 514 Administration of Pupil Services

Prerequisite: EDUC 578 or concurrent enrollment in EDUC 578. (First semester/3 credits)

This course examines the pupil services component of educational administration. Specific areas studied include pupil services administrative theory, major components of student services administration and providing services for students with special needs, including those with educational disabilities. Relevant legal aspects of pupil services and special education will be discussed.

EDUC 515 Processes and Acquisition of Reading

This course is designed to assist teachers in understanding the reading acquisition process through observation and analysis of reading and written language development, and the study of current issues in reading research. It is organized around current, accepted, research-based theoretical models that account for individual differences in reading. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will apply knowledge of the core areas of language to reading acquisition in terms of first and second language acquisition, typical development and exceptionalities. Participants will be introduced to current scientific research.

EDUC 516 Mentoring Beginning Teachers: Principles and Practices

Prerequisite: Three years of successful classroom teaching. (3 credits)

This course explores the challenges facing beginning teachers (both in-service and intern-teachers), research on the continuum of teacher development, approaches to effective teacher induction and on-going support. Participants will develop strategies and techniques for mentoring beginning teachers.

EDUC 517 Materials for Teaching Reading: Instruction and Methods

Prerequisite: EDUC 515 or the equivalent. (3 credits)

An introductory reading course emphasizing the historical perspectives of reading instruction, developmental programs and specific reading skills needed at elementary and secondary levels. Selection and evaluation of various media for teaching reading at the elementary level will be the focus of this course. Involvement of other members of the educational community and parents in the reading program will also be considered.

EDUC 518 Reading Instruction: Elementary

Prerequisite: EDUC 515 or the equivalent. (3 credits)

Concerns the remediation and prevention of reading difficulties and the appropriate placement and program planning for disabled, grade level and gifted readers. The course includes a balanced literacy program of graphophonics, semantics and syntactics in teaching reading. Topics include word recognition, reading comprehension, balanced

literacy program, intervention strategies and establishing and managing the literacy program. In-school experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students.

EDUC 519 Reading Instruction: Secondary

Prerequisite: EDUC 515 or the equivalent. (3 credits)

A study of the principles and methods of teaching reading and the appropriate match of students with materials and teaching strategies at the middle school, junior high and senior high levels. Content area needs, study skills and appropriate skill remediation and refinement will be explored. In-school experiences are required which include observations of teachers and the implementation of instructional strategies to groups of students.

EDUC 520 Reading Diagnosis

Prerequisite: EDUC 515 or the equivalent. (3 credits)

A course designed to acquaint students with a variety of reading disabilities, their possible etiologies and initial diagnostic procedures. Strategies for identifying gifted readers and for measuring general reading achievement will be addressed. Emphasis will be on the construction of informal reading inventories; the assessment of commercial instruments; the uses of assessment data from state, local and classroom assessments; and the communication of assessment results to parents and school personnel.

EDUC 521 Contemporary Issues in the Teaching of Reading

Prerequisite: EDUC 515 or permission of the instructor. (3 credits)

Emphasizes implications of current theory and results of research for the teaching of reading. Attention is given to issues and problems in the area of reading instruction. An action research project is planned and implemented during the semester. Current issues associated with reading education are also discussed.

EDUC 522A English as a Second Language Instruction

(1 credit)

This is a five-class module focusing on current research and best practices for the teaching of reading to English as a second language learners in our schools.

EDUC 522B Technology in Teaching the Struggling Reader

Prerequisite: the Maryland required reading courses. (1 credit)

This course is designed to teach how technology can be used as a tool in the classroom to teach literacy. It is not designed to teach the basic foundations of teaching reading. The Preparing Tomorrow's Teachers to Use Technology (PT3) Standards and performance tasks serve as the foundation of this course.

EDUC 522C Word Recognition and Fluency

Prerequisite: EDUC 504. (1 credit)

This is a five-week module focusing on current research and best practices in the teaching of word recognition and reading fluency.

EDUC 522D Reading Comprehension

Prerequisite: EDUC 503. (1 credit)

A five-week module focusing on current research and best practices in the teaching of reading comprehension for struggling readers.

EDUC 522E Spelling

Prerequisite: EDUC 504. (1 credit)

This is a five-week module focusing on current research and best practices in the teaching of spelling.

EDUC 522F Administrators and Reading Instruction

(1 credit)

This is a five-week module focusing on information a school administrator should know about reading. Topics to be discussed will include recent research in reading, categories

of struggling readers and instructional implications, specific reading programs and administering the schoolwide reading program.

EDUC 522G Brain-Based Best Practices

Prerequisites: EDUC 503 and EDUC 504. (1 credit)

During this five-week module, participants will gain a basic understanding of how the brain learns and of those conditions that foster learning. This knowledge will be tied to what is currently known about the brain and reading and to instructional implications for those students who struggle.

EDUC 523 Reading Diagnosis and Prescription: Clinical

Prerequisites: EDUC 517, 518, 519 and 520, or permission of the instructor. (3 credits)

The identification of disabled readers and appropriate prescriptive program planning will be emphasized. Includes the interpretation of initial screening results and subsequent recommendations. Instructional materials for individual and small group teaching will be developed and specific remedial techniques will be refined.

EDUC 524 Advanced Clinical Reading Experiences: Elementary

Prerequisite: EDUC 523 or permission of the instructor. (Offered only in summer sessions/3 credits)

This supervised practicum involves the continuous diagnosis of disabled readers and the planning and implementation of appropriate corrective/remedial programs. Three weeks are spent working with elementary age students. A seminar component is an integral part of the course. To be taken concurrently with EDUC 525.

EDUC 525 Advanced Clinical Reading Experiences: Secondary

Prerequisite: EDUC 523 or permission of the instructor. (Offered only in summer sessions/3 credits)

This supervised practicum involves the continuous diagnosis of disabled readers and the planning and implementation of appropriate corrective/remedial programs with an emphasis on the implementation of reading techniques and strategies appropriate to the content areas. Three weeks are spent working with secondary-age students. A seminar component is an integral part of the course. To be taken concurrently with EDUC 524.

EDUC 526 Differentiated Instruction to Support the Struggling Reader

Prerequisite: Appropriate coursework in education. (3 credits)

This interactive course introduces participants to differentiating instruction in reading. Topics include: historical foundations, learning styles, multiple intelligences, assessment, and defining, planning and managing differentiated instruction in reading. Participants will produce a portfolio exhibiting proficiency in differentiating instruction in reading.

EDUC 527 Use of Alphabetic Phonics in Language Arts Instruction

(3 credits)

The study of dyslexia and reading disability, the reading process and the unique needs of students with learning/language difficulties. Phonological awareness, the principles of multisensory instruction through the Alphabetic Phonics system and current research in the field of reading will be primary focuses. Integration of explicit phonics into language arts instruction will be explored.

EDUC 528 Effective Teaching Foundations for Resident Teaching Certificate (RTC)

Secondary Teachers

(Summer/Only open to students admitted into the RTC Program/3 credits)

This course is a study of the methods and materials of effective teaching in the secondary schools, with particular emphasis on “need to know” elements for those teachers who will be granted Resident Teacher Certificate status prior to employment. Major themes include recognizing the principles and theories of teaching and learning, creating productive learning environments, planning for effective instruction, practicing models for instructional delivery, meeting the needs of diverse learners, using assessment to determine instruction and using technology to enhance instruction and

learning. Students will be required to meet beyond the classroom time to complete projects and field experiences.

EDUC 529 Literacy Leadership

Prerequisites: EDUC 515 (or equivalent), 517, 518, 519 and 520. (3 credits)

This course examines effective school-wide literacy programs and the role the reading specialist/literacy coach plays in those programs. The course addresses change theory, working with the adult learner, time management and organization associated with professional development and the role of a reading specialist/literacy coach. Students will use district and/or building level assessments and observation to evaluate and develop an improvement plan for the school wide literacy program.

EDUC 532 Human Development: Childhood

(3 credits)

An interdisciplinary approach to the study of human development, with emphasis on the period from conception through the middle years of childhood. Relevant research and theories of development will be considered.

EDUC 533 Effective Home-School Interaction: Research and Practice

(3 credits)

The dynamics of the parent-teacher-child relationship with emphasis on the teacher's role as partner and counselor of children ages 3-12. Techniques for working with parents and children will be evaluated and designed by the teacher.

EDUC 534 Current Issues in Early Childhood and Elementary Education

(3 credits)

A review and analysis of current research in early childhood education with emphasis on issues, emerging trends and procedures essential to developing classroom programs for children.

EDUC 535 Integrating the Elementary Curriculum through Language Arts

(3 credits)

Emphasis on incorporating creative and affective areas of the elementary school curriculum. Techniques and practical activities for developing skills such as listening, speaking, creative dramatics, literature, creative writing and handwriting will form the core of the course.

EDUC 540 Modern Science Methods

(3 credits)

An examination of modern elementary science methods, curriculum materials and instructional strategies. Emphasis will be placed upon national, state and local science standards and exemplary curriculum materials. The philosophical, psychological and structural bases for the various teaching approaches and materials are considered.

EDUC 542 Topics in Elementary School Physical Science

(3 credits)

A consideration of the processes and topics of physical science that are most appropriate to the needs of elementary school teachers. An activity-centered approach is utilized to study the structure of matter and other physical science topics.

EDUC 543 Topics in Elementary and Middle School Field Biology

(3 credits)

A study of the natural history and ecology of plants and animals, appropriate for instruction in schools. Field work emphasizes collection, identification and culturing methods adapted to elementary and middle school science programs.

EDUC 544 Topics in Elementary School Biological Science

(3 credits)

A consideration of the processes and topics of biological science that are most appropriate to the needs of elementary school teachers. An activity-centered approach is utilized to study topics of biological science.

EDUC 545 Modern Mathematics Methods

(3 credits)

An examination of modern elementary mathematics methods, curriculum materials and instructional strategies. Emphasis is placed upon national, state and local mathematics standards and exemplary curriculum and manipulative materials. The philosophical, psychological and structural bases for the various teaching approaches and materials are considered.

EDUC 546 Topics in Elementary School Mathematics

(3 credits)

A consideration of topics in modern elementary mathematics that are most appropriate to the teacher. An activity-centered approach is utilized to study sets, set operations, numeration systems, mathematical operations, rational numbers, mathematical sentences, geometry, probability and statistics and problem solving.

EDUC 548 Topics in Elementary and Middle School Earth Science

(3 credits)

A consideration of the processes and topics of earth science that are most appropriate to the needs of elementary and middle school teachers. Emphasis is placed upon an activity-centered study of three major areas in earth science (astronomy, geology, meteorology).

EDUC 550 Internship in Special Education

Prerequisites: For Elementary/Middle (EDUC 550A): EDUC 518, 565, 571, 573, 574, 576; for Secondary/Adult (EDUC 550B): EDUC 518, 565, 571, 573, 574, 576; for Early Childhood (EDUC 550C): EDUC 532, 571, 573, 591, 592. (6 credits/Extra fee)

A supervised teaching practicum in a special education classroom at one of the following age-grade levels:

- A. Elementary/Middle designed for students specializing in the elementary/middle age grade level (grades 1-8)
- B. Secondary/Adult designed for students specializing in the secondary/adult grade level (grades 6-12)
- C. Early Childhood designed for students specializing in the early childhood age-grade level (birth-8)

This course is designed for general education teachers who hold a Maryland teaching certificate and who wish to add special education certification. It is not part of the graduate special education program and is elected in addition to the 30-credit program. Students must apply for the internship and meet departmental requirements. Interested students should contact the coordinator of the Graduate Special Education Program early in their graduate work.

EDUC 555/455 Adult Education

(3 credits)

Study of theory and practice of adult learning; explanation of methods of promoting, organizing, teaching and evaluating programs for adults; and analysis of organizational structure and goals in inservice, training, enrichment and continuing education programs. Development of competency-based approaches and evaluation of research.

EDUC 558 The Elementary Social Studies Curriculum

(3 credits)

The focus is on the multidisciplinary approach to social studies in the elementary school program. Incorporating a broad range of materials and methods, students will learn subject integration and how to promote thinking skills.

EDUC 561 Teaching Diverse Learners in an Inclusive Setting: Early Childhood and Elementary

(3 credits)

Designed to develop skills, attitudes and understanding to enable the general early childhood and elementary classroom teacher to educate learners with special needs effectively. Topics include inclusion, educational provisions for teaching the child with disabilities, educational planning, the team process, teaching techniques, student assessment and classroom organization and management skills. Sections taught in the PDS are open to students in the initial teaching certificate program.

EDUC 565 Classroom Organization and Management in Special Education

(3 credits)

Classroom management and teaching techniques for students in general and special education settings; behavior modification, interaction techniques, and self-management strategies.

EDUC 569 Teaching Diverse Learners in an Inclusive Setting: Secondary Education

(3 credits)

Designed to develop skills, attitudes and understanding to enable the general secondary school classroom teacher to educate learners with special needs effectively. Topics include inclusion, educational provisions for teaching the child with disabilities, educational planning, the team process, teaching techniques, student assessment and classroom organization and management skills. Sections taught in the PDS are open to students in the initial teaching certificate programs.

EDUC 571 Historical, Philosophical and Legal Foundations of Special Education

Prerequisite: EDUC 532 or equivalent. May be taken concurrently. (3 credits)

Historical and legal perspectives that led to PL 94-142 and subsequent legislation. Current issues in the field of special education; survey of disabilities, philosophical concerns, educational ramifications of legislation and innovative programming. This course must be one of the first three courses taken.

EDUC 573 Assessment, Diagnosis and Prescription in Special Education

Prerequisites: EDUC 577, EDUC 532 or equivalent; and EDUC 236 or EDUC 571, or equivalent. (3 credits)

Theoretical and practical aspects of assessment, diagnosis and prescription of children with mild or moderate disabilities. Emphasis on standardized and informal procedures for assessing psycholinguistic processes, oral and written language and academic achievement. Corresponding implications for educational programming are considered. Appropriate test selection and comprehensive report writing are included.

- A. Elementary/Middle designed for students specializing in the elementary/middle age-grade level (grades 1-8).
- B. Secondary/Adult designed for students specializing in the secondary/adult age-grade level (grades 6-12).

EDUC 574 Curriculum and Methods in Special Education: Reading, Language Arts and Social Studies

Prerequisites: EDUC 223 or 532; EDUC 236 or 571; EDUC 316/518 or 409/509; or certification in early childhood, elementary or secondary education, including a mainstreaming course. (3 credits)

A study of curriculum goals and objectives, and the methods and materials to be employed with children who have mild or moderate disabilities.

Topics include learning processes and development of instructional programs in reading, spelling, oral and written language and social studies.

A. Elementary/Middle designed for students specializing in the elementary/middle age-grade level (grades 1-8).

B. Secondary/Adult designed for students specializing in the secondary/adult age-grade level (grades 6-12).

EDUC 576 Curriculum and Methods in Special Education: Mathematics and Science

Prerequisites: EDUC 223 or 532; EDUC 236 or 571; EDUC 321 or 545; or certification in elementary education, including a mainstreaming course. (3 credits)

A study of curriculum goals and objectives and the methods and materials to be employed with children who have mild or moderate disabilities. Topics include development of instructional programs in mathematics and science.

A. Elementary/Middle designed for students specializing in the elementary/middle age-grade level (grades 1-8).

B. Secondary/Adult designed for students specializing in the secondary/adult age-grade level (grades 6-12).

EDUC 577 Introduction to Educational Research

(Either semester/3 credits)

This course prepares the student to become an effective consumer of educational research. Library assignments include using a variety of tools and technology to search and retrieve research documents. Categories of research include quantitative, qualitative, experimental, survey and action. Topics include research design, analysis of internal and external validity and descriptive and inferential statistics. Students enrolled in the M.S. Degree Programs in Educational Leadership and Curriculum and Instruction are required to complete this course within the first 12 credits; students enrolled in the M.S. Degree in Reading Specialization are required to complete this course within the first 9 credits.

EDUC 578 Educational Leadership and Group Dynamics

(First semester/3 credits)

This course examines: leadership theory; organizational theory including the structure and dynamics of organizations; motivation and decision-making processes examining the hierarchy of authority within the organization; the interaction of various groups in the decision-making process; communication skills; the various communication networks and their impact upon the different groups within the organization; organizational change focusing on the group culture and dynamics and its impact on the efforts of the leadership to promote change within the organization. Students have the opportunity to meet with educational leaders to discuss challenges in educational leadership.

EDUC 579 Collaborative Decision Making for Inclusion

(3 credits)

This course provides teachers, administrators and other school personnel with the skills to plan and implement educational programs for students in general and in special education classrooms. Topics include effective consultation and collaboration skills, program and placement options, problem-solving and decision-making techniques, the role of the family in educational programming and related multicultural issues. Research findings and practical applications will be considered.

EDUC 581 Research-Based Teaching, Learning and Assessment

Prerequisite: A course in child development or educational psychology at the graduate or undergraduate level. (Either semester/3 credits)

This course extends students' knowledge, understanding and application of theories of child development and the teaching-learning-assessment process, and offers the student the opportunity to carefully consider and apply the findings of educational, psychological and brain-based research and theory. A semester-long case study of one subject of the student's choice helps the student to thoughtfully apply the results of the research to

his/her teaching practice, collect data to document change in the subject's academic or social behavior and skillfully analyze and reflect on the outcomes of the case study. (Students enrolled in the M.S. Degree Programs in Educational Leadership and Curriculum and Instruction are required to complete this course within the first 12 credits)

EDUC 582 Educational Philosophy in a Diverse Society

(Either semester/3 credits)

This course studies the educational philosophies of idealism, realism, pragmatism, reconstructionism and existentialism in the context of diverse educational populations. Multicultural curriculum planning approaches as well as the history and contributions of minority groups to American education are also examined. (Students enrolled in the M.S. Degree Programs in Educational Leadership and Curriculum and Instruction are required to complete this course within the first 12 credits; students enrolled in the M.S. Degree Program in Reading Specialization are required to complete this course within the first 9 credits.)

EDUC 583 Principles of Curriculum Development and Appraisal

Prerequisite: EDUC 577 or concurrent enrollment in EDUC 577. (Either semester/3 credits)

This course examines various approaches to curriculum development and evaluation. Curriculum theories, processes and roles in curriculum planning; data used in curriculum planning; and defining curricular goals and objectives are all addressed in the course.

EDUC 584 Systemic Change Processes for School Improvement

(Second semester/3 credits)

Participants examine the literature on systemic change, with emphasis on models and strategies for use by school leaders to effect change at the individual, team, school and district levels. Topics include characteristics and dynamics of effective organization, power and influence patterns in schools and communities and leadership roles in planning and managing school improvement. Participants apply concepts to effect change in the workplace.

EDUC 586 Principles of Educational Supervision

(Second semester/3 credits)

This course examines educational supervision as a function of the school leader. Specific areas studied include classroom observation skills, conferencing skills, evaluation skills and human relations skills. Students have the opportunity to practice supervisory skills in simulated and on-site applications.

EDUC 587 Elementary School Administrative Internship

Prerequisites: EDUC 578, EDUC 583 and EDUC 586. (First and second semesters for a full year/3 credits)

This course is a yearlong internship experience (beginning in the fall and concluding in the spring) with a practicing elementary school principal for a range of administrative experiences for a minimum of 280 clock hours in the field for the yearlong internship. The culmination of the experience will result in the submission of an administrative portfolio which will allow the development of the intern to be evaluated by college faculty and, where possible, by a public school administrator. The course will also include class experiences with case studies and vignettes of administrative dilemmas and problems.

EDUC 588 Secondary School Administrative Internship

Prerequisites: EDUC 578, EDUC 583 and EDUC 586. (First and second semesters for a full year/3 credits)

This course is a yearlong internship experience (beginning in the fall and concluding in the spring) with a practicing secondary school principal for a range of administrative experiences for a minimum of 280 clock hours in the field. The culmination of the experience will result in the submission of an administrative portfolio which will allow the development of the intern to be evaluated by college faculty and, where possible, by a public school administrator. The course will also include class experiences and vignettes with case studies of administrative dilemmas and problems.

EDUC 589 School Business and Personnel Administration

Prerequisites: EDUC 578 and EDUC 586. (Either semester/3 credits)

This course examines administrative functions in the school business and personnel areas. Specific topics examined include revenue and budgeting; school maintenance and operations; comprehensive strategic planning; personnel recruitment, selection, induction and development; and appraisal of personnel performance.

EDUC 590 Technology in Educational Leadership and Reading Specialization

(Either semester/3 credits)

This course examines what educational leaders need to know about technology to enhance the school program. Both administrative and instructional aspects of technology are included. Specific topics of study include microcomputer applications, the computerized media center, interactive television and laser disk applications. (Students enrolled in the M.S. Degree Programs in Educational Leadership and Reading Specialization are required to take this course as the first course in both programs; students in the Eighteen-Credit Preparation Programs in Educational Leadership are strongly encouraged to take this course first before enrolling in the six courses in the Eighteen-Credit Preparation Program).

EDUC 591 Assessment, Diagnosis and Prescription for Children with Disabilities: Early Childhood

Prerequisites: EDUC 532 and EDUC 571, or equivalent. (3 credits)

Theoretical and practical aspects of assessment, diagnosis and prescription of young children with disabilities. Topics include identification and screening procedures; and assessment of cognitive, language, motor and social development. Emphasis is on infant, toddler and preschool assessment. Corresponding implications for educational programming are considered.

EDUC 592 Curriculum and Methods in Early Childhood Special Education

Prerequisites: EDUC 532 and EDUC 571, or equivalent. (3 credits)

Appropriate curriculum and methods for children with disabilities at the early childhood age-grade level (birth-age 8). Emphasis is on birth through age 5. Topics include development and implementation of the Individualized Family Service Plan; curriculum goals and instructional strategies for motor, cognitive, language and social development; and alignment of goals and curriculum with general education.

EDUC 594 The Teaching of Algebra and Geometry—Tools for the 21st Century

Prerequisite: This course is only open to teachers certified in secondary mathematics. (Offered occasionally/3 credits)

This course examines the use of algebra and geometry concepts to solve problems of the 21st century. The focus is on problem solving, communicating mathematically, integrating algebra and geometry with other disciplines and mathematical reasoning. Students will have the opportunity to explore current research and technological support materials for the student of algebra and geometry. In addition, students will study the latest theories on the teaching of algebra and geometry and produce a unit plan in one of these subjects that conforms with current thinking in these areas.

EDUC 595 The Teaching of Statistics and Probability—Decision Making with Mathematics

Prerequisite: This course is only open to teachers certified in secondary mathematics. (Offered occasionally/3 credits)

This course examines the use of discrete, statistical and probabilistic methods as powerful means for decision making in real world situations. The focus is on the investigation of problem situations using statistics, probability and discrete structures together with technology. Students will have the opportunity to design a statistical experiment to study a problem, conduct the experiment and interpret and communicate the outcomes.

EDUC 596 The Teaching of Mathematical Modeling—Strategies for Contemporary Problems

Prerequisite: This course is only open to teachers certified in secondary mathematics. (Offered occasionally/3 credits)

This course examines the use of contemporary mathematics to assist in exercising sound judgment in personal, social and political matters. The focus is on problem solving through mathematical modeling and the use of technology. Students will have the opportunity to build a mathematical model to solve a problem, apply the model and analyze and communicate the results. Students will also interview practitioners who put mathematics to work in contemporary society.

EDUC 597 Action Research/Special Project

Prerequisite: Completion of 21 credits toward the degree. (3 credits)

Implementation of an action research special project in learning and teaching. Choice is made individually with the course instructor. It is recommended that the action research work be completed in two semesters and end with a presentation of the findings. It is expected that students will complete a thorough literature review of their topics, clarify a hypothesis about a solution to a learning and teaching classroom problem, collect baseline data related to the problem, design an intervention program, monitor the intervention program being implemented, test the effect of their proposed solution and reflect and generalize about future actions.

M.S. IN ENVIRONMENTAL BIOLOGY

The Master of Science in Environmental Biology program is specifically designed to meet the needs of environmental professionals and educators who wish to pursue a graduate degree part time while working full time during the day. 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.

Program Requirements

The program has two tracks. The first is a 33-credit option, including a 6-credit thesis. The second is a 33-credit option, including a 3-credit independent research project. Both tracks are designed for students from a variety of academic backgrounds. All entering students must have completed at least one year of undergraduate course work in biology, one year of chemistry and one semester of mathematics.

A required core of courses provides students with a comprehensive background in all aspects of environmental biology. Students will be able to place environmental issues into a broad social, political and economic context; but the primary core course

emphasis will be on using environmental biology principles to identify and solve environmental problems.

The elective courses provide each student with the opportunity to tailor her or his program to meet particular professional needs. Some electives are clearly rooted in natural science and mathematics and are the ones most students will choose in order to further their careers in environmental research, regulation, consulting and teaching. Other electives come from the social and political sciences and are well-suited for students planning to enter the realm of public policy. There are also 1-credit elective offerings that stress laboratory and field techniques. Three of these courses may be taken in lieu of one 3-credit elective.

Every student must complete a 3-credit independent research project or a 6-credit thesis. These research projects are designed to promote critical thinking, hypothesis testing and the use of descriptive and inferential quantitative techniques.

Required Courses

All students must complete the following:

ENV	501	Introduction to Environmental Biology
ENV	502	Principles of Ecology
ENV	503	Pollution Biology
ENV	505	Biostatistics
ENV	507	Natural Resource Management

All students must complete one of the following (3 credits each):

ENV	513	Marine Ecology
ENV	541	Behavioral Ecology
ENV	551	Plant Ecology
ENV	563	Freshwater Ecology

Thesis Track

Students in this track must complete 6 elective credits, as well as ENV 515 and ENV 580 Thesis (6 credits), for a program total of 33 credits.

Non-thesis Track

Students in this track must complete 12 elective credits, as well as ENV 579 Independent Research Project (3 credits), for a program total of 33 credits.

Elective Courses

Electives include, but are not limited to, the following:

BMS	537	Introduction to Bioinformatics
CHEM	501	Environmental Chemistry
ECON	500	Economic Aspects of Contemporary National Issues
ECPS	514	Environmental Policy
EDUC	543	Topics in Elementary and Middle School Field Biology
ENV	506	Environmental Microbiology
ENV	511	Conservation Biology
ENV	513, 541, 551, or 563	if not taken as part of core requirements
ENV	550	Current Topics in Environmental Biology
ENV	564	Environmental Toxicology

ENV	575	Independent Study
ENV	599	Special Topics
PSCI	500	Government in Contemporary Society
PSCI	508	Law and the Regulatory Process

Environmental Biology Courses

Biomedical Science

BMS 537 Introduction to Bioinformatics (Laboratory-Lecture course)

Prerequisites: An introductory computer science course or the equivalent, BMS 511, BMS 523 and BMS 524. (Offered as needed/3 credits/lab fee).

Sequence data on numerous organisms is accumulating at staggering rates, raising important questions about how to handle and interpret the data. This hands-on, applied course will introduce students to the use of computer software and Web servers in the analysis of biological sequence data (DNA and protein). Topics include: Pairwise and multiple sequence alignment, BLAST, scoring matrices, phylogenetic analysis, gene identification, DNA sequence analysis and prediction of 2-D and 3-D molecular structures.

Chemistry

CHEM 501/401 Environmental Chemistry

Prerequisites: CHEM 209 and 215, or permission of the instructor. (First semester/odd years/3 credits)

Chemical aspects of atmospheric and hydrologic systems with a focus on air and water quality, sources of pollution, basic chemical analysis, corrective processes and hazardous materials management. Discussions may include resource management and environmental policy.

CHEM 505/405 Inorganic Chemistry

Prerequisite: Organic chemistry. (Second semester/odd years/3 credits)

A study of the principles of structure and bonding, chemical reactivity and periodic relationships of inorganic compounds.

CHEM 510/410 Advanced Organic Chemistry

Prerequisite: Organic chemistry (Second semester even years/3 credits)

Advanced topics in organic synthesis and structure determination. Topics vary with the general interest of the students and professor.

Education

EDUC 543 Topics in Elementary and Middle School Field Biology

(3 credits)

A study of the natural history and ecology of plants and animals, appropriate for instruction in schools. Field work emphasizes collection, identification and culturing methods adapted to elementary and middle school science programs.

Environmental Biology

ENV 500 Human Ecology

(3 credits)

An introduction to environmental problems. Social, economic, political and biological aspects are examined in an interdisciplinary approach to cause-and-effect analysis of environmental problems. The impact of population growth, social priorities, natural resource use, economic goals and technological development on life sustaining ecological systems are studied. A basic human sciences course.

ENV 501 Introduction to Environmental Biology

(3 credits)

This course introduces the student to the principles of environmental biology. It offers an in-depth analysis of the biological and social variables associated with major environmental issues. Energy, metabolism, natural resource utilization, population dynamics and technological developments are examined in the context of ecological systems.

ENV 502 Principles of Ecology

(3 credits)

An analysis of the interactions between living organisms and the environment. A quantitative approach will be used to examine the population dynamics of plants and animals, community interactions such as competition and predation, and ecosystem processes including energy flow and nutrient cycles. The application of modern ecological theory to current environmental problems will be emphasized.

ENV 503/ENSP 403 Pollution Biology

Prerequisites: Completion of or concurrent enrollment in ENV 501 or permission of instructor. (3 credits)

A study of the sources, fates and biological effects of a wide variety of environmental pollutants. Topics covered include: air, water and soil pollution; techniques for monitoring and evaluating pollution effects; and pollution control technologies.

Case studies will be employed to illustrate the social, economic, and political issues surrounding many pollution problems.

ENV 505 Biostatistics

(3 credits)

Introduces statistical methods and concepts used in biological research. Topics include sampling methods, frequency distributions, descriptive statistics, hypothesis testing, probability, linear regression, correlation, analysis of variance and various nonparametric tests. Students are required to do a project that involves analysis of data.

ENV 506 Environmental Microbiology

Prerequisites: ENV 501 and 502, or permission of the instructor. (3 credits)

Environmental microbiology studies the applied effects of microorganisms on the environment and on human activity, health and welfare. It asks how can we use our understanding of microbes in the environment to benefit society. This course begins with an overview of the basic biology, ecology and history of the other (non-plant and non-animal) kingdoms of life: the archaea, bacteria, protocista and algae and fungi. Special attention is given to the observable evidence and environmental activities of microbial cells in terrestrial, aquatic and extreme environments. The course emphasizes ecological interactions among microbes, between microbes and plants and between microbes and animals. Special topics include organic matter decomposition, nutrient cycling, degradation of man-made chemicals, wastewater treatment, metal recovery, lichens, mycorrhizal associations, animal disease, plant pathogens and microorganisms and foods. Although not its primary focus, the course will discuss human health in the context of microbial ecology.

ENV 507/ENSP 407 Natural Resource Management

Prerequisites: ENV 501 and 502, or permission of the instructor. (3 credits)

This course is designed to introduce students to the basic principles of natural resource management and the complexities of applying these principles to real-world problems. The focus is on biological resources, including forest, wildlife and fisheries management. The major techniques used to analyze and manage ecosystems in an integrated fashion, combining biological, economic and political considerations will be covered.

ENV 508 Animal Physiology

Prerequisites: ENV 501 and ENV 502, or permission of the instructor. (3 credits)

Physiological interrelationships between animals and their environment are explored. Physiological adaptations will be discussed with a view toward their significance in the

ecological realm and evolutionary origins. Both vertebrates and invertebrates will be examined. Physiological processes will be discussed from both qualitative and quantitative viewpoints at several organizational levels (biochemical, cellular, organ system and organismal).

ENV 509 Ecological Invasions and Biological Control

Prerequisites: ENV 501, ENV 502 and ENV 505. (3 credits)

Invasions by exotic species of plants and animals are one of the major environmental problems in the world today. Invasions will be examined from the perspective of the invading species and from the community being invaded. The potential for controlling these exotic species with biological control agents will be evaluated, and biological control will be compared with other potential control methods.

ENV 511/ENSP 411 Conservation Biology

Prerequisites: ENV 501 and 502, or permission of instructor. (3 credits)

Conservation Biology examines the critical problems of maintaining, enhancing and restoring biological diversity for the 21st century. It applies disciplines such as ecology, population biology, genetics and modeling to the conservation of rare or keystone species and endangered ecosystems. The course includes discussion of multidisciplinary topics such as international trade in wildlife, ethnobotany, ecological restoration, conservation ethics, natural resource economics, conservation genetics and ecotourism. Students contribute to the seminar format through journal exercises, active discussion, role-playing and oral presentations.

ENV 513 Marine Ecology

Prerequisites: ENV 501 and 502, or permission of the instructor. (3 credits)

The ecology of marine and estuarine systems, including the plankton, rocky shores, soft-sediment bottoms, seagrass beds, salt marshes and coral reefs, will be explored. Planktonic and benthic processes will receive equal emphasis. Applied topics in fisheries management and in human impacts on marine environments will be introduced. Several optional field trips to sites in the Chesapeake Bay region and a required research paper are planned.

ENV 515 Research Design and Data Analysis

Prerequisites: ENV 505, completion of 15 credits of required courses in the ENV program and at least a 3.0 Grade Point Average, or permission of the instructor. (3 credits)

The course introduces the concepts and computational techniques of analysis of variance (ANOVA), analysis of covariance (ANCOVA), multiple linear regression, logistic regression and nonparametric multivariate analysis. The ability to critically evaluate the scientific merit of research proposals in environmental biology will be developed through peer review exercises. Individual research proposals will be developed as the term project.

ENV 520 Environmental Epidemiology

Prerequisites: ENV 501, ENV 502 and ENV 505. (3 credits)

The course introduces the basic concepts of chronic disease epidemiology including causal inference, measures of disease frequency, standardization of rates, strategies in the design of epidemiologic studies and fundamentals of epidemiologic data analysis including crude data analysis, stratified data analysis and principles of matching. All examples will be taken from the environmental epidemiologic literature including studies of air, water and occupational pollution.

ENV 521 Quantitative Risk Assessment

Prerequisites: ENV 501, ENV 502 and ENV 505. (3 credits)

Introduces the concepts and computational techniques of quantitative risk assessment for environmental health and ecological risk hazards. Hazard identification, dose-response modeling, exposure assessment and risk characterization techniques will be

considered. Perception of risk and the influence of perception on human behavior will be discussed. The use of risk assessment in environmental policy development will be considered in the context of recent and classic case studies.

ENV 522A Sampling Methods in Aquatic Ecosystems

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

Students will learn and practice commonly-used aquatic sampling methodologies as well as be introduced to procedures for the analysis of field-collected data. Practical experience will be gained in the methods employed for qualitatively and quantitatively evaluating a wide range of aquatic habitats.

ENV 522B Sampling Methods in Animal Ecology

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

This course provides an overview of methods employed in the collection and analysis information regarding terrestrial animal populations. In addition, it will provide practical experience in the techniques necessary for qualitatively and quantitatively evaluating the physical, chemical and biological parameters within these systems.

ENV 522C Sampling Methods in Vegetation Science

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

This course provides an overview of standard procedures used for data collection and analysis in terrestrial plant communities. In addition, it will provide practical experience in the methods employed for qualitatively and quantitatively evaluating the physical, chemical and biological parameters within these systems.

ENV 524A Identification of Local Woody Vegetation

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

An introduction to the taxonomy and identification of woody vegetation of the Maryland region. Habitat preferences, natural history and methods of collection in preservation also will be covered.

ENV 524B Aquatic Macroinvertebrate Identification

Prerequisite: ENV 502 or ENV 503, or permission of the instructor. (1 credit)

An introduction to the use of taxonomic keys for the identification of freshwater macroinvertebrates. Insect morphology and development will also be reviewed. Field trips will provide opportunities to observe ecological adaptations and to collect specimens.

ENV 524C Algal Systematics and Experimental Methods

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

An introduction to the classification and identification of algae including freshwater, estuarine and marine phytoplankton and macroalgae. The identification of algae will be considered within the context of environmental functions and human significance. Class field trips will provide an opportunity for students to relate algal diversity to habitat.

ENV 524D Regional Vertebrate Biodiversity

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

This course provides an overview of the collection, identification and natural history of vertebrates from Maryland. Field exercises will provide opportunities to observe these organisms in their respective habitats and to collect specimens. Students will learn the ecological adaptations, physiographic distribution and economic importance of selected vertebrates. Two overnight field trips are required.

ENV 526A Genetic Methods for Studying Individuals in Populations

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

This course will introduce the theory and practice of molecular genetics as it addresses questions at the level of individuals within populations. The course will examine the evolutionary forces affecting genetic variation within populations and how this variation

can be used as a tool for determining individual identity, parentage and other degrees of relatedness between individuals within a population. Genetic methods for identifying individuals will be compared to non-genetic methods. Molecular techniques that are especially useful to conservation biology and behavioral ecology will be introduced in the laboratory, and their applications will be extensively discussed.

ENV 526B Genetic Methods for Studying Populations and Species

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

This course will examine genetic variation as the raw material of evolutionary processes and as a tool for assessing the past and present evolutionary history of populations or species. The use of molecular data in determining the relationships among species will also be discussed. Molecular techniques that are especially useful to conservation and evolutionary biology will be introduced in the laboratory, and their applications will be extensively discussed.

ENV 526C Scanning Electron Microscopy of Environmental Samples

Prerequisite: Permission of the instructor. (1 credit)

Students will be introduced to the theory and practice of scanning electron microscopy. Methods of sample preparation for a range of environmental specimens will be reviewed. Participants will be expected to prepare, view, photographically record and analyze images from their specimens.

ENV 526D Computer Modeling of Biological Systems

Prerequisite: Permission of the instructor. (1 credit)

A course which integrates techniques of dynamic modeling into a variety of biological sub-disciplines. Students will become proficient in the use of STELLA, an object-oriented computer modeling program, to describe the structural and functional features of complex biological systems.

ENV 526F Modeling Structured Populations

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

This course will introduce the modeling of structured populations. Deterministic models will be used as a starting point, but the course will emphasize stochastic models that can incorporate several types of variability into demographic parameters. Several aspects of population structure will be considered, including age, stage, genetic and spatial structure. Topics examined will include population dynamics, regulation and harvesting; metapopulation structure; conservation genetics; risk assessment; and population viability analysis.

ENV 526G Introduction to Geographic Information Systems

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

The principles of Geographical Information Systems (GIS) will focus on applications to environmental science ranging from pollution monitoring to land-use planning to endangered species conservation. The course will introduce the ArcViewGIS software package in the context of a variety of applications and projects. Students will put this knowledge to use immediately through laboratory exercises, and they will refine their skills through the development of a GIS modeling project.

ENV 528A Introduction to Aquaculture

Prerequisite: ENV 502 or permission of the instructor. (1 credit)

This course will be an overview of the major types of aquacultural production including ponds, cage culture, raceways and recirculation systems, and important species produced in these systems. In addition, the nature of the aqueous environment as a production medium and the critical role water quality testing and management play in the growth and survival of aquaculture crops will be stressed. There will be several field trips to commercial aquaculture facilities and hands-on activities including water quality testing and assembling a demonstration recirculation unit.

ENV 541 Behavioral Ecology

Prerequisites: ENV 501, 502 and 505, or permission of the instructor. (3 credits)

This course introduces students to the principles of behavioral ecology. The theoretical context of the course is the role of natural selection in the evolution of intra- and interspecific behaviors. The focus of investigation includes foraging, predator-prey relationships, habitat utilization, sociality and kinship, sexual selection and parental investment.

ENV 550 Current Topics in Environmental Biology

Prerequisites: ENV 501 and 502, or permission of the instructor.

(Interdisciplinary: biology, chemistry/3 credits)

Current issues of major environmental concern will be examined on an interdisciplinary basis in a seminar forum. A current issue of environmental significance, such as land use or energy, will be selected at the beginning of each term for review and analysis.

Relevant current literature including environmental journals, environmental impact statements, recent interdisciplinary reference works and news media information will be studied and discussed in making cause-and-effect analysis of selected issues. Recent topics have included: Amphibian Ecology of Mid-Atlantic States, Applied Insect Ecology, Community Ecology, Sustainable Agriculture, The Biology of the Chesapeake Bay, Tropical Marine Ecology and Wetlands.

ENV 551/BIOL 451 Plant Ecology

Prerequisites: ENV 501 and 502, or permission of the instructor. (3 credits)

A study of the effects of environmental fluctuations on vegetational patterning, basic mechanisms and interactions within the plant environment system and current problems in plant ecology. Topics include the vital processes of plants, the effects of environmental factors on their metabolism and energy transformations and their ability to adapt to these factors.

ENV 563 Freshwater Ecology

Prerequisites: ENV 501 and 502, or permission of the instructor. (3 credits)

Physical, chemical and biological aspects of lakes and streams are explored. Aquatic organisms typical of freshwater ecosystems are surveyed along with their interrelationships and the physical and chemical components of the aquatic environment controlling their distribution and abundance. Productivity, energy flow and nutrient cycles are also discussed. Sampling and analysis techniques are described.

ENV 564 Environmental Toxicology

Prerequisites: ENV 501, 502 and 503, or permission of the instructor. (3 credits)

Introduction to the principles of pharmacology and pathology that apply to mammalian toxicology. Emphasis will be on basic concepts of toxin/drug response, uptake, distribution and metabolism in mammalian systems. Other major environmental topics to be considered are pathology, mutagenesis, carcinogenesis, teratogenicity and pharmacogenetics.

ENV 579 Independent Research Project

Prerequisites: All required and four elective courses. (3 credits)

Required of students not doing a thesis. The student must collect and analyze data that address a specific hypothesis. A written proposal must be submitted to a faculty adviser prior to the student's enrolling and a final written report is due to the adviser at the end of the project.

Economics/Political Science

ECPS 514/414 Environmental Policy

Prerequisite: PSCI 500 or permission of the department. A basic human sciences course. (First semester/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental

policy making and on the problems associated with implementing environmental policies in different political and institutional contexts.

Political Science

PSCI 500 Government in Contemporary Society

(3 credits)

The relationship of the individual to government. The political situation in the United States. A basic human sciences course.

PSCI 508/408 Law and the Regulatory Process

Prerequisite: Permission of the instructor. (Second semester/3 credits)

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions; and how regulation and administration impact on individual rights.

Certificate of Proficiency in Foreign Languages

Students may earn a Certificate of Proficiency, which recognizes performance capability in French or Spanish. Students are required to: 1) complete a minimum of 15 credits; and 2) pass an oral and written examination. A certificate is awarded but does not lead to certification.

French Courses

FREN 501 Cultural Perspectives of France

Prerequisite: Five courses in French at the 200-level or above or departmental approval.

(3 credits)

Intensive training in spoken and written French. Study of trends in contemporary French politics, art, society and civilization, using media and Internet sources.

FREN 502 Advanced French Language and Culture

Prerequisite: Five courses in French at the 200-level or above or departmental approval. (3 credits)

Immersion in French language and cultures.

FREN 510 Le Roman d'initiation: Journeys to Maturity in French Fiction

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (First semester—2005/3 credits)

This course examines the genre of the "roman d'initiation," a group of novels whose primary concern is the emotional, social, intellectual and sexual maturation of a young protagonist. By studying this theme across several centuries and by analyzing its psychological and social contexts in a selection of novels and films, the class will attempt to define the genre and explain its prevalence in French fiction.

FREN 513 Gender and Gaze in Modern French Literature and Film

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (First semester—2006/3 credits)

How do women and men see each other? Is the literary gaze inevitably marked by gender? This course will analyze the implications of the gaze in modern French literature and cinema. Works studied will include French and Francophone novels, poetry, theater and film.

FREN 514 Refinement, Politeness and Social Behavior

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (Second semester—2006/3 credits)

This class will attempt to define what makes refinement, politeness and the art of living one of the major stereotypes when speaking about French culture. Through the literature and the culture of seven centuries of French history, we will evaluate the importance of language from 1100 to 1800 in the creation of an ideal of social behavior and a sense of elegance.

FREN 517 Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (Second semester—2007/3 credits)

This course will define and evaluate the convention that has created the myth of romance within French culture. The French, during their history, stylized love; they believe in this mental creation and force themselves to live passion in this poetic way.

FREN 518 Advanced Composition and Translation

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (Second semester/3 credits)

Development of proficiency in writing French, with emphasis on the contrastive aspects of English and French structure. Special attention is given to style and to the idiomatic use of language. Introduction to translation techniques. Weekly compositions or translation will enhance student skill in these areas.

FREN 520 Francophone Women Writers

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (First semester—2004/3 credits)

In this course, students will examine works by contemporary women writers from the French-speaking world, including North Africa, sub-Saharan Africa, the Caribbean and North America. We will consider how questions of gender and race are experienced and expressed by these women and how their various cultures influence this expression. Topics of discussion will include marriage and polygamy, slavery, political and social upheavals and racial difference.

FREN 522 Ecrivains derrière la caméra

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

Very early in the 20th century, a new form of expression fascinated writers: cinema. In this class we will analyze and interpret the different relationships that exist between an author (Breton, Cocteau, Prévert, Duras, Robbe-Grillet) and the way he/she attempted to reproduce it in his/her film

FREN 570 Seminar

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (Either semester—Offered as needed/3 credits)

An in-depth study of a subject selected according to the special interests of the students and of the faculty.

Latin American Studies**LSSP 533 Latin American Poetry**

Prerequisite: Five courses in Spanish at the 200-level or above or departmental approval. (Either semester—Course is offered as needed/3 credits)

Study of selected poetry, essay and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli and Octavio Paz.

LSSP 536 Latin American Fiction

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester/3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

LSSP 570 Seminar

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered every fourth year/3 credits)

A in-depth study of a subject selected according to the special interests of the students and those of the faculty.

Spanish Courses**SPAN 515 Advanced Composition**

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester/3 credits)

Development of proficiency in writing Spanish, with emphasis on the contrastive aspects of English and Spanish structure. Special attention to style and to the idiomatic use of language. Introduction to translation. Weekly compositions or translations.

SPAN 521 From Empire to Democracy: A Century in Crisis

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered as needed/3 credits)

Study of selected works from the Generation of 1898 to the present, interpreting the religious, historical and ideological crises that shaped the Spanish 20th century. Focus on the impact of the 1989 colonial war, the civil war, the dictatorship and the transition to democracy. The course will examine authors such as Unamuno, Baroja, Ortega, Lorca, Machado and contemporary feminist Carmen Riera.

SPAN 522 Barcelona: From Hercules to the Olympic Games

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

An exploration of the city since its classical origins, with the emphasis on the 20th century, through its history, architecture, folklore and urban mythology. Use of text, image and music to illustrate the triple role of Barcelona as a Catalan, Spanish and European capital.

LSSP 533 Latin American Poetry

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered as needed/3 credits)

Study of selected poetry, essay, and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli and Octavio Paz.

LSSP 536 Latin American Fiction

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester/3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

SPAN 540 Heroes and Antiheroes: The Spanish Novel

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered as needed/3 credits)

A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the 19th century realists.

SPAN 543 Spanish Theater

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered as needed/3 credits)

Study of the development of Spanish drama and its changing styles and themes including plays by Lope de Vega, Calderón, Tirso de Molina, Alarcón, Cervantes, Zorrilla, Benavente and García Lorca.

LSSP 570 Seminar

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered every fourth year/3 credits)

A study in depth of a subject selected according to the special interests of the students.

M.A. IN HUMAN SCIENCES

The Master of Arts in the Human Sciences offers an interdisciplinary approach to education in the human sciences, particularly as they relate to the problems of contemporary society and its people. The goal of the program is to enrich the understanding and skills of individuals in their professional and civic roles. It is open to qualified applicants to the Graduate School.

The curriculum includes basic courses in the social, behavioral and biological sciences. Advanced courses and a concentration in psychology are offered.

Requirements for the Program

Two routes to the master's degree in the human sciences are available. (Not all routes are possible for all human sciences fields of study.) They are:

- 30 to 36 credits including a master's thesis.
- 30 to 36 credits plus a comprehensive written examination.

Course requirements:

- Completion of three basic human sciences courses. Substitutions for these courses are not permitted. A student may be exempted from this requirement by petition to the appropriate department. The petition must be in writing and, if approved, written evidence of the exemption must be forwarded to the Graduate School by the appropriate department chair. The exemption is made a part of the student's record.
- Completion of a concentration of not fewer than 15 credits (not more than one of the basic human sciences courses may be included in the concentration). The concentration may be individually designed to meet specific needs of the student. The number of credits required for an individualized program varies with the needs of the program and course prerequisites. Under ordinary circumstances, 36 or more credits constitute an individualized program.

Basic Human Sciences Courses

Students elect three basic human sciences courses from different disciplines. These constitute the basic component of the human sciences program. When a human sciences course is formally exempted, another course must be taken. Exemption does not constitute credit. Basic courses include:

ECON	500	Economic Aspects of Contemporary National Issues
ECPS	514	Environmental Policy
ENV	500	Human Ecology
GERO	554	Social Gerontology
MATH	500	Statistics
PSCI	500	Government in Contemporary Society
PSY	500	Human Development as a Lifelong Process or THAN 528 Developmental Perspectives in Thanatology
PSY	505	Social Psychology: A Survey
THAN	528	Developmental Perspectives in Thanatology
THAN	529	Historical and Multicultural Perspectives in Thanatology

Psychology Concentration

The purpose of the concentration in psychology is to broaden the student's perspective and increase understanding of the principles of human behavior as they apply to current

roles or positions. This program does not qualify the student to become a professional psychologist or counselor, and the Department of Psychology does not hold this program to be a vehicle to the practice of psychology or counseling.

The concentration in psychology is a 30-credit program that requires PSY 500 or PSY 505, two other basic human sciences courses from two different disciplines and at least five additional graduate courses offered by the Department of Psychology for which the student qualifies. Each program may be individually designed to meet the specific needs of the student. Courses in each program are cooperatively selected by the student and the adviser. All course prerequisites will be strictly enforced. Programs of study may focus upon several themes identified by the department or upon a different theme defined by the student in consultation with the adviser.

Examples of possible programs are given below.

General/Experimental Psychology

Three basic human sciences courses:

PSY	500	Human Development as a Lifelong Process or PSY 505 Social Psychology: A Survey (required)
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Two additional basic human sciences courses from different disciplines to be selected from the listing under Basic Human Sciences Courses.

Four advanced courses:

MATH	500	Statistics
PSY	509	Psychology of Learning, Memory and Cognition
PSY	518	Physiological Psychology
PSY	519	Psychopharmacology

Three elective courses.

Comprehensive examination.

***NOTE: The General/Experimental Program requires that a minimum of 15 credits be Psychology prefixed courses.*

Helping Relationship

Three basic human sciences courses.

PSY	500	Human Development as a Lifelong Process (required)
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Two additional basic human sciences courses from different disciplines to be selected from the listing under Basic Human Sciences Courses.

Four advanced courses:

PSY	501	Theories of Personality
PSY	508	Introduction to Counseling and Helping Skills
PSY	511	Theories and Principles of Counseling
THAN	521	Mourning and Principles of Counseling the Bereaved or THAN 523 Dying and Principles of Palliative Care

Three elective courses.

Comprehensive examination.

***NOTE: The Helping Relationships Program requires that a minimum of 15 credits be Psychology prefixed courses.*

Gerontology

Three basic human sciences courses.

GERO	554	Social Gerontology
PSY	500	Human Development as a Lifelong Process or PSY 505 Social Psychology: A Survey (required)

An additional basic human sciences course from a different discipline to be selected from the listing under Basic Human Sciences Courses.

Four advanced courses:

GERO	555	Psychological Aspects of Aging
THAN	520	Introduction to Thanatology
THAN	521	Mourning and Principles of Counseling the Bereaved or THAN 523 Dying and Principles of Palliative Care and one related course

Three elective courses.

Comprehensive examination **or** Master's Thesis.

***The Gerontology Concentration requires that a minimum of 6 credits be Gerontology prefixed courses and a minimum of 9 credits be Psychology prefixed courses.*

Human Sciences Courses

Economics

ECON 500 Economic Aspects of Contemporary National Issues (3 credits)

The application of economic analysis (macro and micro) to current economic issues. Some attention will be given to the political and institutional framework within which economic activity takes place. A basic human sciences course.

Environmental Biology

ENV 500 Human Ecology (3 credits)

An introduction to environmental problems. Social, economic, political and biological aspects are examined in an interdisciplinary approach to cause-and-effect analysis of environmental problems. The impact of population growth, social priorities, natural resource use, economic goals and technological development on life-sustaining ecological systems are studied. A basic human sciences course.

Gerontology

GERO 522 Research Methods in Thanatology and Gerontology (3 credits)

Familiarity with various research designs, sampling procedures, survey techniques and the relationship between research design and statistical analysis. Develop skills in reading and evaluating original research reports, identify relevant information in these reports and learn to conduct a literature search for relevant articles given a research topic.

GERO 554 Social Gerontology

*Prerequisite: PSY 500 or permission of the instructor.
(Interdisciplinary: psychology, sociology/3 credits)*

The changes in the circumstances, status, roles and position that come with advanced age. Attention is given to the influence of age-related biological and psychological factors

on the individual's performance and behavior in society and with her/his personal and social adjustment to the events and processes of aging. The course also focuses on the influence of older people on values, institutions and organizations of society. This is a basic human sciences course.

GERO 555 Psychological Aspects of Aging

Prerequisite: PSY 500 or permission of the instructor. (3 credits)

Cognitive, personality and social changes involved in the aging process. Attention is given to the psychophysiological changes that occur with age affecting behavior and psychological and social adjustment. Consideration of the methodological and research design problems of studying age-related and ontogenetic changes.

GERO 580 Master's Thesis Preparation

(6 credits)

The master's thesis should exhibit those qualities that are associated with genuine research: scholarship, logical consistency, creativity and comprehensiveness. The student should submit, in writing, after appropriate and extensive reading, a tentative thesis proposal. This proposal must contain a clear definition of the problem, a justification of the research, a review of previous research, a proposed method of investigation and a tentative bibliography. When the thesis proposal has been approved by a committee composed of the student's adviser and two other members of the department faculty, the student must submit a signed cover sheet to the Graduate School Office. After official approval, the student will be registered and may begin work on the thesis. It is expected that the thesis will be completed in such a way that the finished product may be judged satisfactory as a partial fulfillment of the requirements for the master's degree. The final report must follow the APA guidelines for research papers.

GERO 595 Independent Research Project

Prerequisites: PSY 502 and permission of the instructor. (1 to 6 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

Mathematics

MATH 500 Statistics

(First semester/3 credits)

Basic statistical methods as they apply to data and research in the human sciences and other fields. Topics include frequency distributions and their representations, measures of central tendency and dispersion, elementary probability, statistical sampling theory, testing hypotheses, non-parametric methods, linear regression, correlation and analysis of variance. Each student may be required to do a statistics project under the guidance of a cooperating faculty member in a specific discipline such as biology, economics, education, political science, psychology or sociology.

Political Science

PSCI 500 Government in Contemporary Society

(3 credits)

The relationship of the individual to government. The political situation in the United States. A basic human sciences course.

PSCI 505/405 Civil Liberties

Prerequisite: Permission of the department.

(Interdisciplinary: political science, law/3 credits)

The theory and history underlying civil liberties in contemporary American culture. Cases and readings. Freedom of expression and association, freedom of religion, fair trial, rights of the accused.

PSCI 508/408 Law and the Regulatory Process

Prerequisite: Permission of the instructor. (Second semester/3 credits)

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions; and how regulation and administration impact on individual rights.

ECPS 514/414 Environmental Policy

Prerequisite: Permission of the department. (First semester/3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policymaking and on the problems associated with implementing environmental policies in different political and institutional contexts.

PSCI 517 Program Evaluation

(3 credits)

An introduction to the study of program evaluation, the course will introduce students to common methodological problems in evaluation studies and to conditions that affect the use of evaluations in the public and private sectors.

PSCI 595 Independent Research Project

Prerequisites: PSY 503, permission of the instructor and enrollment in the concentration. (3 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

Psychology**PSY 500 Human Development as a Lifelong Process**

(3 credits)

Issues, theories, stages, tasks and biological and environmental determinants are considered as they apply to physical, language, cognitive, learning, social, moral and personality development. A basic human sciences course.

PSY 501/401 Theories of Personality

Prerequisite: PSY 500 or THAN 528, or a comparable course in developmental psychology. (First semester/3 credits)

An overview of the different approaches to the understanding of the personality. Emphasis is placed on the normal personality.

PSY 505 Social Psychology: A Survey

(Interdisciplinary: psychology and sociology/3 credits)

The scientific study of the social behavior of individuals as they interact with other individuals. Topics include: perception of others, affiliation, interpersonal attraction, aggression, small group dynamics, leadership, conformity, conflict, group decision making, altruism, attitude formation and change. Facts and theories are presented and applied to broader social questions such as racial prejudice, interpersonal relationships, women's roles and the effects of urbanization. Many in-class projects are undertaken to illustrate course materials. A basic human sciences course.

PSY 508 Introduction to Counseling and Helping Skills

(3 credits)

Designed to effect the acquisition of basic competency in interpersonal communication skills and introductory knowledge of the helping professions. The core dimensions of a model of the helping relationship and basic skills of attending and responding are presented in a systematic intensive training group experience. Readings and class discussions focus on client needs throughout the life span, counselor role and ethics, history and status of counseling as a profession and present and future work settings.

PSY 509/409 Psychology of Learning, Memory, and Cognition

(3 credits)

A contemporary survey of methods, theories, principles and processes in the expanding field of learning. Included are topics in human and animal learning such as: classical and operant conditioning, discrimination learning, verbal learning and memory, information processing, transfer of learning, language and cognition.

PSY 511 Theories and Principles of Counseling

(3 credits)

Introduction to the literature and leading theoretical approaches to counseling with emphasis on philosophical assumptions and theories of personality that underlie counseling goals and intervention techniques applicable to various client needs.

PSY 518/418 Physiological Psychology

Prerequisites: Introductory level courses in psychology and biology; a course in research methods or permission of the instructor. (First semester/3 credits)

The relationships between physiological structure and functioning and behavior. Special attention is given to the overall structure of the central and peripheral nervous system, to nerve physiology and to the physiological basis for such psychologically significant behaviors as perception, motivation, learning, memory, attention, sleep and dreams, emotions and drug-induced changes in behavior.

PSY 519/419 Psychopharmacology

Prerequisites: Some background in biology and general psychology, or permission of the instructor. (Second semester/3 credits)

A systematic survey of the behavioral effects of drugs, their neurophysiological and biochemical correlates, animal testing and screening procedures, drug therapy in mental illness and contemporary drug abuse.

PSY 531/431 Abnormal Psychology

Prerequisite: A course in general psychology, or permission of the department. (Second semester/3 credits)

The origins, symptoms and methods of treatment of the principal forms of deviant behavior, with illustrative case material. Social as well as clinical aspects of individual psychological problems are considered.

PSY 534/434 Tests and Measurements

Prerequisite: Math 500 or equivalent. (First semester/3 credits)

A study of the testing movement, including fundamental statistical procedures. Emphasizes the use of tests in education, industry and clinical practice. Observation and participation in individual and group testing.

PSY 556/456 Behavior Modification

Prerequisite: PSY 509 (or co-requisite) or permission of the instructor. (Interdisciplinary: psychology, education, sociology/3 credits)

Application of operant and respondent learning principles to behavior problems of individuals and groups where the procedures for effecting therapeutic change involve the systematic manipulation of physical, social and psychological variables. Considers applications to education, child rearing, counseling, prisons and institutions for the retarded or the mentally ill.

PSY 580 Master's Thesis Preparation

(6 credits)

The master's thesis should exhibit those qualities which are associated with genuine research: scholarship, logical consistency, creativity and comprehensiveness. The student should submit, in writing, after appropriate and extensive reading, a tentative thesis proposal. This proposal must contain a clear definition of the problem, a justification of the research, a review of previous research, a proposed method of investigation and a tentative bibliography. When the thesis proposal has been approved by a committee

composed of the student's adviser and two other members of the department faculty, the student must submit a signed cover sheet to the Graduate School Office. After official approval, the student will be registered and may begin work on the thesis. It is expected that the thesis will be completed in such a way that the finished product may be judged satisfactory as a partial fulfillment of the requirements for the master's degree. The final report must follow the APA guidelines for research papers.

PSY 590 Teaching Assistantship in Psychology

Prerequisites: 15 credits in psychology, and permission of the instructor and the department (3 credits)

A teaching practicum for advanced Human Science students with regularly scheduled hours assisting in selected psychology courses. Hours will include regular consultations with course instructor regarding teaching experiences, methods and issues. Hours will include a variety of course related work. Grading will be on a satisfactory/unsatisfactory basis.

PSY 595 Independent Research Project

Prerequisites: PSY 502 and permission of the instructor. (1 to 6 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

Thanatology

THAN 510 Professional Orientation to Thanatology

(3 credits)

This course is designed to expose the student to the professional practice of thanatology. The focus will include exploring the roles and practices of thanatology, classic literature in the field, professional ethics, research methodology and the institutions associated with thanatology.

THAN 520 Introduction to Thanatology

(3 credits)

An introduction to the literature and current research in the death field. Emphasis is placed on the dying process, grief, euthanasia, suicide and cultural views of death. A lifespan development approach is used to examine death attitudes from childhood through old age.

THAN 521 Mourning and Principles of Counseling the Bereaved

Prerequisite: THAN 520. (3 credits)

This course is designed as an in-depth study of the grief process and techniques for helping those who are experiencing bereavement. It explores all aspects of grief, including the various theories of grief and mourning. Differentiation is made between normal and complicated bereavement. Grief in special losses, such as suicide, stillbirth, murder, etc., is also examined.

THAN 522 Research Methods in Thanatology and Gerontology

(3 credits)

Familiarity with various research designs, sampling procedures, survey techniques and the relationship between research design and statistical analysis. Develop skills in reading and evaluating original research reports, identify relevant information in these reports and learn to conduct a literature search for relevant articles given a research topic.

THAN 523 Dying and Principles of Care for the Dying

Prerequisite: THAN 520. (3 credits)

This course is designed to explore the relationship of dying to living; death to life. The emphasis will be on caring for the dying and their families. Designed for professionals who care for the dying, individuals planning a career working with the terminally ill and those curious about their own mortality.

THAN 524 Hospice: History, Principles and Administration

Prerequisite: THAN 520 or permission of the instructor. (3 credits)

This course explores all aspects of Hospice care. Topics will cover the history of Hospice, various models of Hospice care, Hospice administration, the team approach, the role of the hospice volunteer and family and patient support.

THAN 525 Seminars in Thanatology

(Either semester/1 credit)

An in-depth study of a selected issue in thanatology. Issues may include, but are limited to the following: Disenfranchised Grief; The Near-Death Experience; The American Funeral. Students will participate through reading, discussions, guided activities, written reports, individual and/or group research.

THAN 527 African-American Perspectives in Thanatology

Prerequisite: THAN 520 or permission of the instructor. (3 credits)

This course is designed to provide an African-American perspective on death, dying and bereavement. It will discuss the historical and contemporary notion that death is no stranger to black Americans. Specifically, to be black in America is to be part of a history told in terms of contact with death and coping with death.

THAN 528 Developmental Perspectives in Thanatology

Prerequisite: THAN 520. (3 credits)

This course is designed to familiarize the student with the scientific literature and dominant theories of a lifespan developmental perspective on death. Study death's role in life "from cradle to grave." Emphasis will be on the child's developing awareness of death and the effects of death's presence in the life of the elderly individual.

THAN 529 Historical and Multicultural Perspectives in Thanatology

(3 credits)

This course focuses on two areas of thanatology: the role played by death in Western history, noting how man's conceptions of dying, death and bereavement have changed over the centuries; and dying, death and bereavement as it is experienced in various cultures, ethnic groups and religions around the world. Groups studied include Islamic, Buddhist, Christian, Jewish, Chinese, African-American and others. Group similarities and differences will be highlighted, including religious traditions surrounding death, cross-cultural mourning practices and diverse philosophies of the role of death in life.

THAN 530 Practicum in Thanatology

(Either semester or summer/1 to 6 credits)

Individualized study and work in a setting related to the field. Provides an opportunity to work with professionals in thanatology and to participate in research or other activities.

THAN 580 Master's Thesis Preparation

Prerequisites: 3.50 G.P.A. and approval of the program faculty. (6 credits)

The master's thesis should exhibit those qualities which are associated with genuine research: scholarship, logical consistency, creativity and comprehensiveness. The student should submit, in writing, after appropriate and extensive reading, a tentative thesis proposal. This proposal must contain a clear definition of the problem, a justification of the research, a review of previous research, a proposed method of investigation and a tentative bibliography. When the thesis proposal has been approved by a committee composed of the student's adviser and two other members of the department faculty, the student must submit a signed cover sheet to the Graduate School Office. After official approval, the student will be registered and may begin work on the thesis. It is expected that the thesis will be completed in such a way that the finished product may be judged satisfactory as a partial fulfillment of the requirements for the master's degree. The final report must follow the APA guidelines for research papers.

THAN 590 Teaching Assistantship in Thanatology

Prerequisites: 15 credits in thanatology, and permission of the instructor and the department. (3 credits)

A teaching practicum for advanced Thanatology students with regularly scheduled hours assisting in selected Thanatology courses. Hours will include regular consultations with course instructor regarding teaching experiences, methods and issues. Hours will include a variety of course related work. Grading will be on a satisfactory/unsatisfactory basis.

THAN 595 Independent Research Project

Prerequisites: PSY 502 and permission of the instructor. (1 to 6 credits)

A basic or applied research project. A written report or the results of the project is required to be submitted to the instructor. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

M.A. IN HUMANITIES

The Master of Arts in the Humanities is a 30-credit interdisciplinary program. Applicants will be accepted into the program based upon selection criteria that include undergraduate coursework, grade point average and an essay in which applicants discuss how the M.A. in Humanities relates to previous academic experience and to occupational or personal goals.

Requirements for the Program

Every student will have a concentration, either chosen from a list of suggested concentrations or one designed by the student.

- 8-credit Seminar requirement
- 18-credit Elective courses
- 4-credit Capstone requirement

Program requirements:

- Completion of two foundation courses, HUM 501 and HUM 502. Substitutions for these courses are not permitted and transfer credit will not be accepted as exemptions for any foundation or capstone course.
- Completion of a concentration of not fewer than 12 credits. The concentration may be individually designed to meet specific needs of the student. Students may take no more than two non-humanities courses (i.e., graduate courses in education, the social sciences, the natural sciences or business) as electives in this program. Before registering for such courses, a student must file a petition to the M.A. in Humanities Advisory Committee. The committee will grant permission to register if such courses are clearly related to the student's concentration.
- Completion of HUM 595, Research Project, a 4-credit experience involving extended independent work, usually in the form of research and writing, typically conducted over two semesters or an entire summer. The student works with a faculty adviser to develop a topic and complete a project. Two other faculty members (or other qualified individuals) serve as members of the student's Project Committee and participate in advising the student and grading the work.

Humanities Courses

Seminar Courses

HUM 501 Humanities and the Western Tradition, Part I

(First semester/4 credits)

The seminar serves as an introduction to ideas and institutions of Western culture to 1500, and to research methods in the humanities. Content varies by instructor and is supplemented by several guest lectures.

HUM 502 Humanities and the Western Tradition, Part II

(Second semester/4 credits)

The seminar serves as an introduction to ideas and institutions of Western culture since 1500, and to research methods in the humanities. Content varies by instructor and is supplemented by several guest lectures.

Elective Courses

AFAM 570/470 African-American Feminist Thought

(3 credits)

An examination of African-American feminist scholarship in the 19th and 20th centuries, as African-American women grappled with the issues of gender, race, and class. Focus on African-American women's perspectives and diverse experiences within the context of changing political, economic and social structures. Primary and secondary writings by African-American feminists in various disciplines will be used to understand the issues, agendas, contending philosophies, organizational strategies and alliances proposed.

AFHS 524 Race and Racism in the United States

(3 credits)

The origins and development of racial attitudes, both scientific and popular, supporting mythologies and contemporary institutional expressions. Emphasis on a historic overview of racism from the first English contacts with Africans and Indians in the late 16th century to the present and on political approaches to the problems of racism in American society.

AFPS 501 African-American Political Autobiography

(3 credits)

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

AFPS 553 Contemporary African Political Thought

(3 credits)

An introduction to African political thought from the pre-colonial period to the present. Emphasis will be given to the impact of Islam, cultural nationalism, nationalism, revolutionary theories, democracy, African socialism and Marxism of major African political theorists.

AREN 508 Dante and Giotto

(3 credits)

An exploration of the culture of late medieval Florence, addressing such topics as the physical environment of the city, the Florentine historical perspective, spiritual and aesthetic sensibilities. The course will focus on two of the greatest artists of the period: Dante Alighieri and Giotto. (In May, after final exams, students will be offered the opportunity to travel to Italy—Florence, Siena, Padua, and Assisi— as a group.)

ART 540 Art of Prehistory

(3 credits)

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

ART 549 Art of Egypt and Mesopotamia

(3 credits)

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

ART 550 Art of the Classical World

(3 credits)

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

ART 551 Medieval Art

(3 credits)

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

ART 552 Northern Renaissance Art

(3 credits)

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

ART 553 Early Renaissance Art

(3 credits)

Painting, sculpture and architecture in Italy, especially Tuscany, from the early 13th century until the late 15th century. Topics include civic, religious and private patronage; the changing status of the artist; and humanism and the arts. Field trips to the Walters Art Gallery and the National Gallery of Art.

ART 558 Baroque Art

(3 credits)

European art and architecture of the 17th and 18th centuries. Selected treatment of style, subject matter, medium and context of an art in the age of kings, courts, academies and emergent nations. Slide lectures and discussion, with a field trip to the National Gallery of Art.

ART 560 19th Century Art

(3 credits)

Art and society in Europe and America during the 19th century. Topics include the development of a “modern” visual idiom, rise in status of the artist, the emergence of

museums and galleries, invention and role of photography and new building technologies.

ART 561 20th Century Art

(3 credits)

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

ART 570 Seminar: Topics in Art History

(3 credits)

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

ART 571 Archaeological Fieldwork

(1-3 credits)

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

CL 502 Classical Mythology

(3 credits)

Study of major works of Greek and Roman literature, their use of history and myth and their influence in the Western world.

CMA 550 Television in America

(3 credits)

An examination of the cultural, political and sociological effects of television on 20th century America. The course will offer a brief history of the development of television, and then examine such issues as television and violence; television and children; television and politics; and television and society.

ENGL 505/405 The English Language

(3 credits)

Basic linguistic concepts and methodology as applied to the English language—its history, structure, varieties and acquisition.

ENGL 510/410 Literature for Adolescents

(3 credits)

An overview of literature written for and about adolescents, focusing both on authors and various themes and topics, with an emphasis on contemporary material.

ENGL 513 Shakespeare

(3 credits)

This course is an introduction to the dramatic works of Shakespeare. Although we devote some attention to the historical moment in which he produced his plays, our primary focus is on Shakespeare’s language and theater. Filmed versions of the plays will be used to supplement textual analysis.

ENGL 518 Chaucer

(3 credits)

This course will focus on two goals: building a working knowledge of selections of Geoffrey Chaucer’s *The Canterbury Tales* (CT) and developing an understanding of Middle English culture and language through our reading of the texts. Through a close reading of CT, the textual, cultural and political issues important to Chaucer will become

more clear. This class is not simply about learning about the writings and ideas of one man who died almost 600 years ago; rather, this course is designed to reinforce your critical skills of understanding ideas and culture through representative (and not so representative) texts.

ENGL 514/414 Shakespeare on Film

(3 credits)

An examination of how directors have adapted Shakespeare's plays to the medium of film. Our work will involve close reading of six plays and analysis of 12 to 15 film versions. Each student will present a seminar paper at the end of the course.

ENGL 520/420 Advanced Fiction Writing

(3 credits)

This course is geared toward those students enrolled in the M.S. program in Curriculum and Instruction who are now or will soon be teaching creative writing. This course will be devoted entirely to fiction writing.

ENGL 521/421 Advanced Poetry Writing

(3 credits)

This course is geared toward those students enrolled in the M.S. program in Curriculum and Instruction who are now or will soon be teaching creative writing. This course will be devoted entirely to the writing of poetry.

ENGL 541/441 William Faulkner and Toni Morrison

(3 credits)

An in-depth study of two writers who embrace language and celebrate the human spirit. Readings may include Faulkner's "The Unvanquished," "The Sound and the Fury," "Light in August," "As I Lay Dying," as well as Morrison's "The Bluest Eye," "Sula," "The Song of Solomon" and "Beloved."

ENGL 542 Jane Austen

(3 credits)

A close analysis of the art of Jane Austen, emphasizing the resources of her language and her powers of social perception. Reading will include Austen's six completed novels: "Sense and Sensibility," "Pride and Prejudice," "Mansfield Park," "Emma," "Northanger Abbey" and "Persuasion."

ENGL 543 Yeats and Lawrence

(3 credits)

An analysis of the lives, art and ideas of W.B. Yeats and D.H. Lawrence. Texts may include Yeats' autobiography and poems, and Lawrence's "Sons and Lovers," "Women in Love" and "St. Mawr."

ENGL 544 Woolf and Forster

(3 credits)

An analysis of the lives, art and ideas of E. M. Forster and Virginia Woolf. Texts may include Forster's "A Room with a View," "Howard's End" and "A Passage to India," and Woolf's "Mrs. Dalloway," "To the Lighthouse" and "The Waves."

ENGL 545 Hawthorne and Melville

(3 credits)

The course is a close study of two major American authors of the mid-19th century, with an eye to their differing techniques in dealing with similar themes; in particular, the power of passion of human behavior and a generally tragic sense of life. Since at least for a time these two authors were in close personal contact with each other and were inspired by each other's works, the course would use biographical information, as well as critical theory, to help illuminate the works in question. Class time would combine brief lectures with vigorous class discussion, with an emphasis on close readings of major texts.

ENGL 550/450 Digital Narratives: Technology/New Media

(Summer/alternate years/3 credits)

This course first studies traditional notions of narrative in light of over half a millennium of the printed word, and then considers how the new technology of digital narratives—hypertext fiction, the World Wide Web, virtual reality, e-mail and video games—are changing notions of social identity, literacy and reality and how we construct and "read" the world around us.

ENHN 560/460 The English and Italy: Texts and Contexts

(3 credits)

A study of the impact of Italy on the literature and consciousness of British writers of the 19th and 20th centuries. Readings will be selected from the poetry, fiction and nonfiction of writers such as Shelley, Byron, Ruskin, Elizabeth and Robert Browning, George Eliot, Henry James and D.H. Lawrence. Some attention will be paid to the history and art of Italy.

ENGL 561/461 The Family in American Modern Drama

(3 credits)

Domestic Realism constitutes the dominant form in American Drama. This course considers ways in which American playwrights use family relationships to examine social, political metaphysical and aesthetic concerns. Readings include works by O'Neill, Hellman, Miller, Wilson, Norman and Shepard, as well as other playwrights.

ENHN 563/463 International Currents in Modern Fiction

(3 credits)

A consideration of recent fiction that transcends boundaries of nation and language; such literary internationalism raises concerns of ethnicity, religion and political allegiance. How does a novelist modulate from local concerns to a global readership? From Africa we may read Chinua Achebe and Nadine Gordimer; from the Arab world, Tayeb Salih; from the Far East, Shusaku Endo; from Europe, Italo Calvino; from Latin America, Gabriel García Márquez; and from "America," Vladimir Nabokov.

ENGL 565 The Renaissance Amphibium

(3 credits)

As they move between two worlds—the infinite possibilities of spirit and the nightmarish limits of the physical—writers, artists and philosophers of the Renaissance offer many images of what it means to be human. As we investigate the peculiar nature of those imaginings, we are likely to see premonitions of many modern assumptions and dilemmas. The writings of Boccaccio, Machiavelli, Rabelais, More Montaigne, Shakespeare and Cervantes will form the backbone of our reading.

ENGL 567 The Modern Temper: Texts and Contexts

(3 credits)

A study of modern English literature and of the social and intellectual contexts that shaped that literature. The class will focus its attention on works that reflect and continue to affect Western culture and its sense of the modern. Texts will include selections from poetry, fiction and non fiction of authors such as T. S. Eliot, W. H. Auden and Virginia Woolf.

ENHN 568 American Landscapes: Environmental Literature in the United States

(3 credits)

How does the American landscape function in our imagination, or policies or lives? This course explores the wide and growing range of writings about the environment in the following arenas: literary, political, scientific, philosophical, autobiographical. Readings include Thoreau, Leo Marx, Aldo Leopold, Leslie Marmon Silko and Annie Dillard, as well as poets such as Walt Whitman, Robert Frost, Elizabeth Bishop, Gary Snyder and Mary Oliver.

ENGL 569 African-American Literature

(3 credits)

A graduate-level survey course of African-American literature, criticism and literary theory, ranging from early slave narratives through the Civil War and Reconstruction, the Harlem Renaissance and the Civil Rights movement, up to the present.

ENGL 570 Seminar

(3 credits)

Advanced study in an area of current interest to faculty and students, including an introduction to major schools of contemporary criticism. A topic, period, author or question in literary history or theory will be explored.

FL 550 International Themes in Western Literature

(3 credits)

A study of selected topics in representative works of literature from Europe and Latin America in English translation. New topic every time the course is offered.

FL 551 International Themes in Non-Western Literature

(3 credits)

A study of selected topics in representative works of literature from non-Western cultures in English translation. New topic every time the course is offered.

FREN 501 Cultural Perspectives of France

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

Intensive training in spoken and written French. Study of trends in contemporary French politics, art, society and civilization, using media and Internet sources.

FREN 502 Advanced French Language and Culture

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

Immersion in French language and culture through enrollment in an intensive course offered through Hood's Strasbourg Program at the International Institute for French Studies: European Union, Linguistics, Civilization, Literature and Methodologic Studies.

FREN 510 Le Roman d'initiation: Journeys to Maturity in French Fiction

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

This course examines the genre of the "roman d'initiation," a group of novels whose primary concern is the emotional, social, intellectual and sexual maturation of a young protagonist. By studying this theme across several centuries and by analyzing its psychological and social contexts in a selection of novels and films, the class will attempt to define the genre and explain its prevalence in French fiction.

FREN 513 Gender and Gaze in Modern French Literature and Film

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

How do women and men see each other? Is the literary gaze inevitably marked by gender? This course will analyze the implications of the gaze in modern French literature and cinema. Works studied will include French and Francophone novels, poetry, theater and film.

FREN 514 Refinement, Politeness and Social Behavior

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

This class will attempt to define what makes refinement, politeness and the art of living one of the major stereotypes when speaking about French culture. Through the literature and the culture of seven centuries of French history, we will evaluate the importance of language from 1100 to 1800 in the creation of an ideal of social behavior and a sense of elegance.

FREN 517 Parlez-moi d'amour: A Critical Look at Love in French Culture from 1100-1800

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

This course will define and evaluate the convention that has created the myth of romance within French culture. The French, during their history, stylized love; they believe in this mental creation and force themselves to live passion in this poetic way.

FREN 518 Advanced Composition and Translation

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (Second semester/3 credits)

Development of proficiency in writing French, with emphasis on the contrastive aspects of English and French structure. Special attention is given to style and to the idiomatic use of language. Introduction to translation techniques. Weekly compositions or translation will enhance student skill in these areas.

FREN 520 Francophone Women Writers

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

In this course, students will examine works by contemporary women writers from the French-speaking world, including North Africa, sub-Saharan Africa, the Caribbean and North America. We will consider how questions of gender and race are experienced and expressed by these women and how their various cultures influence this expression. Topics of discussion will include marriage and polygamy, slavery, political and social upheavals and racial difference.

FREN 522 Ecrivains derriere la camera

Prerequisite: Five courses in French at the 200-level or above, or departmental approval. (3 credits)

Very early in the 20th century, a new form of expression fascinated writers: cinema. In this class we will analyze and interpret the different relationships that exist between an author (Breton, Cocteau, Prevert, Duras, Robbe-Grillet) and the way he/she attempted to reproduce it in his/her film.

GER 501 Berlin in the 20th Century

Prerequisite: Five courses in German at the 200-level or above, or departmental approval. (3 credits)

The interaction of a "cultural landscape" and literature from the turn of the century to the year 2000 will be studied in works by Alfred Döebelin, Nelly Sachs, Bertolt Brecht, Christa Wolf, Zehra Cirak, etc. Movies will be used to provide a visual background and further topics for discussion.

GER 515 German Literature of the 19th Century

Prerequisite: Five courses in German at the 200-level or above, or departmental approval. (3 credits)

Representative authors from the Romantic Movement to Naturalismus as seen against the cultural background of their time. Reference to art, music, science and philosophy.

GER 516 Modern German Literature

Prerequisite: Five courses in German at the 200-level or above, or departmental approval. (3 credits)

A study of major authors from expressionism to the present. Modern literary and philosophical movements.

GER 518 The German Novelle

Prerequisite: Five courses in German at the 200-level or above, or departmental approval. (3 credits)

A survey of the development of the novelle, a literary genre which represents Germany's unique contribution to the European literature of the 19th century.

GER 519 German Drama

Prerequisite: Five courses in German at the 200-level or above, or departmental approval. (3 credits)

This course is a survey of the development of drama in German speaking countries from the Middle Ages to the modern era. Students will read, analyze and sometimes enact plays by Hans Sachs, Gotthold Ephraim Lessing, Friedrich Schiller, Johann Wolfgang von Goethe, Heinrich von Kleist, Frank Wedekind, Georg Kaiser, Heiner Müller and Tänkred Dorst. Lectures will provide the cultural background required to understand the dramas and connect them to social, aesthetic and philosophical movements.

HIST 506/406 Religion, Family and Society in Reformation Europe

(3 credits)

A study of the Protestant Reformation and its impact on aspects of European society such as the family, marriage, women's lives, popular culture and urban and rural society.

HIST 510 History of Women in the United States

(3 credits)

This course explores the impact of historical events on the lives of American women and the varied roles women have played in shaping United States' history from the colonial period to the present. It will focus specifically on how class, ethnicity and race has influenced American women's work, family life and organized activities. Topics include: Native American women's lives; gender and family life under slavery; the impact of industrialization on women of different classes; the ideology of separate spheres; women's political activities including the antislavery movement, the suffrage movement, the Nineteenth Amendment and the resurgence of feminism in the 1960s; and transformations in the lives of modern women including work, politics, sexuality, consumption patterns and leisure activities. While tracing larger trends and identifying common experiences, the course pays close attention to the specific experiences of individual women in order to shed light on the differences and divisions among them. Throughout, it investigates the ways in which notions of gender difference have changed over time and how a wide variety of women both created and responded to shifting and contested cultural, political and social roles.

HIST 512/412 Women in Medieval Europe

(3 credits)

A study of the roles and experience of European women during the Middle Ages, 500-1500. Legal and social status, queenship and power, religion and spirituality, marriage and family and women in the ethnic minorities.

HIST 520 America in the Sixties

(3 credits)

This course provides both a chronological and topical examination of the period of American history known as "the sixties." Among the topics discussed are the American presidency, the Cold War, nuclear proliferation, the rise and fall of the New Left, the rebirth of the New Right, the women's movement, the freedom struggles, the Vietnam War and the anti-war movement, the student movement, Watergate, rock-n-roll music, American popular culture and oppositional culture. Through the available media on the '60s—including books and articles, movies, documentaries and sound recordings—we will search for coherence in a contradictory and confusing period of American history.

HIST 521 Hollywood's America

(3 credits)

This course examines American culture and society through film. The primary text for this course will be American films, such as "Gone With the Wind," "The Birth of a Nation," "The Grapes of Wrath," "Casablanca," "Dr. Strangelove," "The Graduate," "Apocalypse Now," "Wall Street" and "American Beauty." Students will critically analyze

how American cultural and social conflicts are portrayed and worked out in popular films, and explore how motion pictures create a window into modern American society.

INST 512 Archaeology: Cultures, Technologies, Methods and Theories

(3 credits)

This course examines the discipline of archaeology as it is currently practiced. The concepts and questions that form the foundation of this field of inquiry will be studied, relating these to different archaeological sites around the world. Both archaeological cultures and scientific techniques currently used to analyze the types of data created by these cultures will be examined. In so doing, we will study societies that vary from one another widely, both in terms of their geographic locations and the time periods in which they existed.

LSSP 533 Latin American Poetry

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered as needed/3 credits)

Study of selected poetry, essay and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli and Octavio Paz.

LSSP 536 Latin American Fiction

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester/3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

LSSP 570 Seminar

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered every fourth year/3 credits)

A study in depth of a subject selected according to the special interests of the students and those of the faculty.

MUSC 500 The World of Mozart

(3 credits)

A study of the life, music and influence of Wolfgang Amadeus Mozart, with special attention given to the historical, social, political, philosophical, scientific, artistic and literary events of Europe in the late 18th century, and how they influenced him.

PHIL 505 Great Figures in Western Philosophical Thought

(3 credits)

An introduction to the philosophical works of a major figure or a group of closely related thinkers in the history of philosophy. This course introduces students to the philosophical texts and ideas of an important historical figure or figures and discusses the significance of these ideas to the Western philosophical tradition. Students may repeat when a study of a different figure is offered.

PHIL 507 History of Philosophy I: The Ancient World to the Renaissance

(3 credits)

An introduction to philosophy from the ancient world to the Renaissance. This course aims to introduce students to Western civilization through a discussion of some of the significant primary philosophical texts from ancient and medieval Europe. Thinkers typically covered include Plato, Aristotle, Augustine, Cicero, Anselm and Aquinas. Topics may include social and political philosophy, ethics, epistemology, religion, metaphysics and philosophy of law.

PHIL 508 History of Philosophy II: The Early Modern Era to the 20th Century

(3 credits)

An introduction to the primary philosophical movements from the 17th century to the 20th century. This course introduces students to the rationalist and the empiricist traditions, as well as addresses philosophical issues in epistemology, metaphysics, ethics and political theory. Thinkers covered typically include Hobbes, Descartes and Locke.

PHIL 514 Seminar on the American Intellectual Tradition

(3 credits)

A survey, from the Puritans to the present, of major figures and currents in American thought. The course will cover not only philosophers but representatives of the worlds of literature, religion, politics, social reform and economics, as well.

PLRL 570/470 Seminar

Prerequisite: 9 credits in religion and/or philosophy, or permission of the instructor.
(3 credits)

Advanced study of special topics in religion or philosophy. May be repeated once under a different topic.

PSCI 507 American Constitutional Law

(3 credits)

The powers of the state and national governments as interpreted by leading decisions of the Supreme Court of the United States. The development of modern constitutional doctrines.

REL 512 Myth, Symbol, and Ritual

(3 credits)

A comparative study of the meaning and function of myth, symbol and ritual in the world's various religious traditions. Readings will be drawn from ancient and modern sources.

REL 514 Modern Religious Thought

(3 credits)

An examination of major figures and themes in 20th century Christian religious thought. Topics may include feminist and liberation theologies, the problem of evil, relations with other religions, Christology and human destiny.

SOC 523 Ethnicity in America

(3 credits)

A survey of the status and treatment of ethnic groups in the United States: patterns of dominant and subordinate relations; prejudice and discrimination; historical and current problems; demographic and social background; political and social policies.

SPAN 515 Advanced Composition

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

Development of proficiency in writing Spanish, with emphasis on the contrastive aspects of English and Spanish structure. Special attention to style and to the idiomatic use of language. Introduction to translation. Weekly compositions or translations.

SPAN 522 Barcelona: From Hercules to the Olympic Games

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

An exploration of the city since its classical origins, with the emphasis on the 20th century, through its history, architecture, folklore and urban mythology. Use of text, image and music to illustrate the triple role of Barcelona as a Catalan, Spanish and European capital.

SPAN 521 From Empire to Democracy: A Century in Crisis

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (Either semester—Course is offered every fourth year/3 credits)

Study of selected works from the Generation of 1898 to the present, interpreting the religious, historical and ideological crises that shaped the Spanish 20th century. Focus on the impact of the 1989 colonial war, the civil war, the dictatorship and the transition to democracy. The course will examine authors such as Unamuno, Baroja, Ortega, Lorca, Machado and contemporary feminist Carmen Riera.

LSSP 533 Latin American Poetry

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

Study of selected poetry, essay and drama by Spanish-American writers such as Martí, Darío, Neruda, Gabriela Mistral, Usigli and Octavio Paz.

LSSP 536 Latin American Fiction

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

Main trends in contemporary novels and short stories. Azuela, Gallegos, Asturias, Borges, García Márquez, Fuentes, Sábato and other major writers.

SPAN 540 Heroes and Antiheroes: The Spanish Novel

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

A look at the heroic and antiheroic visions in the making of the modern Spanish novel, from Cervantes to the 19th century realists.

SPAN 543 Spanish Theater

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

Study of the development of Spanish drama and its changing styles and themes including plays by Lope de Vega, Calderón, Tirso de Molina, Alarcón, Cervantes, Zorrilla, Benavente and García Lorca.

LSSP 570 Seminar

Prerequisite: Five courses in Spanish at the 200-level or above, or departmental approval. (3 credits)

A study in depth of a subject selected according to the special interests of the students and those of the staff.

WMST 501 Images of Women

(3 credits)

An interdisciplinary study of issues of gender in art, religion and society, with emphasis on the major cultural traditions of West and East. The course examines images of women from prehistoric times until about 1500 and considers the way in which these images change from period to period and from culture to culture.

WMST 512 Re-visioning Motherhood in Modern Western Culture

(3 credits)

This course consists of an interdisciplinary study of the institution of motherhood and its representations in modern cultural productions of the Western world. Through readings in social, political and psychoanalytical theory, as well as analysis of literary and filmic texts, students will examine the myth and reality of mothering, its cultural and biological baggage and its implications for the changing lives of women into the next century.

M.S. IN MANAGEMENT OF INFORMATION TECHNOLOGY

The Master of Science in Management of Information Technology is an interdisciplinary graduate degree designed to meet the growing demand for managers with both business and information technology skills. Managers, in both high technology firms and in firms/organizations that own and utilize information technology (IT) facilities, will often find it necessary to assess corporate IT needs; formalize these needs into requirements and specifications; design integrated IT solutions; assess the cost/benefit of such solutions; determine the impact on operations of such solutions; evaluate

alternative technologies; manage the development, implementation and deployment of IT solutions; manage large technology projects; and manage technical employees.

The purpose of the Master of Science in Management of Information Technology degree program is to prepare women and men who will be responsible for managing information technology projects and teams in organizations. This preparation will be accomplished through a comprehensive set of studies that provide students with knowledge and skills related to 1) the business issues associated with the management of complex, large technology projects and the people who work within those projects, and 2) the discipline of information technology and the issues that must be confronted in order to consider, design, develop, manage, implement and deploy successful information technology solutions within organizations.

The Master of Science in Management of Information Technology is a 36-credit program. A full-time graduate student should be able to complete the requirements for the degree in two years. However, the program is designed to accommodate the needs of professionals attending on a part-time basis who wish to complete their degrees by taking classes in the evening. This program is intended for:

- Persons holding a bachelor's degree in computer science or a related field,
- Persons holding a bachelor's degree in business, and/or
- Persons holding a bachelor's degree in any field and already employed in an information technology area who are seeking additional academic background as part of a career and professional growth program.

Persons without this background can successfully enter and complete the program but may have to complete a series of foundation courses in order to attain the appropriate background for study.

Admission Requirements

In addition to the admission requirements established by the Graduate School, it is also desired that applicants have at least a cumulative G.P.A. of 2.75 at the completion of their undergraduate work. In addition, submitted letters of reference, a résumé and an interview with the director of the Management Information Technology degree program are encouraged and will contribute to the acceptance decision.

Foundation Courses

The Master of Science in Management of Information Technology requires the completion of five foundation courses designed to provide the appropriate prerequisite background for the cross-disciplined major. Students with undergraduate coursework in either computer science or business administration may apply for exemptions from the appropriate foundation courses.

CS	503	Algorithms and Programming I — 3 credits
CS	504	Algorithms and Programming II — 3 credits
ECON	551	Foundations of Economics — 3 credits
MGMT	551	Management Theory — 3 credits
MGMT	552	Quantitative Methods for Managers — 3 credits

Required Courses

In order to achieve the mission of the Management of Information Technology program, students are expected to have a significant breadth and depth of knowledge in both the management and information technology disciplines. The following complement of courses provides the breadth and depth of knowledge in these fields. Due to the

challenge of addressing the breadth of issues in a cross-discipline degree program sufficiently, only required courses have been designed into this program.

Economics Courses

ECON 560 Managerial Economics — 3 credits

Management Courses

MGMT	560	Organizational Behavior — 3 credits
MGMT	561	Financial Management — 3 credits
MGMT	564	Production and Operations Management — 3 credits
MGMT	566	Management Information Systems — 3 credits
MGMT	585	Human Resource Management — 3 credits

Interdiscipline Courses

ITMG	527	Management Issues in Information Systems — 3 credits
ITMG	533	Managing Technical Project Teams — 3 credits

Information Technology Courses

IT	514	Contemporary Issues in Information Technology — 3 credits
IT	518	Systems Engineering and Integration — 3 credits
CSIT	530	Applied Database Concepts — 3 credits
IT	548	Telecommunications and Networking for the Information Age — 3 credits

It is expected that all currently identified prerequisites will continue to apply to the courses recommended in the degree program.

Please refer to the Courses sections in the Master of Business Administration and the M.S. in Computer and Information Sciences programs for descriptions of the courses required in this program.

CERTIFICATE IN SECONDARY MATHEMATICS EDUCATION

This 15-credit certificate program is designed for current middle and high school mathematics teachers. It combines courses in mathematics, education and computer science, and focuses on the mathematics covered in Maryland's Core Learning Goals.

This program does not lead to initial teaching certification.

Requirements for the Certificate

CS	503	Algorithms and Programming I (Students with no previous programming experience should first take a basic computer programming course, perhaps at a community college)
EDUC	594	The Teaching of Algebra and Geometry
EDUC	595	The Teaching of Probability and Statistics or EDUC 596 The Teaching of Mathematical Modeling
MATH	500	Statistics or any other 500-level mathematics course
MATH	505	Discrete Mathematics

Please refer to the M.S. in Curriculum and Instruction program for descriptions of the education courses required for this certificate program.

Mathematics Courses

MATH 500 Statistics

(First semester/3 credits)

Basic statistical methods as they apply to data and research in the human sciences and other fields. Topics include frequency distributions and their representations, measures of central tendency and dispersion, elementary probability, statistical sampling theory, testing hypotheses, non-parametric methods, linear regression, correlation and analysis of variance. Each student may be required to do a statistics project under the guidance of a cooperating faculty member in a specific discipline such as biology, economics, education, political science, psychology or sociology.

MATH 501 Explorations in Geometry

Prerequisite: MATH 505 or equivalent. (Second semester-Odd years/3 credits)

This course will examine high school geometry from a more sophisticated point of view, as well as exploring more advanced Euclidean and non-Euclidean geometrics. Topics covered may include analytic geometry, spherical geometry, hyperbolic geometry, fractal geometry and transformational geometry. Labs in Geometer's Sketchpad will be an integral part of the course.

MATH 505 Discrete Mathematics

Prerequisite: MATH 120 or equivalent. (Either semester/3 credits)

Introduction to the basic mathematical structures and methods used to solve problems that are inherently finite in nature. Topics include logic, Boolean algebra, sets, relations, functions, matrices, induction and elementary recursion, and introductory treatments of combinatorics and graph theory.

MATH 507/407 Introduction to Graph Theory

Prerequisite: MATH 505 or equivalent. (Second semester-Odd years/3 credits)

A rigorous study of the theory of graphs, including simple and directed graphs, circuits, graph algorithms, connectedness, planarity and coloring problems.

MATH 509/409 Elementary Number Theory

Prerequisite: MATH 505 for graduates. (First semester/odd years/3 credits)

An introduction to the theory of numbers: divisibility, prime numbers, unique factorization, congruences, Euler's phi-function, Fermat's and Wilson's theorems, multiplicative functions, quadratic reciprocity, perfect numbers and applications to Diophantine equations. Applications include public-key cryptography and integer arithmetic.

MATH 546/446 Operations Research

Prerequisites: A minimum grade of B- in both MATH 505 and CS 503, or permission of the instructor. (Offered as needed/3 credits)

In-depth study of operations research methods in decision theory, linear programming, distribution models, network models, dynamic programming, game theory and simulation.

M.A. IN THANATOLOGY

A Master of Arts program in Thanatology represents an effort to meet the growing demand for individuals prepared to work with the terminally ill and bereaved, as well as persons prepared to provide death education at all levels in a variety of organizations. The student will understand the discipline of thanatology as well as the integration of thanatology to other fields of study. The M.A. program is created and expanded from our thanatology concentration under the existing M.A. in Human Sciences.

The Master of Arts in Thanatology requires 39 graduate credits. Exemption may be granted for specific courses based on previous work. However, substitutions of electives would be required to make a minimum degree requirement of 33 credits.

Requirements for the Program

Foundation Courses (12 credits):

THAN	510	Professional Orientation to Thanatology
THAN	520	Introduction to Thanatology
PSY	501	Theories of Personality
PSY	508	Introduction to Counseling and Helping Skills

Core Thanatology Courses (12 credits):

THAN	521	Mourning and Principles of Counseling the Bereaved
THAN	523	Dying and Principles of Care for the Dying
THAN	528	Developmental Perspectives in Thanatology
THAN	529	Historical and Multicultural Perspectives in Thanatology

Additional Requirements (9 credits):

PSY	511	Theories and Principles of Counseling
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And six credits selected from the following:

THAN	524	Hospice: Principles and Practices or THAN 527 African-American Perspectives in Thanatology
THAN	525	Seminars in Thanatology (1 credit courses)
THAN	530	Practicum in Thanatology
THAN	595	Independent Research Project

Electives (6 credits):

GERO	554	Social Gerontology
GERO	555	Psychological Aspects of Aging
PSY	519	Psychopharmacology
PSY	531	Abnormal Psychology
PSY	556	Behavior Modification
THAN	524	Hospice: Principles and Practices
THAN	527	African-American Perspectives in Thanatology

Other courses with the approval of the adviser and program director

Comprehensive Examination

The program requires a comprehensive examination which will be integrative, not course specific. The comprehensive examination may be taken after completion of the core Thanatology courses.

Admission

Admission to the program includes a required written statement of goals and two letters of reference, as well as an interview, either in person or by phone.

CERTIFICATE IN THANATOLOGY

The certificate program in thanatology is intended for individuals working in the thanatology field who seek career augmentation and professionals already licensed or certified in human service fields who wish to obtain specific preparation in thanatology. The certificate program deepens a student's understanding of the impact of death on

the individual and society and prepares the student to meet the special needs of the bereaved, and of the terminally ill and their families.

Requirements for the Certificate

THAN	520	Introduction to Thanatology
THAN	521	Mourning and Principles of Counseling the Bereaved
THAN	523	Dying and Principles of Care for the Dying
THAN	528	Developmental Perspectives in Thanatology

Successful completion of the certificate requires a minimum G.P.A. of 3.00

Both the M.A. and Certificate Program in Thanatology are designed to conform with the Association for Death Education and Counseling (ADEC) Certification requirements for those persons interested in becoming certified as Death Educators, Grief Counselors or Grief Therapists.

Summer Institute in Thanatology

The Summer Institute in Thanatology is designed to allow students to immerse themselves in one particular field of study and to complete all of the requirements for certification in one summer. Thanatology courses will be offered in various formats including weekend courses, a two-week intensive course and a week-long intensive course.

Please refer to the Courses section in the M.A. in Human Sciences program for descriptions of the courses required for the M.A. in Thanatology and Certificate in Thanatology.

ADDITIONAL GRADUATE COURSES

Biology Courses

BIOL 515 Biochemistry and Molecular Biology for Secondary Teachers

(3 credits)

The course is designed to update high school biology and chemistry teachers in the fields of modern biochemistry and molecular biology. Topics reflect recent technological advances, and the language of modern molecular biology and biochemistry will be stressed. Experiments and demonstrations will be used.

BIOL 520 Organismal Biology for Secondary Teachers

(As needed/3 credits, lab fee)

A study of the adaptation of multicellular organisms. After a survey of multicellular organisms protista, fungi, plants, invertebrate and chordate animals, the course will focus on how these diverse organisms solve universal problems of survival. Classroom demonstrations and laboratory activities will be included.

Chemistry Courses

CHEM 501/401 Environmental Chemistry

Prerequisite: CHEM 209 and CHEM 215, or permission of the instructor.

(First semester/odd years/3 credits)

Chemical aspects of atmospheric and hydrologic systems with a focus on air and water quality, sources of pollution, basic chemical analysis, corrective processes and hazardous materials management.

CHEM 505/405 Inorganic Chemistry

Prerequisite: Organic chemistry. (Second semester/odd years/3 credits/3 class hours)

A study of the principles of structure and bonding, chemical reactivity and periodic relationships of inorganic compounds.

CHEM 510/410 Advanced Organic Chemistry

(Second semester/3 credits)

Advanced topics in organic synthesis and structure determination. Topics vary with the general interest of the students and professor.

Political Science Courses

PSCI 500 Government in Contemporary Society

(3 credits)

This course explores the relationship of the individual to government and the political situation in the United States. A basic human sciences course.

PSCI 505/405 Civil Liberties

Prerequisite: Permission of the department.

(Interdisciplinary: political science, law/3 credits)

The theory and history underlying civil liberties in contemporary American culture.

Cases and readings. Freedom of expression and association, freedom of religion, fair trial, rights of the accused.

PSCI 508/408 Law and the Regulatory Process

Prerequisite: Permission of the instructor. (Second semester/3 credits)

Addresses how Congress has delegated power to administrative and federal regulatory agencies; how these regulatory agencies function in our society; how courts review agency actions; and how regulation and administration impact individual rights.

ECPS 514/414 Environmental Policy

Prerequisite: PSCI 500, or permission of the department. (First semester—3 credits)

This is a comparative course on the making and implementing of environmental policies in developed and developing countries. The focus is on the evolution of environmental policy making and on the problems associated with implementing environmental policies in different political and institutional contexts.

PSCI 517 Program Evaluation

(3 credits)

An introduction to the study of program evaluation, the course will introduce students to common methodological problems in evaluation studies and to conditions that affect the use of evaluations in the public and private sectors.

PSCI 595 Independent Research Project

Prerequisites: PSY 503, permission of the instructor and enrollment in the concentration. (3 credits)

A basic or applied research project. A written report of the project results is required to be submitted to the instructor at the end of the project. Evidence of an approved topic with a signed Permission to Enroll Form must be submitted to the Graduate School at the time of registration.

TITLE II INSTITUTIONAL PROFILE 2004-2005 HOOD COLLEGE

Ronald J. Volpe, Ph.D., President	John George, Ed.D., Chairperson
401 Rosemont Avenue	Department of Education
Frederick, Maryland 21701	jgeorge@hood.edu
www.hood.edu	

Located on a 50-acre campus in the historic district of Frederick, Md., Hood College is a private, selective liberal arts college. Hood offers the bachelor of arts and bachelor of science degrees in 27 major fields of study, 13 master's degrees, five post-baccalaureate certificate programs and three initial teaching certifications. Hood is noted for its success in preparing students for careers and for professions while providing a broad and rigorous liberal arts education. Hood supports three residential language houses on campus along with five stately residence halls. Hood is a member of the Public Leadership Education Network providing internship opportunities for women in Washington, D.C. Hood offers a rich array of academic programs, an honors program for selected students, a career development program and numerous research and internship opportunities. Hood's Adult Studies Program and Transfer Program assist talented adult and transfer students with transition to Hood College, and a Portfolio Advantage program option allows adults to present life experiences for educational assessment. Hood's notable small class sizes, extraordinary faculty, outstanding student-to-faculty ratio and an attractive and friendly campus contribute to an exceptional learning experience.

Institutional Entrance Requirements

Strong college preparatory program: 4 units English, 2 units foreign language, 3 units mathematics, 3 units laboratory science, 3 units social science; SAT or ACT. Interview recommended.

2005 Average SAT Scores of Entering Freshmen

SAT scores for freshmen entering during the reporting year and their interquartile range.

MEAN SAT:	1112
INTERQUARTILE RANGE (2005-2006 DATA)	1010-1200

Tuition and Fees for Typical Full-time Student 2005-2006

Undergraduate (Annual tuition and mandatory fees):	Maryland Resident:	\$22,000
	Non-Resident:	N/A

Graduate (Part-time tuition and mandatory fees per credit hour):	\$350 per credit hour plus \$40 fee annually
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Undergraduate Students Receiving Financial Aid (Academic Year 2005-2006):	1,017
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Professional Education Unit Profile

At the undergraduate level, three initial certification programs are offered. These include an Early Childhood Education program, an Elementary/Special Education program and a Secondary Education program in history, English, mathematics, biology, chemistry, Spanish and French. These three initial certification areas are offered at the post-baccalaureate level as well; however, at this level students may enroll in a limited number of graduate level courses and count them toward a master's degree in curriculum and instruction with a concentration in the appropriate area of certification.

The Education Department is composed of 10 faculty members, one of whom is the chairperson. The Provost is responsible for the work of the undergraduate programs in the department. The Dean of the Graduate School is responsible for the work of the graduate programs.

- Status of state program approval and/or national accreditation in teacher education
Hood College currently has full program approval for all its initial certification programs.
- National recognition/awards for teacher education, such as for PDS development, performance assessment systems, arts and sciences collaboration, etc.

The Hood College/Frederick County Multiple Site Professional Development Schools was awarded a Distinguished Partnerships in Teacher Education Award in April 2001. This award was given by the Maryland Association of Teacher Educators in recognition of its excellence in professional development.

Faculty

Demographics:

ETHNICITY	INSTITUTION (FT)	FULL-TIME EDUCATION PROGRAM FACULTY	
White		67	9
African-American		4	-
American Indian		0	-
Asian		9	-
Hispanic		1	-
Other		0	-
Gender			
Male		39	4
Female		42	5
Doctorate		74	9

Faculty Affiliation

STATUS	EDUCATION UNIT	FROM COLUMN 2, NUMBER ENGAGED IN SUPERVISING INTERNS
Full-time	10	-
Adjunct	5	1
Clinical Faculty/Supervisors	8	7
Other*	26	-

* Course contract undergraduate and graduate instructor without FTE faculty rank

Adjunct: Part-time FTE faculty (2005-2006 data)

Clinical Faculty: Course contract college supervisors

Faculty Affiliation (continued)

Full-time with Institution/Part-time in Education	-	
Part-time in Education Only	2	
Student-to-Faculty Ratio #		
Institution	Undergraduate:14:1	Graduate:15:1
Education Unit	12:1	13:1
Average Class Size #		
Institution	17 (17.13)	
Education Unit	14 (14.48)	
	*(2005-2006 data)	

Students

Institutional Enrollment (2005-2006)

	UNDERGRADUATE	GRADUATE
Headcount	1183	934
FTE	1094	444
Ethnicity (%)		
White	74%	59%
African-American	12%	5%
American Indian	<1%	0%
Asian	2%	1%
Hispanic	3%	1%
Foreign	4%	3%
Other	5%	31%
Maryland Residents (%)	78.6%	87.5%
Gender (%)		
Male	25%	28%
Female	75%	72%

Characteristics of Full-time Education Students, Reporting Year 2005-2006

	UNDERGRADUATE PROGRAMS	POST-BACCALAUREATE PROGRAMS	GRADUATE PROGRAMS
Gender			
Female	71	10	2
Male	2	3	1
Unknown	-	-	-
Racial/Ethnic Origin			
U.S. Students:			
American Indian	-	-	-
Alaskan Native	-	-	-
Asian/Pacific American	-	-	-
Black, Not Hispanic Origin	2	1	-
Hispanic	-	-	-
White, Not Hispanic Origin	64	8	2
Other	-	-	1
Nonresident Aliens	1	1	
Unknown	6	3	

Program Completer Demographics

AREA OF CERTIFICATION	INITIAL CERTIFICATION		
	Undergraduate	Post Baccalaureate	Graduate
Early Childhood	15	-	-
Elementary	-	-	-
Secondary	6	-	-
Secondary/Special Education	-	-	-
K-12 Programs	-	-	-
Special Education (1 - 8)	5	-	-
			ADDITIONAL CERTIFICATIONS
Reading Specialist/Curriculum and Instruction			44
School Library/Media			-
School Counselor			-
Administrator/Educational Leadership			20
Total number of individuals who completed programs for initial licensure as teachers	26		

Characteristics of Program Completers (2004-2005 data)

	UNDERGRADUATE PROGRAMS	GRADUATE
Gender		
Female	23	55
Male	3	9
Unknown	-	-
Racial/Ethnic Origin		
U.S. Students:		
American Indian/Alaskan Native	-	1
Asian/Pacific American	1	1
Black, Not Hispanic Origin		1
Hispanic		
White, Not Hispanic Origin	25	54
Other	-	-
Nonresident Aliens	-	-
Unknown	25	5

Education Testing Service (ETS) Pass-Rate Data: Regular Teacher Preparation Program

In compliance with Title II–Section 207 of the Higher Education Act, the College is required to report the percentage of students who pass teaching exams required for state teacher licensure.

The 2004-2005 results for Hood College and overall rates for all colleges and universities in Maryland follow:

	Hood College	Maryland average
Tests of Basic Skills (Praxis I):	96%	99%
Tests of Professional Knowledge: (Praxis II):	did not have enough test takers to report data	97%
Tests of Content Knowledge: (Praxis II):	100%	98%
Tests of Teaching Special Populations: (Praxis II):	did not have enough test takers to report data	97%
Summary Totals of Pass Rates:	96%	96%

DIRECTORY

**Part-time*

***Jan Aaland**, Adjunct Instructor of Voice; B.A. Sociology, University of Calif., Berkeley (1976)

Melanie M. Adams, Instructor of Physical Education; B.S., Keene State College; M.E., University of Virginia (1994)

***Michael C.R. Alavanja**, Associate Professor of Biology; B.S., M.S., City University of New York; Dr.P.H., Columbia University (1993)

Lisa Algazi, Professor of French; B.A., Hollins College; M.A., Ph.D., Stanford University (1994)

Janet Ambrose, Assistant Professor of Education; B.A., University of Dayton; M.A.T., William Paterson College; Ed.D., Virginia Polytechnic Institute and State University (2005)

Emilie Amt, Hildegard Pilgram Professor of History; B.A., Swarthmore College; Ph.D., University of Oxford (1998)

Yong-Kyun Bae, Assistant Professor of Economics; B.A., M.A., Chonnam National University; M.A., Boston University; Ph.D., State University of New York (2005)

Kathleen Bands, Professor of Education; B.S., M.Ed., University of North Carolina; Ph.D., University of Maryland (1984)

Ralph Barnes, Assistant Professor of Psychology; B.A., Malone College; M.A., Ph.D., The Ohio State University (2005)

Martha Bauer, Visiting Assistant Professor of Education; B.S., East Carolina University; M.A., Hood College; Ed.D., University of Maryland (2005)

***Nancy Beith**, Adjunct Instructor of Piano; B.Mus., Syracuse University; M.M., The Peabody Institute of The Johns Hopkins University (1985–1987, 1993)

Karen Belle, Visiting Clinical Instructor, Onica Prall Child Development Laboratory; B.A., Salem State College (2002)

Kevin H. Bennett, Associate Professor of Chemistry; B.S., James Madison University; Ph.D., University of Tennessee

Donna Bertazzoni, Professor of Journalism; B.A., Northeastern University; M.B.A., Frostburg State University (1987)

Purnima M. Bhatt, Professor of Anthropology, History and Interdisciplinary Studies; B.A., M.A., Delhi University, India; Ph.D., Howard University (1977)

Darren Boas, Assistant Professor of Management; B.S., M.S., Drexel University (2005)

***Thomas A. Bogar**, Assistant Professor of Education; B.A., M.A., University of Maryland; Ph.D., Louisiana State University (2005)

Frederick N. Bohrer, Associate Professor of Art and Archaeology and Chair of the Department of Art; B.A., St. John's College; M.A., Ph.D., University of Chicago (1989)

Elaine Bonazzi, Adjunct Instructor of Voice; B.M., Eastman School of Music (2003)

Douglas Boucher, Associate Professor of Biology; B.A., Yale University; Ph.D., University of Michigan (1996)

Ann L. Boyd, Professor of Biology; B.S., M.S., Northwestern State University; Ph.D., Louisiana State University (1976)

Robert W. Boyle Jr., Associate Professor of Psychology and Chair of the Department of Psychology; B.A., University of Maryland; M.A., Ph.D., The Catholic University of America (1980)

Dana G. Cable, Professor of Psychology and Thanatology and Director of the Graduate Human Sciences Program; A.B., West Virginia Wesleyan College; A.M., Ph.D., West Virginia University (1972)

Roser Caminals-Heath, Professor of Spanish, Chair of the Department of Foreign Languages and Literatures and Director of the Graduate Certificate Program in Proficiency in Foreign Languages; B.A., M.A., Ph.D., University of Barcelona (1981)

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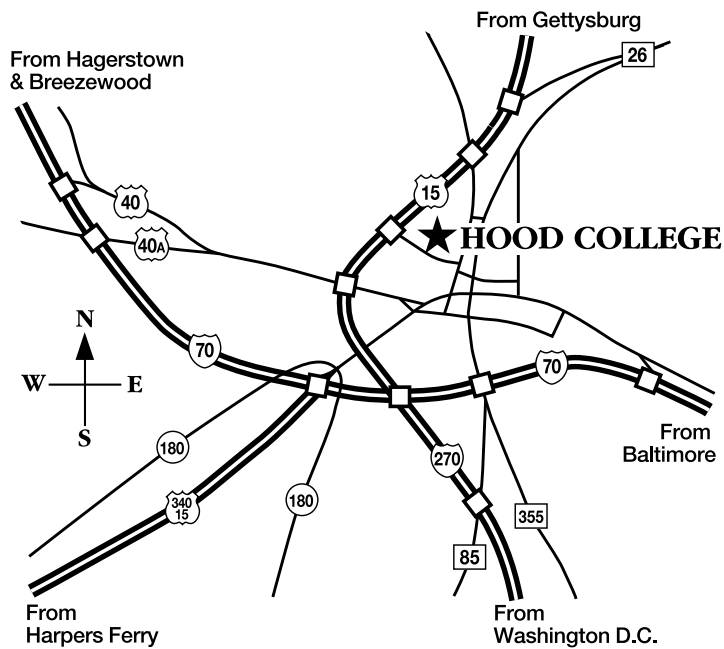
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(301) 663-3131 ■ Fax: (301) 694-7653

PHYSICAL RESOURCES

ACADEMIC AND ADMINISTRATIVE FACILITIES

Alumnae Hall
Alumnae House
Joseph Henry Apple Academic Resource Center
Beneficial-Hodson Library/Information Technology Center
Brodbeck Music Hall
Coffman Chapel
Gambrill Gymnasium
Hodson Science Center
Marx Center
Onica Prall Child Development Laboratory
Rosenstock Hall
Strawn Cottage
Tatem Arts Center
Whitaker Campus Center
Williams Observatory

RESIDENCE HALLS

Coblentz Hall
Coblentz Memorial Hall
French House/Martz Hall
German House
Meyran Hall
Shriner Hall
Smith Hall
Spanish House/Hall

STUDENT LIFE

Coblentz Hall
Huntsinger Aquatic Center
Parcourse
Tennis Courts
Thomas Athletic Field
Wellness Center

OTHER COLLEGE FACILITIES

Facilities Office
Hodson Outdoor Theater
Joseph Pastore Facilities Center
Pergola
President's House
Thomas Gateway

ADDENDUM

Secondary Resident Teacher Certification (RTC) Program

The Secondary Resident Teacher Certificate (RTC) is a state approved program that follows the designated guidelines of COMAR 13A.12.01.07 (Resident Teacher Certificate). The program represents a partnership between Hood College and the Frederick County Public School System and other participating state school systems that provides an alternate pathway for certifying teachers in identified content areas of shortage. Pre-Employment Conditions for Admission into the Program-Determined by the local school system

Hold Degree: Bachelors, Masters, or Ph.D.

Degree Content:

1. Concentration in discipline appropriate to the assignment in the secondary school curriculum
2. Present grades of B or better in courses related to area of assignment
3. Overall content G.P.A. 3.0

Testing—Submit qualifying scores on teacher certification tests:

1. Praxis I
2. Praxis II (Content Knowledge Test)

Interview: Have successful interview with local school system.

Candidates meeting success with all of the above will receive a letter of admission into the RTC Program from the local school system.

Pre-Employment Conditions for Program Content Requirements offered through Hood College

Complete 135 clock hours of study at Hood College with a focus on classroom management, instruction, and methods courses. Those courses are as follows:

- | | |
|-----------|---|
| EDUC 528R | Effective Teaching Foundations for Resident Teaching Certificate (RTC) Secondary Teachers (3 credits) |
| EDUC 509R | Teaching Reading in Content Areas: Part I (3 credits) |
| EDUC 581R | Research-Based Teaching, Learning and Assessment (3 credits) |

Only the local school system can offer employment based on the RTC status.

RTC Program Requirements Offered by Hood College During Employment

Secondary Program of Study—One Year to Complete Secondary Program

1. Complete an additional 45 clock hours of study during employment as a resident teacher:

- | | |
|-----------|--|
| EDUC 512R | Teaching Reading in Content Areas: Part II (3 credits) |
|-----------|--|

RTC Requirements Administered by the Local School System During Employment

1. **Supervision:** Complete a residency with supervision by a supervising teacher or trained mentor for each year employed in the RTC Program
2. **Evaluation:** Verification of satisfactory teaching performance for a minimum of nine months each year employed on a Resident Teacher Certificate
3. **Testing:** Submit qualifying scores on teacher certification Praxis II—Specific Content Area Pedagogy

The local school system will request the Maryland State Department of Education to issue a Standard Professional Certificate for RTC students meeting with success on all of the above criteria.

